

4/21/2023 7:08 PM

# PHA 5008: Foundations of Medication Therapy Management

Spring 2023

*2 Credit Hours – [A-E Grading]*

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.

## Teaching Partnership Leader

Tracy Leonard, RPh, BCACP, BCPP, CDCES, CPh

- Email: [tracy.leonard@cop.ufl.edu](mailto:tracy.leonard@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.

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.

## 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.

4/21/2023 7:08 PM

- 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%
IRAT	15%
TRAT	5%
In-Class Discussions at ALS/Active Participation	20%
Final Exam	20%
Total	100%

Table 1.2 Grading Scale

Percentage	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-

4/21/2023 7:08 PM

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.

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

For technical support, navigate to [Educational Technology and IT Support Contact Information](http://curriculum.pharmacy.ufl.edu/current-students/technical-help/) 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 General [Pharm.D. Course Policies](http://curriculum.pharmacy.ufl.edu/current-students/course-policies/) carefully, at this URL: <http://curriculum.pharmacy.ufl.edu/current-students/course-policies/>

## Late Assignments

Written assignments will be accepted up to 48 hours after the due date and will incur a 20% deduction for late submission. Assignments submitted more than 48 hours after the due date will not be accepted and a grade of zero will be assigned.

## Makeup Assignments

Makeup assignments may be required for excused absences from all Active Learning Sessions. Students are expected to complete the makeup assignment within one week of the missed session.

## Respect for Diversity

The University of Florida College of Pharmacy strives to stimulate a culture that promotes diversity and inclusion within an exceptional community of students, faculty, and staff. It is our intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit.

We intend to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the course's effectiveness for you personally or for other students or student groups.

4/21/2023 7:08 PM

If any of our class meetings conflict with any of your religious events, an excused absence will be provided when requested using the standard UF COP process as detailed in the [UF COP Course policies](#).

If you feel that you have experienced or witnessed any bias/treatment that falls short of these expectations, you may submit a report through the UF [COP Student Mistreatment Report](#).

## Course Evaluation Process

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

4/21/2023 7:08 PM

## Appendix A. Course Directory

### Teaching Partnership Leader/Course Director:

Tracy Leonard, RPh, BCPP, BCACP, CDCES, CPh  
Instructional Assistant Professor  
[tracy.leonard@cop.ufl.edu](mailto:tracy.leonard@cop.ufl.edu)

#### Questions to Ask:

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

### Other Teaching Partnership Faculty Members:

Casey Rowe, PharmD  
Instructional Assistant Professor  
Email: [casey.rowe@cop.ufl.edu](mailto:casey.rowe@cop.ufl.edu)

Teresa E. Roane, PharmD, MBA, BCACP  
Email: [troane@cop.ufl.edu](mailto:troane@cop.ufl.edu)

### Instructional Designer:

Name: Holly Fremen

- Email: [holly.fremen@cop.ufl.edu](mailto:holly.fremen@cop.ufl.edu)
- Phone: 352-273-5558

### Academic Coordinator Gainesville Campus:

**Ashleigh Langford**  
Email: [lynn8597@cop.ufl.edu](mailto:lynn8597@cop.ufl.edu)  
Phone: (352) 273 –6002  
Office: HPNP 4309  
Absence/Tardy: Visit course policy site for further instructions.

### Educational Coordinators

Name: Katie Orben

- Email: [korben06@ufl.edu](mailto:korben06@ufl.edu)
- Office: Jacksonville Campus

Name: Andrea Arredondo

- Email: [aarredondo1@cop.ufl.edu](mailto:aarredondo1@cop.ufl.edu)

4/21/2023 7:08 PM

- 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.

4/21/2023 7:08 PM

## Course Outline

Dates of Recommended Study	Mod #	Activity	Unit Topic	Contact Time [hr.]a	Syllabus Learning Objectives	Responsible
	1	Module	Module 1: Introduction to Medication Therapy Management (MTM)	3	1-2	Teresa Elaine Roane, Tracy Leonard
04-28-2023@5:00PM	1	Video Lecture	Watch: Introduction to MTM and Clinical Pharmacy	0.5		Teresa Elaine Roane, Tracy Leonard
04-28-2023@5:00PM	1	Video Other	Watch: 10 Ways to Have a Better Conversation (12 mins)	0.25		Teresa Elaine Roane, Tracy Leonard
04-28-2023@5:00PM	1.1	Video Lecture	Watch: Medication Therapy Management: First, A Little History (History of MTM and Defining Comprehensive Medication Review (CMR))	0.5		Teresa Elaine Roane, Tracy Leonard
04-28-2023@5:00PM	1.2	Video Lecture	Watch: Distinctions and Benefits to Various MTM Practice Models	0.75		Teresa Elaine Roane, Tracy Leonard
04-28-2023@5:00PM	1	Reading	Read: APMB* Chapter 3: Practice Model (History of MTM and Defining Comprehensive Medication Review (CMR))	1		Teresa Elaine Roane, Tracy Leonard
	2	Module	Module 2: Payer's Perspective (Health Plans/Managed			Teresa Elaine Roane, Tracy Leonard



4/21/2023 7:08 PM

			Care Organizations)			
05-01-2023@5:00PM	2.1	Video Lecture	Watch: What are the Goals and Objectives of Payers, and why are they Focused on Performance Measures?	0.75		Teresa Elaine Roane, Tracy Leonard
05-01-2023@11:00PM	2	Reading	Read: Medication Therapy Management Digest (PDF)	0.75		Teresa Elaine Roane, Tracy Leonard
05-01-2023@11:00PM	2	Reading	Read: APMB* Chapter 3: Payer Perspective (1 textbook page)	0.1		Teresa Elaine Roane, Tracy Leonard
05-02-2023@2:00PM-3:50PM	1	Active Learning Session--VC	Active Learning Session 1:	2		Teresa Elaine Roane, Tracy Leonard
		Quiz In-class Graded	IRAT/TRAT01			Teresa Elaine Roane, Tracy Leonard
	3	Module	Module 3: Patient's Perspective of MTM		3	Teresa Elaine Roane, Tracy Leonard
05-03-2023@11:00PM	3.1	Video Lecture	Watch: Maximizing MTM Participation Considering the Patient's Perspective	0.75		Teresa Elaine Roane, Tracy Leonard
05-03-2023@11:00PM	3	Reading	Read: Factors Affecting Medicare Part D Beneficiaries' Decision to Receive Comprehensive Medication Reviews	0.25		Teresa Elaine Roane, Tracy Leonard
05-03-2023@11:00PM	3	Reading	Read: Effect of Clinical and Attitudinal Characteristics on Obtaining Comprehensive Medication Reviews	0.5		Teresa Elaine Roane, Tracy Leonard
05-03-2023@11:00PM	3	Reading	Read: Improving CMR Acceptance by Using a	0.5		Teresa Elaine Roane, Tracy Leonard

4/21/2023 7:08 PM

			Standardized Recruitment Script			
	4	Module	Module 4: How to Perform a Thorough CMR		5-8	Teresa Elaine Roane, Tracy Leonard
05-04-2023@11:00PM	4.1	Video Lecture	Watch: Performing a CMR	1		Teresa Elaine Roane, Tracy Leonard
05-04-2023@11:00PM	4	Reading	Read: APMB* Chapter 7: (entirety) Conducting the Comprehensive Medication Review (34 textbook pages)	3		Teresa Elaine Roane, Tracy Leonard
	5	Module	Module 5: How to Assess and Address a Complicated Patient		5-8, 11	Tracy Leonard
05-04-2023@11:00PM	5.1	Video Lecture	Watch: Prioritizing the Complicated Patient	1		Tracy Leonard
05-04-2023@11:00PM	5	Reading	Read: APMB* Chapter 11: The Complicated Patient (12 textbook pages)	1		Tracy Leonard
05-04-2023@11:00PM		Assignment Graded	Assignment 1:	2		Tracy Leonard
	6	Module	Module 6: Recognizing and Tackling Barriers to Performing MTM		4	Tracy Leonard
05-05-2023@11:00PM	6.1	Video Lecture	Watch: Recognizing and Tackling Barriers to Performing MTM	0.75		Casey Rowe, Tracy Leonard
05-05-2023@11:00PM	6	Reading	Read: Medication Therapy Management Programs: Promises and Pitfalls (21 pages)	1.5		Tracy Leonard
05-05-2023@11:00PM	6	Reading	Read: Evaluation of pharmacists' barriers to the implementation of medication therapy	1		Tracy Leonard

4/21/2023 7:08 PM

			management services			
05-05-2023@11:00PM		Assignment t Graded	Assignment 2:	1		Tracy Leonard
	7	Module	Module 7: Creating a Patient Medication Record/List (PMR/PML) and Medication Action Plan (MAP)		5-11	Teresa Elaine Roane, Tracy Leonard
05-08-2023@3:00PM	7.1	Video Lecture	Watch: Creating Patient "Take Aways" After the CMR	0.5		Teresa Elaine Roane, Tracy Leonard
05-08-2023@3:00PM		Assignment t Graded	Assignment 3:	1		Tracy Leonard
	8	Module	Module 8: Creating Effective Prescriber Communications		12	Tracy Leonard
05-08-2023@11:00PM	8.1	Video Lecture	Watch: How Do We Create Effective Prescriber Communication That Influences Acceptance of our Recommendations	0.25		Tracy Leonard
05-08-2023@11:00PM	8	Reading	Read: APMB* Chapter 6: (entirety) Physician Perspective on Medication Therapy Management	0.5		Tracy Leonard
05-08-2023@11:00PM	8	Reading	Read: The Checkout: 4 Ways to Improve Relationships with Providers	0.25		Tracy Leonard
05-09-2023@10:00AM-11:50AM	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	2		Tracy Leonard

4/21/2023 7:08 PM

			Identify drug therapy problems (DTPs) Prioritize DTPs and determine appropriate intervention			
		Quiz In-class Graded	IRAT/TRAT02			Tracy Leonard
05-11-2023@ 12:00PM-2:00PM	1-8	Exam	Final Exam		All	Tracy Leonard
				29.35		

## 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.