

PHA5214: Advanced Topics in Community Pharmacy Practice

Fall 2020

2 Credit Hours – [A-E Grading]

To succeed of community pharmacy practice, pharmacists must develop skills to understand the importance of entrepreneurial activities, sales and marketing, personnel management, and best practices to meet the needs of the institution, its stakeholders and most importantly, its patient's. This course will introduce advanced community pharmacy principles such as entrepreneurship, sales and marketing, personnel management, and communicating to key stakeholders through the study of innovative community pharmacy practice models. Students will work through these concepts using synchronous and asynchronous discussions, situational based narratives, and dialogue with affluent trail-blazers.

Teaching Partnership Leader

Stacey D. Curtis, PharmD Email:

- Email: scurtis@cop.ufl.edu
- Office: HPNP 3302
- Phone: (352) 273-6232
- Office Hours: Wednesday's 9am to 11am and by appointment

See Appendix A. for Course Directory of Faculty and Staff Contact Information.

Guest Lecturers

- Amber Connelly, PharmD
- Joseph Dabringer, MBA, PharmD
- Allen Deaver, PharmBS
- Kevin Duane, PharmD
- Lorraine Mobley, PharmBS
- Garrett Smith, PharmD
- Patty Taddei-Allen, PharmD
- Angelina Vascimini, PharmD
- Chardae' Whitner, PharmD

Entrustable Professional Activities

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

1. EPA C2. Recommend solutions to needs in the medication use system and the healthcare system.
2. EPA D1. Demonstrate soft-skills in daily practice including interprofessional team collaboration (e.g., interpersonal communication, professionalism, cultural sensitivity, innovative mindset).
3. EPA D2. Exhibit commitment to patients and the community by serving as an advocate and leader.
4. EPA D3. Demonstrate responsibility for personal and professional development.
5. EPA E1. Safely and accurately dispense medications within a medication use system including supervision of pharmacy technicians.
6. EPA E2. Assist patients and caregivers 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, the student will be able to:

1. Classify the elements of entrepreneurship and entrepreneurial processes.
2. Recognize the importance of entrepreneurship in community pharmacy.
3. Construct a pharmacy business model canvas.
4. Translate entrepreneurial characteristics to daily business practices of a community pharmacy.
5. List pros and cons of niche markets.
6. Analyze possible niche markets in a given region and explain its value to a small pharmacy.
7. Employ key concepts and best practices for workflow in a community pharmacy.
8. Direct patients to local and state patient assistance programs to assist with the purchase of their medications.
9. Describe the benefits of joining local and state pharmacy organizations.

Course Pre-requisites

1. PHA5700: Personal and Professional Development I
2. PHA5701C: Personal and Professional Development II

Course Co-requisites

None

Course Outline

Please 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.

Date and Time	Mod #	Activity	Unit Topic	Contact Time [hrs]	Faculty	Objectives
11/30	1	Module	Module 1: Entrepreneurship		Stacey Curtis	
	1.1	Video Lecture	Watch: Welcome Video	0	Stacey Curtis	
	1.2	Video Lecture	Watch: Elements of Pharmacy Business Models	0.5	Stacey Curtis	1-3
	1.3	Video Lecture	Watch: Group Project Instructions	0.5	Stacey Curtis	1-8
	1.4	Video Lecture	Watch: Eight Slide Pitch Deck	0.25	Stacey Curtis	1-3
	1.5	Video Lecture	Watch: Owning versus Managing a pharmacy	1	Allen Deaver	5-7
	1.6	Video Lecture	Watch: How I ended up owning a drug store	1	Allen Deaver	1-7
	1.7	Video Lecture	Watch: Sales	0.5	Rhodes	6-7
	1.8	Video Lecture	Watch: Marketing	0.75	Allen Deaver	6-7
	1	Video Other	Watch: Intrapreneurship vs Entrepreneurship	0.5	Stacey Curtis	4
	1	Video Other	Watch: Intrapreneur vs Entrepreneur	0.5	Stacey Curtis	4
	1	Video Other	Watch: The Pharmacy of the Future? Personalized pills, 3D printed at home https://www.ted.com/talks/daniel_kraft_the_pharmacy_of_the_future_personalized_pills_3d_printed_at_home	0.2	Stacey Curtis	4
	1	Reading	Read: Chapter 31: Innovation and Entrepreneurship (See PDF)	1.5	Stacey Curtis	1-6
12/1 Zoom 10:00 am-12:00 pm	1	Active Learning Session--Web	Active Learning Session 1: Watch Site Videos, Create an interview guide, Discuss Practice Models	2	Stacey Curtis	1-9

12/2 Due at 4:59p m	1	Assignment Graded	Team formations Assignment			
12/3 All Camp uses 10am - 12pm	1	Active Learning Session - ZOOM	Active Learning Session 2: Interview Residents, work on ideas for final project	2	Stacey Curtis	1-9
	1	Quiz In- class Graded	In-class Quiz 1		Stacey Curtis	1-9
	2	Module	Module 2: Niche Markets			
	2.1	Video Lecture	Watch: Niche Markets	1	Kevin Duane	1-6
	2.2	Video Lecture	Watch: Compounding	0.5	Angelina Vascimini	1-6
	2.3	Video Lecture	Watch: Immunizations	0.5	Joseph Dabrin ger	1-6
	2.3	Video Lecture	Watch: COVID Updates	0.5	Joseph Dabring er	
	2.4	Video Lecture	Watch: MTM Part 1	0.25	Amber Connelly	1-6
	2.5	Video Lecture	Watch: MTM Part 2	0.2	Amber Connelly	1-6
	2.6	Video Lecture	Watch: Compounding Vet Meds	0.5	Allen Deaver	1-6
	2.7	Video Lecture	Watch: Infusion	0.2	Cary Mobley	1-6
	2.8	Video Lecture	Watch: Becoming a specialty pharmacy (e.g. HIV or Transplant)	0.25	Patty Taddei- Allen	1-6
	2	Reading	Read: Chapter 26: Value-Added Services as a Component of Enhancing Pharmacists' Roles in Public Health	1.5	Stacey Curtis	1-6
	2	Reading	Read: Chapter 27: Implementing value-added pharmacy services	1.5	Stacey Curtis	1-6

Week 2	3	Module	Module 3: Best Practices			
12/7 All Camp uses 10am - 12pm	1	Active Learning Session - ZOOM	Active Learning Session 3: Work Final Presentation	2	Stacey Curtis	1-9
	1	Quiz In- class Graded	In-class Quiz 2		Stacey Curtis	1-9
12/7 4:59	3	Assignme nt Graded	Team Photo Assignment		Stacey Curtis	
12/7 4:59	1	Assignme nt Graded	Patient Centered Care Business Model – Submit in Canvas		Stacey Curtis	
	3.1	Video Lecture	Watch: Being Involved in Pharmacy Organizations	0.2	Stacey Curtis	7-9
	3.2	Video Lecture	Watch: Being a Patient Advocate	0.5	Chard ae' Whitne r	7-9
	3.3	Video Lecture	Watch: Paying for Prescriptions	0.2	Patty Taddei- Allen	7-9
	3.4	Video Lecture	Watch: Best Practice Experiences	0.5	Stacey Curtis	7-9
12/9 Due at 4:59p m		Assignme nt Graded	PowerPoint Assignment – Submit in Canvas		Stacey Curtis	
12/10 All Camp uses 10am - 12pm and 1pm - 3pm	1	Active Learning Session - ZOOM	Active Learning Session 4: SwampTank presentations	4	Stacey Curtis Eric Egelun d Joshu a Pullo	1-9
12/16/ @4:59	3	Quiz Online Graded	Open Book Quiz at Home		Stacey Curtis	
			Total Contact Hours in Course:	27		

Required Textbooks/Readings

- **Available on Access Pharmacy (no purchase necessary):** [Desselle, S., Zgarrick, D., and Alston, G., Pharmacy Management: Essentials for All Practice Settings, 4e. McGraw-Hill, 4th ed. 2016. ISBN-9780071774314 \(Access Pharmacy\)](#)
- **Available on Canvas (no purchase necessary):** Chisholm-Burns, M. A., Vaillancourt, A. M., & Shepherd, M. (2011). Pharmacy management, leadership, marketing, and finance. Sudbury, MA: Jones and Bartlett.

ISBN: 9781449660284. Chapter 31. (Available in Canvas via Course Reserves) Use [UF VPN to access UF Libraries Resources](#) when off-campus.

- [Available on Libraries through VPN \(no purchase necessary\): Advancing Pharmacy through Entrepreneurial Leadership \(Journal Article\)](#)

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/>

Suggested Textbooks/Readings

None

Other Required Learning Resources

None

Materials & Supplies Fees

None

Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.

[The Canvas© gradebook will be set-up using the percentages below to compute the grade.]

Assessment Item	Grade Percentage
In Class Quizzes (2 @ 10% ea.)	20%
Out of Class Quiz Open Book (1)	5%
Zoom Participation (1) – Appendix C	15%
Team Photo (1)	5%
Group Project (1) - Appendix D	45%
Team Peer Evaluations (5 @ 2% ea.) – Appendix E	10%
Total	100%

Table 1. Grading Scale

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.

1. ExamSoft™ Testing Platform
2. Canvas™ Learning Management System

For technical support, navigate to [Educational Technology and IT Support Contact Information](#) at this URL:

<http://curriculum.pharmacy.ufl.edu/current-students/technical-help/>

Percentage Range	Letter Grade
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

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/>

Appendix A. Course Directory

Teaching Partnership Leader/Course Director:

Stacey D. Curtis, PharmD

Email: scurtis@cop.ufl.edu

Office: HPNP 3302

Phone: (352) 273-6232

Questions to Ask:

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

Academic Coordinator:

Julia Thomas

Email: julie.thomas@ufl.edu

Office: HPNP 4312

Phone: 352-273-6002

Submit: [Absence/Tardy Request](#)

Educational Coordinators:

McKenzie Wallen

Email: mwallen@cop.ufl.edu

Office: Jacksonville Campus

Questions to Ask:

- Issues related to course policies (absences, make up exams, missed attendance)
- Absence/tardy requests (Only the Academic Coordinator handles absence requests)
- Questions about dates, deadlines, meeting place
- Availability of handouts and other course materials
- Assignment directions
- Questions about grade entries in gradebook (missing grades, incorrect grade)
- Assistance with ExamSoft® (Distance campus students may contact the Educational Coordinator for use of SofTest and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)

Appendix B. Rubric for Assessing Student Participation in Class

Grade Determination:

Satisfactory = 6 Points with a score of “Proficient” in 2 of the 3 areas.

Unsatisfactory = 5 or less points

	Exemplary (Score = 2.5)	Proficient (Score = 2)	Developing (Score = 1.5)	Beginning (Score = 1)
Frequency of participation in class and quality of comments	<p>Student initiates contributions more than once in each recitation.</p> <p>Comments always insightful & constructive; uses appropriate terminology.</p> <p>Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.</p>	<p>Student initiates contribution once in each recitation.</p> <p>Comments mostly insightful & constructive; mostly uses appropriate terminology.</p> <p>Occasionally comments are too general or not relevant to the discussion.</p>	<p>Student initiates contribution at least in half of the recitations.</p> <p>Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.</p>	<p>Student does not initiate contribution & needs instructor to solicit input.</p> <p>Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., “I love it”, “I hate it”, “It’s bad” etc.</p>
Listening Skills	<p>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.</p>	<p>Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others’ remarks.</p> <p>Occasionally needs encouragement or reminder from T.A of focus of comment.</p>	<p>Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.</p>	
Total (5 points)				

Appendix C. Group Project Rubric

	Exemplary 10	Accomplished 7	Developing 5	Beginning 3
Organization	Information presented in logical, interesting sequence, is accurate and very comprehensive	Information in logical sequence, is accurate and comprehensive	Difficult to follow presentation-- student jumps around or material; is either not accurate or not comprehensive	Cannot understand presentation; content is not accurate and not comprehensive
Subject Knowledge	Demonstrates full knowledge by answering all questions with explanations and elaborations	At ease with expected answers to questions but does not elaborate	Uncomfortable with information and is able to answer only rudimentary questions	Does not have a grasp of the information. Cannot answer questions about subject
Visual Aid	Follow 8 slide pitch deck format. Sufficient but not overwhelming detail. Adds to presentation meaningfully	Relate to text and presentation, lacks sufficient detail or overwhelming amount of detail	Visual aid rarely supports presentation	Visual aid distracts from presentation
Business Model	All elements of the business model are present. Each area includes relevant information. Organization of information is appropriate.	Most elements of the business model are present. Most of the information is relevant and organized correctly.	Some elements of the business model are present. Mostly irrelevant and inaccurate information that is organized correctly.	Business model does not include relevant information and is organized incorrectly
Oral Presentation /Eye Contact	Maintains eye contact and pronounces all terms precisely. All audience members can hear. Meets time requirements	Maintains eye contact most of the time and pronounces most words correctly. Most audience members can hear presentation. Meets time requirements	Occasionally uses eye contact, mostly reading presentation, and incorrectly pronounces terms. Audience members have difficulty hearing. May or may not meet time requirements	Reads with no eye contact and incorrectly pronounces terms. Speaks too quietly. Does not meet time requirements
Total Points (50 points)				

Appendix D. Team Peer Project Evaluation

TEAM #

1. What is the one thing that you learned from this presentation?

2. What is one thing the group did exceptionally well?

3. What is one suggestion for improvement for future presentations?

Area	Excellent	Good	Needs Improvement
Content (clear and concise, details, and appropriate for patient care)			
Organization (easy to follow)			
Overall Delivery (eye contact, clarity of speech, body language, all members well-prepared)			