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# PHA 5008: Foundations of Medication Therapy Management

Spring 2021

*2 Credit Hours – [A-E Grading]*

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This course provides 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.

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## Teaching Partnership Leader

Teresa E. Roane, PharmD, MBA, BCACP

- Email: [troane@cop.ufl.edu](mailto:troane@cop.ufl.edu)
- Office Hours: Weekly hours through Zoom (See Canvas for schedule and link)

*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:

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.

ST2.4. Perform a comprehensive medication review (CMR) for a patient

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

ST4. Implement a care plan in collaboration with the patient, caregivers, and other health professionals.

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ST4.2. Educate a patient regarding the appropriate use of a new medication, device to administer a medication, or self-monitoring test.

Interprofessional Team Member Domain

ST6. Collaborate as a member of an interprofessional team.

## Course-Level Objectives

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

1. Discuss the history and progression of Medication Therapy Management
2. Identify various practice models in which MTM is 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, patients, and physicians) 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 Pre-requisites

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

## Course Outline

See Appendix A. 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.

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## Required Textbooks/Readings

Whalen K, Hardin HC (Eds). 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 is accessible through the UF Library.

- Use [UF VPN to access UF Libraries Resources](#) when off-campus.
- The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the [HSC Library Website](#) at this URL: <http://www.library.health.ufl.edu/>

## Suggested Textbooks/Readings

None

## Other Required Learning Resources

None

## Materials & Supplies Fees

None

## Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.

Assessment Item	Grade Percentage
Online Graded Assignments (4 at 10% each)	40%
In-Class Quizzes (2 at 10% each)	20%
In-Class Discussions at ALS/Active Participation	20%
Final Exam	20%
<b>Total</b>	<b>100%</b>

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Table 1. Grading Scale

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

### Rounding of grades:

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

## 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/>

## 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.aa.ufl.edu/students/>.

Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via

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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](mailto:troane@cop.ufl.edu)

#### Questions to Ask:

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

### Instructional Designer:

Holly Fremen

Email: [holly.fremen@cop.ufl.edu](mailto:holly.fremen@cop.ufl.edu)

Office: HPNP 4309

Phone: 352-273-5558

### Academic Coordinator:

Misti Merrill

Email: [mmerrill@cop.ufl.edu](mailto:mmerrill@cop.ufl.edu)

Office: HPNP 4312

Phone: 352-273-5558 (352)-273-5617

Absence/Tardy Email: [absent2pd@cop.ufl.edu](mailto:absent2pd@cop.ufl.edu)  
or [absent3pd@cop.ufl.edu](mailto:absent3pd@cop.ufl.edu) (Visit the [course policy site](#) for further instructions)

### Educational Coordinators:

McKenzie Wallen

Email: [mwallen@cop.ufl.edu](mailto:mwallen@cop.ufl.edu)

Office: Jacksonville Campus

Iverta Allen

Email: [iallen1@cop.ufl.edu](mailto:iallen1@cop.ufl.edu)

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 Pharmacy Resident)

Email: [casey.rowe@cop.ufl.edu](mailto:casey.rowe@cop.ufl.edu)

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## Appendix A: 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.

Dates of Independent Study	Mod#	Activity	Unit Topic	Time [hr.]a	Objectives	Responsible
04/21/2021	1	Module	Module 1: Introduction to Medication Therapy Management (MTM) and Various Practice Models		1-2	Teresa Elaine Roane
04/21/2021	1	Video Other	Watch: YouTube video: TedX: Talk about MTM	0.25		Teresa Elaine Roane
04/21/2021	1.1	Video Lecture	Watch: Introduction to MTM and Clinical Pharmacy	0.5		Teresa Elaine Roane
04/21/2021	1.2	Video Lecture	Watch: MTM: First, A Little History (History of MTM and Defining Comprehensive Medication Review (CMR))	0.5		Teresa Elaine Roane
04/21/2021	1.3	Video Lecture	Watch: Distinctions and Benefits to Various MTM Practice Models	0.75		Teresa Elaine Roane
04/21/2021	1	Reading	Read: APMB* Chapter 3: Practice Model: Introduction through Patient Eligibility Requirements (15 textbook pages)	1		Teresa Elaine Roane
04/22/2021	2	Module	Module 2: Payer's (Health Plans/Managed Care Organizations) Perspective on MTM		3	Teresa Elaine Roane
04/22/2021	2.1	Video Lecture	Watch: Payer's Perspective, Goals, and Objectives for MTM Programs	0.75		Teresa Elaine Roane



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04/22/2021	2	Reading	Read: APMB* Chapter 5: Payer Perspective (17 textbook pages)	1		Teresa Elaine Roane
04/23/2021	3	Module	Module 3: Patient's Perspective of MTM		3	Teresa Elaine Roane
04/23/2021	3.1	Video Lecture	Watch: Maximizing MTM Participation Considering the Patient's Perspective	0.75		Teresa Elaine Roane
04/23/2021	3	Reading	Read: Factors Affecting Medicare Part D Beneficiaries' Decision to Receive Comprehensive Medication Reviews	0.25		Teresa Elaine Roane
04/23/2021	3	Reading	Read: Effect of Clinical and Attitudinal Characteristics on Obtaining Comprehensive Medication Reviews	0.5		Teresa Elaine Roane
04/23/2021	3	Reading	Read: Improving CMR Acceptance by Using a Standardized Recruitment Script	0.5		Teresa Elaine Roane
04/26/2021	4	Module	Module 4: How to Perform a Thorough CMR		5-8	Teresa Elaine Roane
04/26/2021	4.1	Video Lecture	Watch: Performing a Comprehensive Medication Review (CMR)	1		Teresa Elaine Roane
04/26/2021	4	Reading	Read: APMB* Chapter 7: Conducting the Comprehensive Medication Review (34 textbook pages)	3		Teresa Elaine Roane

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04/27/2021 12:00-2:00pm	1-4	Active Learning Session--VC	Active Learning Session 1: -Defining a MTM service from start to finish -Discussing a pharmacist's role in MTM, the impact a pharmacist can make on the patient, considerations for taking action and communicating with confidence -Understanding appropriate communication techniques -Summarize course expectations, documentation procedure for course assignments	2		Teresa Elaine Roane
04/27/2021 11:59pm		Assignment Graded	Assignment 1: Patient Case Watch: Patient CMR Interview video Document interaction on template provided: Identify medication therapy problems (MTPs), Prioritize problem list Submit your final prioritized problem list for grading	2		Teresa Elaine Roane
04/28/2021	5	Module	Module 5: Assessing the Complicated Patient		5-8, 11	Teresa Elaine Roane
04/28/2021	5.1	Video Lecture	Watch: Prioritizing the Complicated Patient	1		Teresa Elaine Roane
04/28/2021	5	Reading	Read: APMB* Chapter 11: The Complicated	1		Teresa Elaine Roane

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			Patient (18 textbook pages)			
04/29/2021	6	Module	Module 6: Recognizing and Tackling Barriers to Performing MTM		4	Casey Rowe
04/29/2021	6.1	Video Lecture	Watch: Recognizing and Tackling Barriers to Performing MTM	0.75		Casey Rowe
04/29/2021	6	Reading	Read: Medication Therapy Management Programs: Promises and Pitfalls (21 pages)	1.5		Casey Rowe
04/29/2021	6	Reading	Read: Evaluation of pharmacists' barriers to the implementation of medication therapy management services	1		Casey Rowe
04/29/2021 11:59pm		Assignment Graded	Assignment 2:	1		Teresa Elaine Roane, Casey Rowe
04/30/2021	7	Module	Module 7: Creating a Patient Medication Record/List (PMR/PML) and Medication Action Plan (MAP)		5-11	Teresa Elaine Roane
04/30/2021	7.1	Video Lecture	Watch: Creating Patient Take-Away Documents After the CMR	0.5		Teresa Elaine Roane
05/02/2021 11:59pm		Assignment Graded	Assignment 3:	1		Teresa Elaine Roane, Casey Rowe
05/03/2021	8	Module	Module 8: Creating Effective Prescriber Communications		12	Teresa Elaine Roane
05/03/2021	8.1	Video Lecture	Watch: Creating Effective Prescriber Communication That Influences Acceptance of Our Recommendations	0.25		Teresa Elaine Roane

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05/03/2021	8	Reading	Read: APMB* Chapter 6: Physician Perspective on Medication Therapy Management (13 pages)	1		Teresa Elaine Roane
05/03/2021	8	Reading	Read: Writing Effective Communications to Prescribers	0.25		Teresa Elaine Roane
05/04/2021 12:00-2:00pm	1-8	Active Learning Session--VC	Active Learning Session 2: Perform Patient Case for CMR -Role Play CMR: Assess patient -Create documentation using template provided -Identify medication therapy problems (MTPs) -Prioritize MTPs and determine appropriate intervention -Create PML and MAP for patient -Create prescriber fax for DTP	2		Teresa Elaine Roane, Casey Rowe
05/04/2021 11:59pm		Assignment Graded	Assignment 4:	1		Teresa Elaine Roane, Casey Rowe
05/06/2021 8:30-10:30am	1-8	Exam	Final Exam		All	Teresa Elaine Roane, Casey Rowe
			Total Hours	29		

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## 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.

	<b>Exemplary (Score = 5)</b>	<b>Proficient (Score = 4)</b>	<b>Developing (Score = 3)</b>	<b>Unacceptable (Score = 0)</b>
<b>Frequency of participation in class</b>	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.
<b>Quality of comments</b>	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.
<b>Listening Skills</b>	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.