

PHA5331 Delivery of Medication Therapy Management Services

Fall 2020

2 Credit Hours – [A-E Grading]

This course is designed to provide student pharmacists with a comprehensive understanding of Medication Therapy Management (MTM) and how to provide these services in a safe, timely, efficient, effective, patient-centric manner. During this course, students will apply the five core elements of MTM including conducting the comprehensive medication review, creating a personalized medication list, medication action plan and physician communication document. These skills are essential for a pharmacist that will be providing MTM services in the community setting as well as specialized settings. You will be asked to integrate knowledge, skills and attitudes while practicing foundational skills including: interviewing a patient, assessing the patient's complete medication record for medication related problems, developing a plan for resolution of identified problems, as well as communicating your recommendations to the prescriber. Also, as a component of this course, you will have the ability to obtain a certificate in MTM as established by the American Pharmacist Association (APhA) training program: Delivering Medication Therapy Management Services.

Teaching Partnership Leader

Teresa E. Roane, PharmD, MBA, BCACP

- Email: troane@cop.ufl.edu
- Office: East Campus Office Building (ECOB) 3101
- Phone: 352-273-9692
- Office Hours: Please see the Canvas course page for posted office hours.

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

Entrustable Professional Activities

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

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Patient Care Provider Domain

ST1. Collect information to identify a patient's medication-related problems and health-related needs.

ST2. Analyze information to determine the effects of medication therapy, identify medication-related problems, and prioritize health-related needs.

ST3. Establish patient-centered goals and create a care plan for a patient in collaboration with the patient, caregiver(s), and other health professionals that is evidence-based and cost-effective.

Interprofessional Team Member Domain

ST6. Collaborate as a member of an interprofessional team.

Population Health Promoter Domain

ST8. Minimize adverse drug events and medication errors.

ST9. Maximize the appropriate use of medications in a population.

Course-Level Objectives

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

1. Explain the key components of medication therapy management (MTM) services and define the five core elements of the MTM service model.
2. Describe the components of a business plan while evaluating the strengths and weaknesses of current pharmacy operations, potential new services, barriers using a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) and a needs assessment.
3. Conduct a thorough medication therapy review/comprehensive medication review (MTR/CMR) to assess safe and effective medication usage while providing patient counseling as needed, and create a plan for patient follow-up for continuity of patient care and safety.
4. Employ effective communication skills, including motivational interviewing, during patient interactions to overcome communication barriers as well as to assess drug therapy problems and influence changes in patient behavior.
5. Complete a personal medication record (PMR) for the patient to use as a personal reference and as a tool to share with all prescribers, and develop a medication-related action plan (MAP) for the patient to help self-manage chronic conditions and medications.
6. Document medication therapy management (MTM) services in a manner that allows for evaluating patient progress, billing, and tracking clinical and financial outcomes.
7. Outline the considerations for special populations when providing MTM services to patients who are part of a special population.
8. List barriers to providing MTM services, in the various practice settings, with proposed solutions for enhancing patient care.
9. Identify potential payers for MTM services and discuss strategies for marketing MTM services.
10. Describe emerging opportunities for delivering MTM services for future expansion and business growth.

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11. Describe the economic and clinical outcomes that are affected when pharmacist-provided patient care services increase.
12. Identify measures to track the economic, clinical, and humanistic outcomes of an MTM service.
13. Discuss the development of quality measures for MTM services and how these measures affect patient care.

Course Pre-requisites

1. Completion of all Year 3 Pharm.D. program coursework including milestones.

Course Co-requisites

1. Satisfactory completion of Blocks 17.

Course Outline

See Appendix. 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.

Required Textbooks/Readings

1. The APhA Delivering Medication Therapy Management Services Certificate Program is a web-based educational certificate program comprised of a four-module online self-paced curriculum with a live portion which is included as part of this elective.
 - a. All components of the online self-paced curriculum must be completed in full prior to attending the active learning sessions (live portion of the program).
 - i. The online curriculum includes the following: a pre-assessment, the self-study component that contains four modules, and an online final assessment.
 - ii. Access to the program will be granted after course payment is received (see #2). The online curriculum is available through the APhA MTM Central website at <http://www.pharmacist.com/learn>.
2. The cost to register for, and access, the online program is \$105.00. **This charge is separate from regular tuition.** This fee must be paid to the Continuing Education (CE) Office in order to access the program modules and receive a final certificate from APhA.
 - a. [Click here to register and pay for the program.](#)
3. If you have any issues with paying for the course or if you do not receive an email with instructions outlining how to access the course material, contact cesupport@ahc.ufl.edu or fill out the "Contact Us" form.
 - a. Registration/access email will be sent to your UFL email account.

Suggested Textbooks/Readings

Whalen K, Hardin HC. Medication Therapy Management: A Comprehensive Approach: Second Edition, McGraw-Hill; 2018; ISBN: 978-1-260-10845-3. This text is available via Access Pharmacy which may be

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accessed thru the UF Library.

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Other Required Learning Resources

None

Materials & Supplies Fees

None

How this Course Relates to Achieving the APhA “Delivering Medication Management Services” Certificate

Note: The course provides the self-study and seminar portions of the APhA “Delivering Medication Management Services” certificate. In order to receive the APhA Certificate, you must also complete the experiential requirements of the certificate which can be completed during your initial APPEs during year 4 of the PharmD curriculum. During APPEs, you will need to conduct three (3) additional medication therapy reviews/comprehensive medication reviews (MTR/CMR). At least one of these cases must include a physician recommendation. All submissions must be de-identified and approved by your preceptor for use as an APhA Certificate activity prior to being utilized. You must successfully pass the self-study, live classes/seminars, and submit the 3 required MTM/CMR reviews in order to receive the APhA Certificate. Please see the following URL for information about the certificate requirements: <http://www.pharmacist.com/delivering-medication-therapy-management-services>

Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.

Assessment Item	Grade Percentage
APhA Self-Learning Modules Assessment (N=1)	10%
In-Class Quizzes (N=4)	10%
Live Class Attendance and Participation (meeting requirements for seminar portion of APhA certificate) (N=4)	40%
Team Activities (N=4)	20%
Final Exam	20%
Total	100%

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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/>

Course Specific Policies

More than one absence: More than one absence from the Active Learning Sessions (whether excused or unexcused) may require a make-up assignment.

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.ua.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

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<https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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Appendix A. Course Directory

Teaching Partnership Leader/Course Director:

Teresa E. Roane, PharmD, MBA, BCACP

- Email: troane@cop.ufl.edu
- Office: East Campus Office Building (ECOB) 3101
- Phone: 352-273-9692
- Office Hours: Please see the Canvas course page for posted office hours

Questions to Ask:

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

Instructional Designer:

Holly Fremem

Email: holly.fremem@cop.ufl.edu

Office: HPNP 4309

Phone: 352-273-5558

Academic Coordinator:

McKenzie Wallen

Email: mwallen@cop.ufl.edu

Absence/Tardy Email: (Visit the [course policy site](#) for instructions)

Educational Coordinators:

McKenzie Wallen

Email: mwallen@cop.ufl.edu

Iverta Allen

Email: iallen1@cop.ufl.edu

Office: Jacksonville Campus

Office: Orlando 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 Exemplify and assistance during exams. The Academic Coordinator is the contact person for issues related to grading and posting of ExamSoft grades.)

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Other Teaching Partnership Faculty Members:

Casey Rowe, PharmD

PGY-1 MTM Resident (CQM Lake Nona)

Email: casey.rowe@cop.ufl.edu

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Appendix A: 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	Time [hr.]	Objectives	Responsible
11/30/2020	1	Module	Module 1: APhA – Delivering Medication Therapy Management Services (Part 1)		1-6, 10-11	Teresa Elaine Roane
11/30/2020	1.1	Video Lecture	Watch: Introduction/MTM Overview Presentation	1		Teresa Elaine Roane
11/30/2020	1	Reading	Read: APhA Module 1: The Pharmacist's Patient Care Process and MTM (21 pages)	1		Teresa Elaine Roane
11/30/2020	1	Reading	Read: APhA Module 2: Becoming an MTM Practitioner: A Plan for Success (28 pages)	2		Teresa Elaine Roane
12/01/2020	2	Module	Module 2: APhA – Delivering Medication Therapy Management Services (Part 2)		1-6, 10-11	Teresa Elaine Roane
12/01/2020	2	Reading	Read: APhA Module 3: Getting Ready for MTM Service Delivery: Knowledge and Skills (26 pages)	2		Teresa Elaine Roane
12/01/2020	2	Reading	Read: APhA Module 4: Ready for Action: Conducting an MTM Encounter (23 pages)	2		Teresa Elaine Roane
12/01/2020 11:59pm	2	Assignment Graded	Complete: APhA Self-Study Activities (http://www.pharmacist.com/learn)	2		Teresa Elaine Roane

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12/02/2020	3	Module	Module 3: Importance of Measuring Outcomes		11-13	Teresa Elaine Roane
12/02/2020	3.1	Video Lecture	Watch: Making Your Documentation Matter	1		Teresa Elaine Roane

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12/02/2020	3.2	Video Lecture	Watch: Performing Quarterly Follow-Up Reviews	1		Teresa Elaine Roane
12/02/2020	3.3	Video Lecture	Watch: Quality Performance Measures	1		Teresa Elaine Roane
12/03/2020 2:00pm-4:00pm		Active Learning Session--VC	Active Learning Session 1: The MTM Process	2	3-5	Teresa Elaine Roane
12/03/2020		Quiz In-class Graded	Quiz #1			Teresa Elaine Roane
12/03/2020		Other	MTM Overview/Patient Care Process			Teresa Elaine Roane
12/03/2020		Other	Information Gathering/Identifying Medication-Related Problems			Teresa Elaine Roane
12/03/2020		Other	Communication Techniques and Barriers			Teresa Elaine Roane
12/03/2020		Other	Setting Therapeutic Goals			Teresa Elaine Roane
12/03/2020		Other	Case Study 1			Teresa Elaine Roane
12/04/2020 11:59pm		Assignment Graded	Team Activity: Create Medication-Related Problem List with Problem Prioritization from Case Study 1, Upload to Canvas	1	3-5	Teresa Elaine Roane

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12/08/2020 2:00pm- 4:00pm		Active Learning Session-- VC	Active Learning Session 2: Special Patient Considerations	2	7	Teresa Elaine Roane
12/08/2020		Quiz In-class Graded	Quiz #2			Teresa Elaine Roane
12/08/2020		Other	Cultural Sensitivity			Teresa Elaine Roane
12/08/2020		Other	Managing Special Needs of the Elderly			Teresa Elaine Roane
12/08/2020		Other	Case Study 2			Teresa Elaine Roane
12/09/2020 11:59pm		Assignment Graded	Team Activity: Create a Medication List and Medication Action Plan with at least 2 action items from Case Study, Upload to Canvas	1	3-5	Teresa Elaine Roane
12/10/2020 2:00pm- 4:00pm		Active Learning Session-- VC	Active Learning Session 3: Communication and Documentation	2	4, 6	Teresa Elaine Roane
12/10/2020		Quiz In-class Graded	Quiz #3			Teresa Elaine Roane
12/10/2020		Other	Implementing MTM: Financial and Operational Issues			Teresa

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						Elaine Roane
12/10/2020		Other	Documenting Encounters			Teresa Elaine Roane
12/10/2020		Other	Medication-Related Action Plans			Teresa Elaine Roane
12/10/2020		Other	Creating Provider Recommendatio ns			Teresa Elaine Roane
12/10/2020		Other	Case Study 3			Teresa Elaine Roane
12/11/2020 11:59pm		Assignment Graded	Team Activity: Create a Medication List and Medication Action Plan with at least 2 action items from Case Study, Upload to Canvas	1	4, 6	Teresa Elaine Roane
12/14/2020 2:00pm- 4:00pm		Active Learning Session-- VC	Active Learning Session 4: Measuring the Value of MTM	2	11-13	Teresa Elaine Roane
12/14/2020		Quiz In- class Graded	Quiz #4			Teresa Elaine Roane
12/14/2020		Other	Monitoring for Outcomes			Teresa Elaine Roane
12/14/2020		Other	SNOMED CT Codes			

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12/14/2020		Other	Performing Follow-Up Reviews			Teresa Elaine Roane
12/14/2020		Other	Case Study 4			Teresa Elaine Roane
12/15/2020 11:59pm		Assignment Graded	Team Activity: Create a list of outcomes that you would measure from Case Study 4 (minimum 3 outcomes), Upload to Canvas	1	11-13	Teresa Elaine Roane
12/15/2020 11:59pm		Assignment Graded	Complete: Post Session Exercises (http://www.pharmacist.com/learn)	2	1-13	Teresa Elaine Roane
12/16/2020 1:00pm-3:00pm		Exam	Final Exam		1-13	Teresa Elaine Roane
			Total Hours:	27		Contact Hours

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Appendix B: In-Class Participation Grading Rubric

This document will be utilized 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 live session.

	Exemplary (Score = 5)	Proficient (Score = 4)	Developing (Score = 3)	Unacceptable (Score = 0)
Frequency of Participation	Student initiates contributions more than 2 times during session.	Student initiates contributions more than 1 time during session.	Student initiates contribution only once during 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 ideas, 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, as indicated by comments that reflect and build on others' remarks.	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.
Team Interaction	Student actively engaged in group activity; adds to discussion; initiates dialogue.	Student is mostly engaged during group activity; may add to discussion; does not initiate conversation	Student is often inattentive or not engaged during group activity; rarely contributes to conversation	Does not participate in group activity; talks off-topic and does not contribute to conversation