

Cover Sheet: Request 10973

PHA5XXX Foundations for Medication Therapy Management

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Beck,Diane Elizabeth beck@cop.ufl.edu
Created	4/22/2016 5:14:14 AM
Updated	4/22/2016 9:38:02 AM
Description	This course is designed to provide student pharmacists with foundational information on Medication Therapy Management (MTM) and MTM Comprehensive Medication Reviews. Students will learn how to address the barriers of providing MTM in different populations, evaluate a complicated patient, and prioritize and communicate drug therapy problems with patients and prescribers.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COP - Interdisciplinary Studies	Whalen, Karen		4/22/2016
Added Fdns MTM Contact Hour Map 4-21-2016.docx					4/22/2016
Deleted Fdns MTM Contact Hour Map 4-21-2016.docx					4/22/2016
Added Fdns MTM Syllabus 4-21-2016.docx					4/22/2016
College	Approved	COP - College of Pharmacy	Beck, Diane Elizabeth		4/22/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			4/22/2016
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 10973

Info

Request: PHA5XXX Foundations for Medication Therapy Management

Submitter: Beck,Diane Elizabeth beck@cop.ufl.edu

Created: 4/22/2016 10:02:22 AM

Form version: 2

Responses

Recommended PrefixPHA

Course Level 5

Number XXX

Lab Code None

Course TitleFoundations for Medication Therapy Management

Transcript TitleFoundations MTM

Effective Term Spring

Effective Year2017

Rotating Topic?No

Amount of Credit2

Repeatable Credit?No

S/U Only?No

Contact Type Regularly Scheduled

Degree TypeProfessional

Weekly Contact Hours 15

Category of Instruction Intermediate

Delivery Method(s)On-Campus

Off-Campus

Online

Course Description This course is designed to provide student pharmacists with foundational information on Medication Therapy Management (MTM) and MTM Comprehensive Medication Reviews. Students will learn how to address the barriers of providing MTM in different populations, evaluate a complicated patient, and prioritize and communicate drug therapy problems with patients and prescribers.

Prerequisites Successful completion of Year 1 of the PharmD curriculum (including milestones) is required for this course.

Co-requisites None

Rationale and Placement in Curriculum This is an elective course in the 2nd year - spring of the Pharm.D. curriculum.

This course builds on the foundational principles learned in year 1.

In year 3, students will learn about Medication Therapy Management in more depth.

Course Objectives

1. Discuss the history and progression of Medication Therapy Management
2. Identify various practice models in which MTM can be utilized to provide patient-centered care to maximize the benefit for the patient experience as well as enhance therapeutic outcomes.
3. Recognize the perspectives of MTM participants (health plans, pharmacists, and patients) regarding MTM processes.
4. Recognize barriers that interfere with providing MTM services and develop strategies to overcome these barriers to patient care.
5. Conduct a thorough comprehensive medication therapy review (CMR) to assess

safe and effective medication usage.

6. Identify effective communication skills (including Motivational Interviewing techniques) utilized during patient interviews to assess drug therapy problems and influence changes in patient behavior.
7. Document medication therapy management (MTM) services in a manner that allows for evaluating patient progress.
8. Prioritize drug therapy problems including issues involving indications, effectiveness, safety, adherence, and cost.
9. Complete a personal medication record/list (PMR/L) for the patient to use as a personal reference and as a tool to share with all prescribers.
10. Develop a medication-related action plan (MAP), empowering the patient with actions to help improve their own health.
11. Create a plan of action for all identified drug therapy problems, with the goal of optimizing medication usage and improving therapeutic health outcomes.
12. Make recommendations to prescribers using interprofessional communications to resolve identified DTPs.

Course Textbook(s) and/or Other Assigned Reading Angaran DM, Whalen K (Eds). Medication Therapy Management: A Comprehensive Approach, McGraw-Hill; 2015; ISBN: 978-0-07-184869-5 This text is available via Access Pharmacy which may be accessed thru the UF Library.

Weekly Schedule of Topics This course is an elective course that is 2 weeks in duration with 32 instructor contact hours and 60 outside study hours.

April 24 (M): Introduction to Medication Therapy Management (MTM) and Various Practice Models (Telephonic, Face-to-Face, Transitions of Care, Clinic/Dr Office)

April 25 (Tu) Payer's Perspective (Health Plans/Managed Care Organizations) and the Patient's Perspective of MTM

April 26 (W) How to Perform a Thorough CMR (Comprehensive Medication Review)

April 27 (Th) How to Assess and Address a Complicated Patient

May 1 (M) Overcoming Barriers to Completing a CMR

May 2 (Tu) Creating Effective Prescriber Communications

May 3 (W) Patient Case Workshop

May 5 (M) Final Exam

Grading Scheme A course grade is based on the following:

Online Graded Assignments (3 at 10% each) 30%

Graded Discussion Board Posts (2 at 2% each) 4%

Online Quizzes (2 at 3% each) 6%

In Class/Big Blue Button Participation - Appendix B Rubric 30%

Final Exam 30%

Additional Links and Policies Class Attendance Policy

Policy Across All 1PD-3PD courses:

Class attendance is mandatory for active learning sessions such as problem-solving sessions, case discussions, and laboratory sessions. Student attendance may be excused by the Teaching Partnership Leader in the following situations: serious illness (documentation required if more than 48hrs), serious family emergencies, military obligation, severe weather conditions, religious holidays, and other reasons of serious nature. The Pharm.D. calendar allows for participation in special curricular requirements (e.g., professional meetings). Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) are excused. Conflict with work schedules is an unexcused absence.

Requests for excused absences MUST be made by an email to the Academic Coordinator and the course facilitator prior to the scheduled session or if it is an emergency situation, as soon as possible. The student is responsible for follow up and confirming whether the absence is excused or unexcused. The Teaching Partnership Leader, Academic Coordinator, and your campus specific director must be CCD in this communication. The following format is recommended:

Failing to follow this policy will render the absence not excusable. A request for an "excused absence" does not guarantee acceptance. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida. Makeup assignment(s) will be made for any excused absence(s) and will typically be submitted within one-week of the missed session(s). If the situation leads to missing multiple class sessions and makeup becomes difficult, the student and Teaching Partnership Leader will meet with the Associate Dean of Student Affairs to develop options such as a makeup/remediation plan or course withdrawal. The time period for this make up will be consistent with the UF attendance policies.

Class attendance requires full engagement of activities and discussions. The following are unacceptable during class: 1) read non-course related materials that are either in hard-copy or web-based, 2) study for other courses, 3) use a laptop for activities that are not course-related. Class participation will be reduced in such situations.

Please refer to the University Attendance Policy at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Additional Policy Specific to This Course:

Completed by specific course.

Quiz/Exam Policy

During the Exam:

1. Students must arrive and be seated promptly to be eligible to take the exam. To maintain exam security, students who arrive late for the exam will not be allowed to start

the exam if they are more than 30 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.

2. No talking or other disruptive behavior during the distribution or taking of the exam.
 - 3 Calculators must meet the following requirements: Only nonprogrammable calculators are allowed during exams for this course.
 4. If you encounter calculator problems (e.g., dead battery), contact the Proctor.
 5. Nonessential materials are NOT allowed at the student's desk during examination periods. Please leave all nonessential materials outside of or in the front of the examination room.
 6. Other exam rules may be instituted during the progression of the course.
 7. Once the exam commences, students may not leave the room without first turning in the exam. Once the exam is turned in, the examination period for the student is considered complete and the student must leave the examination room. If there is urgent need to use the restroom, the Proctor will provide guidance.
- Failure to follow exam rules may be considered as evidence of academic dishonesty.

Policies Related to iRAT/tRAT

1. Students must bring their laptop to class in order to participate in the iRAT and tRAT.
2. Students who are late for an iRAT may begin the iRAT when arriving, but will be required to close the iRAT at the end time established for the entire class by the instructor (i.e., students who are late will not have the entire time).
3. Students who miss the iRAT and not eligible to take the tRAT.
4. Students may not leave the room during the iRAT and tRAT. All students must remain quiet during the testing period.

After the Exam

Policy across All 1PD-3PD courses:

1. Students are required to upload the encrypted exam file within 24 hours of completing the exam to the SofTest website.
 - a. If the encrypted file is not uploaded within 24 hours, the student's exam score will be reduced by 10%.
2. Graded exam appeals
 - a. Following release of the exam grades, the student has 3 business days to contact the Facilitator and Teaching Partner to clarify questions and appeal any possible grading errors. For courses that accept exam question appeals, see course specific information below.

Additional Policy Specific to This Course:

Completed by specific course.

Make-up Quiz/Exam Policy

Policy across All 1PD-3PD courses:

Makeup exams are given only under special circumstances. If the student is unable to take a scheduled examination, the Teaching Partnership Leader and Academic Coordinator must be notified before the examination or if it is an emergency situation, as soon as possible. In addition, a written letter of explanation requesting that the absence from the exam be excused, must be presented before the exam or if an emergency situation as soon as possible. An excused absence is allowable in the following situations: documented illness, serious family emergencies, military obligation, severe weather conditions, religious holidays, participation in special curricular requirements, excused absences for court-imposed legal obligations, and other reasons of serious nature. All excused absences will be considered on an individual basis by the Teaching Partnership Leader. For unusual situations (e.g., wedding that was planned before admission), the faculty member will communicate with student affairs.

The questions on the makeup exam may be in the form of essay, short answer, or

multiple-choice and will be the same level of difficulty as the exam administered during the scheduled time. With the exception of highly extenuating circumstances, failure to follow the prescribed procedures or failure to attend the announced examination will result in a grade of zero for that exam. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

The instructor will arrange an alternate deadline for the exam consistent with the University examination policies.

The student may contact the instructor to obtain details about why points were deducted. The student has two weeks following the return of the Exam to clarify any questions and appeal any possible grading errors. Any appeals on the final examination must be made in writing and submitted to your facilitator. When an appeal is made to re-grade an Exam, the entire Exam will be reevaluated and scored.

Additional Policy Specific to this Course:

Completed by specific course.

Policy on Old Quizzes and Assignments

Completed by specific course.

General College of Pharmacy Course Policies

The following policies apply to all courses in the College of Pharmacy and are available on the COP website:

University Grading Policies

Please visit the following URL to understand how the University uses the course grade to compute your overall GPA:

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

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.

Academic Integrity Policy

Students are expected to act in accordance with the University of Florida policy on academic integrity

(<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>). 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.

Students are also expected to abide by the UF Honor Code.

The following is the UF Honor Pledge: 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."

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 problems in order to meet academic standards.

How to Request Learning Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) 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 (carswell@cop.ufl.edu), fax (352-273-6219) or in person at G235 (Student Services Suite) of 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.

Faculty and Course Evaluations

Students are expected to provide feedback on the quality of instruction in every course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> . Evaluations are typically open around mid-semester and need to be completed by the established deadline. Summary results of these assessments are available to students at <https://evaluations.ufl.edu> .

Computer and Other Technology Requirements

Students are required to meet the following computer and technology requirements: <http://pharmacy.ufl.edu/education/student-affairs/admissions/student-computer-requirements/>

ExamSoft® is used for administration of exams and students are required to follow the procedures that are established for exam administration. Students must bring a laptop to class to complete exams and this laptop must meet the computer and technology requirements established by the College. These technology requirements require a backup battery with at least 2 hours of life. Students must also complete mock exams prior to the actual exam to assure that all computer features are supported by ExamSoft®.

Expectations In 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.
- ? Be prepared for group discussions and conference calls.
- ? Do your own work.
- ? Actively collaborate with peers when assigned to groups.
- ? Inform the course coordinator about an absence from an exam or other assigned

class activity at least 24 hours prior to the event.

- ? Dress appropriately for class sessions or clinically related activities.
- ? Turn off cell phones and other electronic communication devices during a class session or phone conference.
- ? Be quiet during class sessions including peer presentations.
- ? Be focused and avoid distractive behaviors in class.
- ? Appropriately use the computer in class, i.e., do not be looking at unrelated information on the web site during class.
- ? Participate in class or group discussions.
- ? Raise one's hand to be recognized before making a comment during a class session.
- ? Be respectful to the teacher.
- ? Be respectful to fellow students in discussions.
- ? Be courteous, respectful, and civil when using discussion boards.
- ? Focus on the course learning activities; it is not respectful to study for other coursework during the class session.
- ? Address faculty with the appropriate title and name, i.e., Dr. (last name) or Professor (last name).
- ? Address concerns about performance or course material directly with the course coordinator, facilitator, or teaching assistant.
- ? Seek assistance with academic or personal difficulties as soon as possible.

Communications

Course-related Communications

Students with questions about course content should post questions on the discussion board. Questions that are personal in nature (illness, emergencies, excused absence request, request for accommodations) should email the course teaching partnership leader and copy the Academic Coordinator and Distant Campus Dean. The student may email the course leader for any other needs that are personal in nature.

Faculty member Response Time:

1. The Course Coordinators/instructors will work to respond to postings within 24 hours of the posting between Monday and Friday 12N. Responses on weekends and holidays will be sporadic. (On weekends when assignments are due, students are advised to post questions before 12 Noon on Friday.)

Email Communications:

1. When communicating with faculty via email, the subject line needs to include the course number & title.
2. At the end of the email, in addition to listing your name, list your academic year and campus/site.

Discussion Board Policy

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 coordinators. (A thread is a single link that is devoted to a topic.) The discussion board is also a place where your instructors may post virtual cases for you to work up.

Such interaction on the discussion boards with the instructors 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.

Students Netiquette on the Discussion Board:

1. Post your comment on the correct discussion thread. If you have a question about A1 (Unit A - Module 1), post it in the discussion thread for A1 and not the B1 thread.

2. The discussion board is not a place to complain. Complaints should instead be directed directly to the instructor via email. This allows the primary course coordinator to quickly address your concern without causing distraction to other students who have limited time and want to focus on learning.
 3. Use "netiquette." If you have never learned "netiquette" - please visit the following URL: <http://www.albion.com/netiquette/corerules.html> If you follow the rules of netiquette described in this URL, you will avoid posting an embarrassing or inappropriate comment.
 4. 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. A question you might see on a discussion board is "What do I need to study for the exam?" Please reflect on how this question can be perceived by your lecturing faculty as well as your fellow classmates. Rewording the question to address a specific topic would be more appropriate. For example, "Dr. XX, you listed numerous side effects for drug XX on slide XX. Of those, what are the most relevant that we could expect to occur and monitor for in clinical practice." The type of material that is covered in these classes is material that is important for patient care. All of this material is important. There are variations in courses, but please make use of your syllabus since there might be guidance on how to prepare for various exams in your classes.
 5. In most situations, lectures are released as planned by the course coordinators. Clarifying at the beginning of a semester on the planned release date/time, if not posted in the syllabus, is appropriate. Continual posts on the discussion board on weekly basis can become overwhelming for the course coordinator as well as your fellow students.
- Question/Answer sessions in live class sessions:
Time is usually reserved at the end of the class for questions regarding the material to clear up any confusion or expand on material covered in the particular section. This is a valuable time for all students and since time is limited, the questions should focus on the topics at hand. Questions such as, "What material will be covered on an upcoming exam?" or, "Do we need to know dosing for the exam?" are inappropriate during this time period. In our profession, all material is important. However, if this question does need to be asked, please consider using the discussion board to clarify any specific exam questions.

Student Complaint Process

Concerns about the course (e.g., course requirements, quizzes, exams) should first be discussed with the appropriate course instructor and the Teaching Partnership Leader. If a satisfactory resolution is not achieved, the student may appeal to the Associate Dean for Curricular Affairs and Accreditation who will also engage other individuals depending on the request (e.g., campus dean, department chair, Associate Dean for Student Affairs). If the student finds the decision unsatisfactory, the student may appeal to the Dean of the College of Pharmacy. If this decision is unsatisfactory, the student may appeal to the Ombuds office (https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

Religious Holidays

Please see the University policy on attendance and religious holidays:
<http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html#religious>.

Counseling and Wellness Center

Students who are experiencing issues and events that could adversely affect academic performance and personal health should be encouraged to meet with the course coordinator or facilitator or appropriate administrator for guidance. Students in the Gainesville area may contact the UF Counseling and Wellness Center for Gainesville students (352-392-1575; <http://www.counseling.ufl.edu>). Students outside the Gainesville area may obtain similar contact information from the campus/program administrator.

Emergencies

Call the University Police Department for emergencies: 392-1111 or 9-1-1

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 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.

How to Access Services for Student Success

Students who need guidance for course success or who are having academic difficulty should contact their advisor/facilitator or Campus Director/Senior Associate Dean for assistance.

Faculty Lectures/Presentations Download Policy

Photography, Audio-visual recording, and transmission/distribution of classroom lectures 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 COP copyrights and/or FERPA law.

Instructor(s) Heather Hardin, PharmD, BCACP
Teresa E Roane, PharmD, BCACP

PHA#### Foundations for Medication Therapy Management
Spring 2017 Block 12
2 Credit Hours

Course Purpose:

This course is designed to provide student pharmacists with foundational information on Medication Therapy Management (MTM) and the many components involved in performing MTM Comprehensive Medication Reviews. The course will focus on different MTM practice model opportunities and the perspectives of patients, physicians, and payers. Students will learn how to address the barriers of providing MTM in different populations, how to evaluate a complicated patient, and how to prioritize and communicate drug therapy problems, both with the patient and the prescribers.

Course Faculty and Office Hours

(See **Appendix A** for Who to Contact)

Teaching Partnership Leader: Heather Hardin, PharmD, BCACP

Email: hhardin@cop.ufl.edu

Office: 3122 (East Side Campus)

Phone: 352-273-9627

Office Hours: by email and appointment

Teaching Partners/Facilitators:

Teresa E Roane, PharmD, BCACP

Email: troane@cop.ufl.edu

Phone: 352-273-9692

Others TBD

Academic Coordinator

Sarah Burgess, M.Ed.

Email: edu-help@ahc.ufl.edu

Office: HPNP 4312

Phone: 352-273-9492

Office Hours: by email and appointment

Instructional Designer

Justin DeLeo

jdeleo1970@ufl.edu

Office: HPNP 4309

Phone: 352-273-6523

Office Hours: by email and appointment

This Course Will Prepare You to Perform the Following Activities Which the Public Entrusts a Pharmacist to Perform:

1. **EPA A1.** Gather patient information (subjective and objective data).
2. **EPA A2.** Interpret patient data, and identify medication-related problems and develop a prioritized problem list.
3. **EPA A3.** Formulate evidence-based care plans. (In collaboration with an interprofessional team)

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4. **EPA A4.** Provide counseling about medications and health wellness (including referral when there are social determinants of health and disparities).
 5. **EPA A5.** Assess and counsel a patient about health-wellness.
 6. **EPA A6** Present and defend in an evidence-based manner a succinct oral (or written) patient summary and plan to a health care provider.
 7. **EPA B1.** Form clinical/practice-related questions and retrieve evidence to advance patient care.
 8. **EPA D1.** Demonstrate soft-skills in daily practice including interprofessional team collaboration (e.g., interpersonal communication, professionalism, cultural sensitivity, innovative mindset).
 9. **EPA D4.** Educate patients, other health professionals, peers, and others about medications and, health/wellness strategies.
 10. **EPA E2.** Assist patients and care givers to obtain their medications and related para-pharmaceuticals in an affordable manner that meets their healthcare needs. (requires utilization of knowledge of private and public health insurance options).

Course-Level Objectives

Upon completion of this course, students should be able to:

1. Discuss the history and progression of Medication Therapy Management
2. Identify various practice models in which MTM can be utilized to provide patient-centered care to maximize the benefit for the patient experience as well as enhance therapeutic outcomes.
3. Recognize the perspectives of MTM participants (health plans, pharmacists, and patients) regarding MTM processes.
4. Recognize barriers that interfere with providing MTM services and develop strategies to overcome these barriers to patient care.
5. Conduct a thorough comprehensive medication therapy review (CMR) to assess safe and effective medication usage.
6. Identify effective communication skills (including Motivational Interviewing techniques) utilized during patient interviews to assess drug therapy problems and influence changes in patient behavior.
7. Document medication therapy management (MTM) services in a manner that allows for evaluating patient progress.
8. Prioritize drug therapy problems including issues involving indications, effectiveness, safety, adherence, and cost.
9. Complete a personal medication record/list (PMR/L) for the patient to use as a personal reference and as a tool to share with all prescribers.
10. Develop a medication-related action plan (MAP), empowering the patient with actions to help improve their own health.
11. Create a plan of action for all identified drug therapy problems, with the goal of optimizing medication usage and improving therapeutic health outcomes.
12. Make recommendations to prescribers using interprofessional communications to resolve identified DTPs.

Pre-Requisite

Successful completion of Year 1 of the PharmD curriculum (including milestones) is required for this course.

Co-Requisite

None

Course Outline

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours
Module 01, (Week 1, Day 1)	4/24/17	Heather Hardin and Teresa Roane	1	<p>Introduction to Medication Therapy Management (MTM) and Various Practice Models (Telephonic, Face-to-Face, Transitions of Care, Clinic/Dr Office)</p> <p>Individual/Online Study: Lecture Video:</p> <ul style="list-style-type: none"> Describing history of MTM Defining Comprehensive Medication Review (CMR) <p>Live Interactive Workshop/Lecture Session:</p> <ul style="list-style-type: none"> Introductions Descriptions of Course layout “What is your baseline knowledge of MTM?” Activity 	0.5 hour
		Teresa Roane	2	<p>Individual/Online Study: Reading:</p> <ul style="list-style-type: none"> APMB* Chapter 3: Practice Model, “Introduction thru Patient Eligibility Requirements” (15 textbook pages) <p>Lecture Video:</p> <ul style="list-style-type: none"> Distinctions and Benefits to Various MTM Practice Models <p>Discussion Board Assignment/Posting (Graded):</p> <ul style="list-style-type: none"> Which practice model will produce the best patient outcomes, and why? 	1 hour 0.75 hour 0.25 hour
Module 02, (Week 1, Day 2)	4/25/17	Robert Navarro	3	<p>Payer’s Perspective (Health Plans/Managed Care Organizations)</p> <p>Outside Study Reading: Readings:</p> <ul style="list-style-type: none"> APMB* Chapter 3: Payer Perspective (1 textbook page) <p>Medication Therapy Management Digest https://www.pharmacist.com/sites/default/files/MTM%20Digest_2014%20FINAL.pdf (28 pages)</p>	N/A

Module 04, (Week 1, Day 3)	4/26/17	Heather Hardin	5, 6, 7, 8	<p>How to Perform a Thorough CMR</p> <p>Individual/Online Study: Reading:</p> <ul style="list-style-type: none"> • APMB* Chapter 7: (entirety) Conducting the Comprehensive Medication Review (34 textbook pages) <p>Lecture Video:</p> <ul style="list-style-type: none"> • Conducting a CMR: A Visual Example of The Process (Canvas) <p>Online Assignment 1-Graded:</p> <ul style="list-style-type: none"> • Patient Case for Pre-CMR <ul style="list-style-type: none"> ○ Identify drug therapy problems (DTPs) ○ Create questions to assess DTPs 	<p>3 hours</p> <p>1 hour</p> <p>1 hour</p>
Module 05, (Week 1, Day 4)	4/27/17	Heather Hardin and Teresa Roane	5, 6, 7, 8, 11	<p>How to Assess and Address a Complicated Patient</p> <p>Individual/Online Study: Reading:</p> <ul style="list-style-type: none"> • APMB* Chapter 11: The Complicated Patient (12 textbook pages) <p>Lecture Video:</p> <ul style="list-style-type: none"> • Prioritizing the Complicated Patient (Canvas) <p>Virtual Class Session: (Big Blue Button Virtual Workshop)</p> <ul style="list-style-type: none"> • Patient Case for CMR: Group Discussion • Create a SOAP Note <ul style="list-style-type: none"> ○ Identify drug therapy problems (DTPs) ○ Prioritizing DTPs 	<p>1 hour</p> <p>1 hour</p> <p>2 hours</p>
Module 06, (Week 2, Day 1)	5/1/17	MTM Center Pharmacy Resident	4	<p>Overcoming Barriers to Completing a CMR</p> <p>Individual/Online Study: Readings:</p> <ul style="list-style-type: none"> • Medication Therapy Management Programs: Promises and Pitfalls: http://www.imcp.org/doi/pdf/10.18553/jmcp.2014.20.12.1162 (21 pages) • Evaluation of pharmacists' barriers to the implementation of medication therapy management services: http://www.japha.org/article/S1544-3191(15)30936-5/pdf (8 pages) <p>Lecture Video:</p> <ul style="list-style-type: none"> • How Do We Overcome Barriers to Completing a CMR (Canvas) <p>Quiz (Graded)</p>	<p>3 hours</p> <p>0.75 hour</p> <p>0.25 hour</p>

Module 07, (Week 2 Day 1)		MTM Center Pharmacy Resident	5, 6, 7, 8, 9, 10, 11	<p>Creating a Patient Medication Record/List (PMR/PML) and Medication Action Plan (MAP)</p> <p>Online/Individual Study: Lecture Video:</p> <ul style="list-style-type: none"> • Creating Patient “Take Aways” After the CMR (Canvas) <p>Outside Study Reading: Reading:</p> <ul style="list-style-type: none"> • Medicare Part D Medication Therapy Management Program Standardized Format: https://www.cms.gov/medicare/prescription-drug-coverage/prescriptiondrugcovcontra/downloads/mtm-program-standardized-format-english-and-spanish-instructions-samples.pdf (60 pages) <p>Online Assignment 2 -Graded:</p> <ul style="list-style-type: none"> • Patient Case (The Complicated Patient) <ul style="list-style-type: none"> ○ Create PMR (PML) and MAP 	<p>1 hour</p> <p>N/A</p> <p>2 hours</p>
Module 08, (Week 2, Day 2)	5/2/17	Heather Hardin	12	<p>Creating Effective Prescriber Communications</p> <p>Online/Individual Study: Readings:</p> <ul style="list-style-type: none"> • APMB* Chapter 6: (entirety) Physician Perspective on Medication Therapy Management (6 textbook pages) • Writing Effective Communications to Prescribers: http://www.thethrivingpharmacist.com/2015/04/14/writing-effective-communications-to-prescribers/ (1 page) <p>Lecture Video:</p> <ul style="list-style-type: none"> • How Do We Create Effective Prescriber Communication That Influences Acceptance of our Recommendations (Canvas) <p>Online Assignment 3-Graded:</p> <ul style="list-style-type: none"> • Patient Case (The Complicated Patient) <ul style="list-style-type: none"> ○ Create a Prescriber Communication 	<p>0.5 hour</p> <p>0.25 hour</p> <p>0.25 hour</p> <p>2 hours</p>
Module 9 (Week 2, Day 3)	5/3/17	Heather Hardin and Teresa Roane	5, 6, 7, 8, 11	<p>Patient Case Workshop</p> <p>In-class Activity</p>	<p>3 hours</p>

				<ul style="list-style-type: none"> • Discuss PMR(L), MAP, and Prescriber Communication results • Patient Case for CMR <ul style="list-style-type: none"> ○ Role Play CMR: Assess patient ○ Create SOAP/documentation ○ Identify drug therapy problems (DTPs) ○ Prioritizing DTPs ○ Define Action/Plan for DTPs 	
Module 10 (Week 2, Day 4)	5/5/17	Heather Hardin and Teresa Roane	9, 10, 12	Final Exam: <ul style="list-style-type: none"> • Prepare Complete Patient Case: (Canvas) <ul style="list-style-type: none"> ○ Documentation (including DTPs, Action/Plan) ○ Patient's PMR(L), MAP ○ Prescriber Communication(s) 	2 hours
				Total Instructor Contact Hours	32 hours

*APMB = (Access Pharmacy MTM Book) Medication Therapy Management: A Comprehensive Approach
Publication on Access Pharmacy

Textbooks

Angaran DM, Whalen K (Eds). Medication Therapy Management: A Comprehensive Approach, McGraw-Hill; 2015; ISBN: 978-0-07-184869-5 This text is available via Access Pharmacy which may be accessed thru the UF Library.

Materials and Supplies Fees:

None

Student Evaluation & Grading

Evaluation Methods and how grades are determined

Assessment Item	Grade Percentage
Online Graded Assignments (3 at 10% Each),	30%
Graded Discussion Board Posts (2 at 2% each)	4%
Online Quizzes (2 at 3% each)	6%
In-Class/Big Blue Button Participation (Orientation, Case Discussions - 3 at 10% each; rubric – Appendix B)	30%
Final Exam	30%

Total	100%
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Grading Scale

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 2nd 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."

Educational Technology Use

The following technology below will be used during the course and the student must have the appropriate technology and software. **Appendix A** outlines who to contact if you have questions about technology.

1. ExamSoft®
2. Canvas Learning Management System

Class Attendance Policy

Policy Across All 1PD-3PD courses:

Class attendance is mandatory for active learning sessions such as problem-solving sessions, case discussions, and laboratory sessions. Student attendance may be excused by the Teaching Partnership Leader in the following situations: serious illness (documentation required if more than 48hrs), serious family emergencies, military obligation, severe weather conditions, religious holidays, and other reasons of serious nature. The Pharm.D. calendar allows for participation in special curricular requirements

(e.g., professional meetings). Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) are excused. Conflict with work schedules is an unexcused absence.

Requests for excused absences MUST be made by an email to the Academic Coordinator and the course facilitator prior to the scheduled session or if it is an emergency situation, as soon as possible. The student is responsible for follow up and confirming whether the absence is excused or unexcused. The Teaching Partnership Leader, Academic Coordinator, and your campus specific director must be CCD in this communication. The following format is recommended:

To: Academic Coordinator and Campus Course Facilitator
CC: Teaching Partnership Leader and your specific campus director
Subject: PHA XXXX – Excused Absence request
Dear Prof. _____,
Professionally and politely request an excused absence.
Explain the nature of conflict and rationale for receiving an excused absence.
Thank the faculty member for their consideration of your special request.
Salutation,
Type in your full name and last 4 digits of UF-ID #, and Campus Name

Failing to follow this policy will render the absence not excusable. A request for an "excused absence" does not guarantee acceptance. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

Makeup assignment(s) will be made for any excused absence(s) and will typically be submitted ***within one-week of the missed session(s)***. If the situation leads to missing multiple class sessions and makeup becomes difficult, the student and Teaching Partnership Leader will meet with the Associate Dean of Student Affairs to develop options such as a makeup/remediation plan or course withdrawal. The time period for this make up will be consistent with the UF attendance policies.

Class attendance requires full engagement of activities and discussions. The following are unacceptable during class: 1) read non-course related materials that are either in hard-copy or web-based, 2) study for other courses, 3) use a laptop for activities that are not course-related. Class participation will be reduced in such situations.

Please refer to the University Attendance Policy at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Additional Policy Specific to This Course:

None

Quiz/Exam Policy

During the Exam:

1. Students must arrive and be seated promptly to be eligible to take the exam. To maintain exam

security, students who arrive late for the exam will not be allowed to start the exam if they are more than 30 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.

2. No talking or other disruptive behavior during the distribution or taking of the exam.
- 3 Calculators must meet the following requirements: Only nonprogrammable calculators are allowed during exams for this course.
4. If you encounter calculator problems (e.g., dead battery), contact the Proctor.
5. Nonessential materials are NOT allowed at the student's desk during examination periods. Please leave all nonessential materials outside of or in the front of the examination room.
6. Other exam rules may be instituted during the progression of the course.
7. Once the exam commences, students may not leave the room without first turning in the exam. Once the exam is turned in, the examination period for the student is considered complete and the student must leave the examination room. If there is urgent need to use the restroom, the Proctor will provide guidance.

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

Policies Related to iRAT/tRAT

1. Students must bring their laptop to class in order to participate in the iRAT and tRAT.
2. Students who are late for an iRAT may begin the iRAT when arriving, but will be required to close the iRAT at the end time established for the entire class by the instructor (i.e., students who are late will not have the entire time).
3. Students who miss the iRAT and not eligible to take the tRAT.
4. Students may not leave the room during the iRAT and tRAT. All students must remain quiet during the testing period.

After the Exam

Policy across All 1PD-3PD courses:

1. Students are required to upload the encrypted exam file within 24 hours of completing the exam to the SofTest website.
 - a. If the encrypted file is not uploaded within 24 hours, the student's exam score will be reduced by 10%.
2. Graded exam appeals
 - a. Following release of the exam grades, the student has 3 business days to contact the Facilitator and Teaching Partner to clarify questions and appeal any possible grading errors. For courses that accept exam question appeals, see course specific information below.

Additional Policy Specific to This Course:

None

Make-up Quiz/Exam Policy

Policy across All 1PD-3PD courses:

Makeup exams are given only under special circumstances. If the student is unable to take a scheduled examination, the Teaching Partnership Leader and Academic Coordinator must be notified before the

examination or if it is an emergency situation, as soon as possible. In addition, a written letter of explanation requesting that the absence from the exam be excused, must be presented before the exam or if an emergency situation as soon as possible. An excused absence is allowable in the following situations: documented illness, serious family emergencies, military obligation, severe weather conditions, religious holidays, participation in special curricular requirements, excused absences for court-imposed legal obligations, and other reasons of serious nature. All excused absences will be considered on an individual basis by the Teaching Partnership Leader. For unusual situations (e.g., wedding that was planned before admission), the faculty member will communicate with student affairs.

The questions on the makeup exam may be in the form of essay, short answer, or multiple-choice and will be the same level of difficulty as the exam administered during the scheduled time. With the exception of highly extenuating circumstances, failure to follow the prescribed procedures or failure to attend the announced examination will result in a grade of zero for that exam. No precedence can be drawn from any courses in the College of Pharmacy or any other college within University of Florida.

The instructor will arrange an alternate deadline for the exam consistent with the University examination policies.

The student may contact the instructor to obtain details about why points were deducted. The student has two weeks following the return of the Exam to clarify any questions and appeal any possible grading errors. Any appeals on the final examination must be made in writing and submitted to your facilitator. When an appeal is made to re-grade an Exam, the entire Exam will be reevaluated and scored.

Additional Policy Specific to this Course:

None

Policy on Old Quizzes and Assignments

None

General College of Pharmacy Course Policies

The following policies apply to all courses in the College of Pharmacy and are available on the COP website:

University Grading Policies

Please visit the following URL to understand how the University uses the course grade to compute your overall GPA: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

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.

Academic Integrity Policy

Students are expected to act in accordance with the University of Florida policy on academic integrity (<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>). 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.

Students are also expected to abide by the UF Honor Code.

The following is the UF Honor Pledge: *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."*

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 problems in order to meet academic standards.

How to Request Learning Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) 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 (carswell@cop.ufl.edu), fax (352-273-6219) or in person at G235 (Student Services Suite) of 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.

Faculty and Course Evaluations

Students are expected to provide feedback on the quality of instruction in every course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu> . Evaluations are typically open around mid-semester and need to be completed by the established deadline. Summary results of these assessments are available to students at <https://evaluations.ufl.edu> .

Computer and Other Technology Requirements

Students are required to meet the following computer and technology requirements:

<http://pharmacy.ufl.edu/education/student-affairs/admissions/student-computer-requirements/>

ExamSoft® is used for administration of exams and students are required to follow the procedures that are established for exam administration. Students must bring a laptop to class to complete exams and this laptop must meet the computer and technology requirements established by the College. These technology requirements require a backup battery with at least 2 hours of life. Students must also complete mock exams prior to the actual exam to assure that all computer features are supported by ExamSoft®.

Expectations In 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.
- Be prepared for group discussions and conference calls.
- Do your own work.
- Actively collaborate with peers when assigned to groups.
- Inform the course coordinator about an absence from an exam or other assigned class activity at least 24 hours prior to the event.
- Dress appropriately for class sessions or clinically related activities.
- Turn off cell phones and other electronic communication devices during a class session or phone conference.
- Be quiet during class sessions including peer presentations.
- Be focused and avoid distractive behaviors in class.
- Appropriately use the computer in class, i.e., do not be looking at unrelated information on the web site during class.
- Participate in class or group discussions.
- Raise one's hand to be recognized before making a comment during a class session.
- Be respectful to the teacher.
- Be respectful to fellow students in discussions.
- Be courteous, respectful, and civil when using discussion boards.
- Focus on the course learning activities; it is not respectful to study for other coursework during the class session.
- Address faculty with the appropriate title and name, i.e., Dr. (last name) or Professor (last name).

-
- Address concerns about performance or course material directly with the course coordinator, facilitator, or teaching assistant.
 - Seek assistance with academic or personal difficulties as soon as possible.

Communications

Course-related Communications

Students with questions about course content should post questions on the discussion board. Questions that are personal in nature (illness, emergencies, excused absence request, request for accommodations) should email the course teaching partnership leader and copy the Academic Coordinator and Distant Campus Dean. The student may email the course leader for any other needs that are personal in nature.

Faculty member Response Time:

1. The Course Coordinators/instructors will work to respond to postings within 24 hours of the posting between Monday and Friday 12N. Responses on weekends and holidays will be sporadic. (On weekends when assignments are due, students are advised to post questions before 12 Noon on Friday.)

Email Communications:

1. When communicating with faculty via email, the subject line needs to include the course number & title.
2. At the end of the email, in addition to listing your name, list your academic year and campus/site.

Discussion Board Policy

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 coordinators. (A thread is a single link that is devoted to a topic.) The discussion board is also a place where your instructors may post virtual cases for you to work up.

Such interaction on the discussion boards with the instructors 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.

Students Netiquette on the Discussion Board:

1. Post your comment on the correct discussion thread. If you have a question about A1 (Unit A - Module 1), post it in the discussion thread for A1 and not the B1 thread.
2. The discussion board is not a place to complain. Complaints should instead be directed directly to the instructor via email. This allows the primary course coordinator to quickly address your concern without causing distraction to other students who have limited time and want to focus on learning.
3. Use "netiquette." If you have never learned "netiquette" - please visit the following URL: <http://www.albion.com/netiquette/corerules.html> If you follow the rules of netiquette described in this URL, you will avoid posting an embarrassing or inappropriate comment.
4. 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. A question you might see on a discussion board is "What do I need to study for the exam?" Please reflect on how this question can be perceived by your lecturing faculty

as well as your fellow classmates. Rewording the question to address a specific topic would be more appropriate. For example, “Dr. XX, you listed numerous side effects for drug XX on slide XX. Of those, what are the most relevant that we could expect to occur and monitor for in clinical practice.” The type of material that is covered in these classes is material that is important for patient care. All of this material is important. There are variations in courses, but please make use of your syllabus since there might be guidance on how to prepare for various exams in your classes.

5. In most situations, lectures are released as planned by the course coordinators. Clarifying at the beginning of a semester on the planned release date/time, if not posted in the syllabus, is appropriate. Continual posts on the discussion board on weekly basis can become overwhelming for the course coordinator as well as your fellow students.

Question/Answer sessions in live class sessions:

Time is usually reserved at the end of the class for questions regarding the material to clear up any confusion or expand on material covered in the particular section. This is a valuable time for all students and since time is limited, the questions should focus on the topics at hand. Questions such as, “What material will be covered on an upcoming exam?” or, “Do we need to know dosing for the exam?” are inappropriate during this time period. In our profession, all material is important. However, if this question does need to be asked, please consider using the discussion board to clarify any specific exam questions.

Student Complaint Process

Concerns about the course (e.g., course requirements, quizzes, exams) should first be discussed with the appropriate course instructor and the Teaching Partnership Leader. If a satisfactory resolution is not achieved, the student may appeal to the Associate Dean for Curricular Affairs and Accreditation who will also engage other individuals depending on the request (e.g., campus dean, department chair, Associate Dean for Student Affairs). If the student finds the decision unsatisfactory, the student may appeal to the Dean of the College of Pharmacy. If this decision is unsatisfactory, the student may appeal to the Ombuds office (https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf).

Religious Holidays

Please see the University policy on attendance and religious holidays:

<http://www.registrar.ufl.edu/catalog/policies/regulationattendance.html#religious>.

Counseling and Wellness Center

Students who are experiencing issues and events that could adversely affect academic performance and personal health should be encouraged to meet with the course coordinator or facilitator or appropriate administrator for guidance. Students in the Gainesville area may contact the UF Counseling and Wellness Center for Gainesville students (352-392-1575; <http://www.counseling.ufl.edu>). Students outside the Gainesville area may obtain similar contact information from the campus/program administrator.

Emergencies

Call the University Police Department for emergencies: 392-1111 or 9-1-1

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 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.

How to Access Services for Student Success

Students who need guidance for course success or who are having academic difficulty should contact their advisor/facilitator or Campus Director/Senior Associate Dean for assistance.

Faculty Lectures/Presentations Download Policy

Photography, Audio-visual recording, and transmission/distribution of classroom lectures 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 COP copyrights and/or FERPA law.

Faculty and Staff: Who to Contact

Academic Coordinator:

1. Issues related to course policies (absences, make up exams, missed attendance)
2. Questions about dates, deadlines, meeting place
3. Availability of handouts and other course materials
4. Assignment directions
5. Questions about grade entries gradebook (missing grades, wrong grade)
6. Assistance with ExamSoft®

Teaching Partnership Leaders

1. Questions about grades
2. Concerns about performance
3. Guidance when there are performance problems (failing grades)
4. General questions about content

Other Teaching Partnership Faculty Members

1. Questions about specific content

Technical Support:

Contact the College of Pharmacy MediaHelp Desk for assistance with course-related technical issues (e.g., Canvas access, video access, printing of documents). The MediaHelp Desk may be reached via the following:

Phone: 352-273-6281 (9am-4PM ET)

Email: mediahelp@cop.ufl.edu (response is delayed outside of M-F 9AM-4PM ET)

Contact the University of Florida Computing Help Desk for addresses issues related to:

1. Gatorlink accounts,
2. Gatorlink email,
3. myUFL, and
4. ISIS.

Phone: (352)-392-4357

Appendix B: Rubric for Assessing Student Participation in Class

This document will be used to provide an assessment of the student's overall participation at the end of the course. Instructors will keep track of student participation during each session.

	Exemplary (Score = 5)	Proficient (Score = 4)	Developing (Score = 3)	Unacceptable (Score = 0)
Frequency of participation in class	Student initiates contributions more than once in each session.	Student initiates contribution once in each session.	Student initiates contribution at least in half of the session.	Student does not initiate contribution and needs instructor to solicit input.
Quality of comments	Comments always insightful and constructive; uses appropriate terminology. Comments balanced between general impressions, opinions and specific, thoughtful criticisms or contributions.	Comments mostly insightful and constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion and personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Listening Skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say and contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect and build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.

Contact Hour Map

Course: PHA 5XXX Foundations for Medication Therapy Management

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
Module 01, (Week 1, Day 1)	4/24/17	Heather Hardin and Teresa Roane	1	<p>Introduction to Medication Therapy Management (MTM) and Various Practice Models (Telephonic, Face-to-Face, Transitions of Care, Clinic/Dr Office)</p> <p>Individual/Online Study:</p> <p>Lecture Video:</p> <ul style="list-style-type: none"> • Describing history of MTM • Defining Comprehensive Medication Review (CMR) <p>Live Interactive Workshop/Lecture Session:</p> <ul style="list-style-type: none"> • Introductions • Descriptions of Course layout • “What is your baseline knowledge of MTM?” Activity 	0.5 hour 1.5 hours	1 hour	In-Class/Big Blue Button Participation (10% of course grade; rubric)

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
		Teresa Roane	2	<p>Individual/Online Study:</p> <p>Reading:</p> <ul style="list-style-type: none"> APMB* Chapter 3: Practice Model, "Introduction thru Patient Eligibility Requirements" (15 textbook pages) <p>Lecture Video:</p> <ul style="list-style-type: none"> Distinctions and Benefits to Various MTM Practice Models <p>Discussion Board Assignment/Posting (Graded):</p> <ul style="list-style-type: none"> Which practice model will produce the best patient outcomes, and why? 	<p>1 hour</p> <p>0.75 hour</p> <p>0.25 hour</p>	<p>2 hours</p> <p>1.5 hours</p>	<p>– Appendix B)</p> <p>Graded Discussion Board Assignment is 2% of Course Grade</p>
Module 02, (Week 1, Day 2)	4/25/17	Robert Navarro	3	<p>Payer's Perspective (Health Plans/Managed Care Organizations)</p> <p>Outside Study Reading:</p> <p>Readings:</p> <ul style="list-style-type: none"> APMB* Chapter 3: Payer Perspective (1 textbook page) 	N/A	3 hours	

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
				<p>Medication Therapy Management Digest https://www.pharmacist.com/sites/default/files/MTM%20Digest_2014%20FINAL.pdf (28 pages)</p> <p>Individual/Online Study:</p> <p>Lecture Video:</p> <ul style="list-style-type: none"> What are the Goals and Objectives of Payers, and Why are They Focused on Performance Measures? (Canvas) <p>Quiz (Graded)</p>	0.75 hour	1.5 hours	Quiz is 3% of Course Grade
Module 03, (Week 1, Day 2)		Anna Hall	3	<p>Patient's Perspective of MTM</p> <p>Individual/Online Study:</p> <p>Readings:</p> <ul style="list-style-type: none"> Factors Affecting Medicare Part D Beneficiaries' Decision to Receive Comprehensive Medication Reviews : http://www.japha.org/article/S1544-3191(15)30384-8/pdf (6 pages) Effect of Clinical and Attitudinal Characteristics on Obtaining Comprehensive Medication Reviews: 	2 hours	4 hours (Study readings to prepare for graded assignment)	

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
				<p>Lecture Video:</p> <ul style="list-style-type: none"> Prioritizing the Complicated Patient (Canvas) <p>Virtual Class Session: (Big Blue Button Virtual Workshop)</p> <ul style="list-style-type: none"> Patient Case for CMR: Group Discussion Create a SOAP Note <ul style="list-style-type: none"> Identify drug therapy problems (DTPs) Prioritizing DTPs 	<p>1 hour</p> <p>2 hours</p>	<p>readings to prepare for class session)</p>	<p>In-Class/Big Blue Button Participation (10% of course grade; rubric</p>
Module 06, (Week 2, Day 1)	5/1/17	MTM Center Pharmacy Resident	4	<p>Overcoming Barriers to Completing a CMR</p> <p>Individual/Online Study:</p> <p>Readings:</p> <ul style="list-style-type: none"> Medication Therapy Management Programs: Promises and Pitfalls: http://www.imcp.org/doi/pdf/10.18553/jmcp.2014.20.12.1162 (21 pages) Evaluation of pharmacists' barriers to the implementation of medication therapy management services: http://www.japha.org/article/S1544-3191(15)30936-5/pdf (8 pages) <p>Lecture Video:</p>	<p>3 hours</p>	<p>7.5 hours</p> <p>(Study readings to prepare for Quiz)</p>	

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
				<ul style="list-style-type: none"> How Do We Overcome Barriers to Completing a CMR (Canvas) <p>Quiz (Graded)</p>	<p>0.75 hour</p> <p>0.25 hour</p>		<p>Quiz is 3% of Course Grade</p>
Module 07, (Week 2 Day 1)		MTM Center Pharmacy Resident	5, 6, 7, 8, 9, 10, 11	<p>Creating a Patient Medication Record/List (PMR/PML) and Medication Action Plan (MAP)</p> <p>Online/Individual Study:</p> <p>Lecture Video:</p> <ul style="list-style-type: none"> Creating Patient “Take Aways” After the CMR (Canvas) <p>Outside Study Reading:</p> <p>Reading:</p> <ul style="list-style-type: none"> Medicare Part D Medication Therapy Management Program Standardized Format: https://www.cms.gov/medicare/prescription-drug-coverage/prescriptiondrugcovcontra/download 	<p>1 hour</p> <p>N/A</p>	<p>2 hours (Re-watch Video to prepare for graded assignment)</p> <p>6 hours (Study the assigned reading which reinforces the lecture video)</p>	

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
				<p>oads/mtm-program-standardized-format-english-and-spanish-instructions-samples-.pdf (60 pages)</p> <p>Online Assignment 2 -Graded:</p> <ul style="list-style-type: none"> • Patient Case (The Complicated Patient) <ul style="list-style-type: none"> ○ Create PMR (PML) and MAP (2graded assignments) 	2 hours		Graded Assignment is 10% of course grade
Module 08, (Week 2, Day 2)	5/2/17	Heather Hardin	12	<p>Creating Effective Prescriber Communications</p> <p>Online/Individual Study:</p> <p>Readings:</p> <ul style="list-style-type: none"> • APMB* Chapter 6: (entirety) Physician Perspective on Medication Therapy Management (6 textbook pages) • Writing Effective Communications to Prescribers: http://www.thethrivingpharmacist.com/2015/04/14/writing-effective-communications-to-prescribers/ (1 page) <p>Lecture Video:</p>	0.5 hour 0.25 hour	2 hours (Re-watch Video and study readings to prepare for graded assignment)	

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
				<ul style="list-style-type: none"> How Do We Create Effective Prescriber Communication That Influences Acceptance of our Recommendations (Canvas) <p>Online Assignment 3 -Graded:</p> <ul style="list-style-type: none"> Patient Case (The Complicated Patient) <ul style="list-style-type: none"> Create a Prescriber Communication 	0.25 hour		Graded Assignment is 10% of course grade
Module 9 (Week 2, Day 3)	5/3/17	Heather Hardin and Teresa Roane	5, 6, 7, 8, 11	<p>Patient Case Workshop</p> <p>In-class Activity</p> <ul style="list-style-type: none"> Discuss PMR(L), MAP, and Prescriber Communication results Patient Case for CMR <ul style="list-style-type: none"> Role Play CMR: Assess patient Create SOAP/documentation Identify drug therapy problems (DTPs) Prioritizing DTPs Define Action/Plan for DTPs 	3 hours	6 Hours (Prepare for Patient Case and discussion)	In-Class/Big Blue Button Participation (10% of course grade; rubric)
Module 10 (Week 2, Day 4)	5/5/17	Heather Hardin and Teresa Roane	9, 10, 12	<p>Final Exam:</p> <ul style="list-style-type: none"> Prepare Complete Patient Case: (Canvas) <ul style="list-style-type: none"> Documentation (including DTPs, Action/Plan) Patient's PMR(L), MAP 	2 hours	8 hours (Study for Final Exam)	Final Exam is 30% of Course Grade

Week	Date	Instructor	Related Learning Objective	Topic/Learning Activities	Instructor Contact Hours	Outside Study	Relationship to Course Grading
				○ Prescriber Communication(s)			
				Total Contact Hours	32 (Instructor Contact Hours)	60 (Outside Study Hours)	

*APMB = (Access Pharmacy MTM Book) Medication Therapy Management: A Comprehensive Approach Publication on Access Pharmacy

Student Evaluation & Grading

Evaluation Methods and how grades are determined

Assessment Item	Grade Percentage
Online Graded Assignments (3 at 10% Each),	30%
Graded Discussion Board Posts (2 at 2% each)	4%
Online Quizzes (2 at 3% each)	6%
In-Class/Big Blue Button Participation (Orientation, Case Discussions - 3 at 10% each; rubric – Appendix B)	30%
Final Exam	30%
Total	100%