



# COLLEGE *of* PHARMACY

## THE UNIVERSITY OF TEXAS AT AUSTIN

### PHM 291M - Introduction to Ambulatory Care Pharmacy Fall 2017

#### **Course Coordinator**

Kirk Evoy, PharmD, BCACP, BC-ADM, CTTS  
Clinical Assistant Professor  
The University of Texas at Austin College of Pharmacy,  
UT Health Science Center San Antonio School of Medicine  
University Health System  
[evoy@uthscsa.edu](mailto:evoy@uthscsa.edu)

#### **Local Coordinators**

**Austin:**

**UT El Paso:**

**UT Pan-Am:**

#### **Lecturer (Contact Information)**

Kirk Evoy ([evoy@uthscsa.edu](mailto:evoy@uthscsa.edu))  
Lucas Hill: ([lucas.hill@austin.utexas.edu](mailto:lucas.hill@austin.utexas.edu))  
DeWayne Davidson: ([DavidsonD3@uthscsa.edu](mailto:DavidsonD3@uthscsa.edu))  
Lydia Chen: ([ChenLD@uthscsa.edu](mailto:ChenLD@uthscsa.edu))  
Tyler Gums: ([tyler@austin.utexas.edu](mailto:tyler@austin.utexas.edu))

**Course Number:** PHM 291M

**Class Time and Location:** Thursdays from 1:30-3:30 CST (12:30-2:30 in El Paso)

#### **Office hours**

Office hours available upon request. Dr. Evoy, Dr. Davidson, and Dr. Chen are based in San Antonio and Dr. Hill and Dr. Gums are based in Austin.

#### **Prerequisites**

To ensure students have the necessary background education to understand and actively participate in discussions, this course is limited to students in their third year of pharmacy school.

#### **Required Readings**

There is no required textbook. There will, however, be required readings assigned for each lecture. These will be provided electronically either through AccessPharmacy or posted on Canvas. The readings may consist of online textbook chapters, review articles or other appropriate sources.

#### **Course Description**

This course will teach both clinical and non-clinical topics relevant to treating commonly encountered disease states, effectively communicating with patients, and managing a clinical pharmacy practice in an ambulatory setting. Emphasis will be placed on application of concepts learned in previous classes to real-world situations.

Each session will introduce the learner to a specific disease state or topic relevant to ambulatory care medicine or the management of an ambulatory care pharmacy practice. Pre-readings will be assigned to provide background to the learning session and to familiarize the student with the literature that the clinical recommendations are based on. Class sessions will combine both didactic teaching and practical application, including, but not limited to, patient case discussions, medication teachings, and simulated patient education experiences.

### Course Schedule

DATE	PRESENTER	TOPIC
Aug 31	Evoy	Syllabus Overview/Intro to Ambulatory Care Pharmacy Practice Models
	Evoy	Patient Counseling and Motivational Interviewing
Sept 7	Evoy	Smoking Cessation
Sept 14	Davidson	Asthma and COPD
Sept 21	Davidson	Venous Anticoagulation – Warfarin and Enoxaparin
Sept 28	Chen	Venous Anticoagulation – Novel Anticoagulants
		Arterial Anticoagulation
Oct 5	Gums	Hypertension
Oct 12	Hill	Congestive Heart Failure
Oct 19	Kitten	Hyperlipidemia
Oct 26	Evoy	Contraception
Nov 2	Hill	Depression/Anxiety
		Cultural Awareness, Low Health Literacy, and Caring for Underserved Populations
Nov 9	Evoy	Diabetes
Nov 16	Evoy	Diabetes
Nov 23		<b>THANKSGIVING BREAK</b>
Nov 30	Evoy	Developing A Pharmacy Practice – Business Plan, Billing, Provider Support, and Measuring Success Transitions of Care/MTM/Annual Wellness Visits/Telemedicine/CCM/PCMH
Dec 7	Panel	Pharmacist/Resident Panel – Ambulatory Pharmacy Opportunities

### In-class Discussions

Class discussions will be facilitated by course faculty and/or guest lecturers, focusing on the assigned reading, integration of information previously learned, and the application of this information to patient care or practice management. Patient cases will be incorporated when applicable to promote further evaluation and discussion of assigned reading and in-class material. Students are expected to actively participate in class discussions.

Aside from in-class discussions of current literature and its application to clinical practice, portions of class time will be spent on other aspects relevant to ambulatory care pharmacy. These activities may include, but are not limited to, a panel of current ambulatory care pharmacists, residents, and/or fellows to allow opportunities for students to interact directly with ambulatory care practitioners; discussions and activities related to effective patient communication and promoting behavioral change in chronic disease management; and providing effective counseling of relevant patient instructions and other information relevant to the care of ambulatory patients (i.e. proper use of a blood glucose meter, proper insulin injection technique, proper inhaler technique, etc.).

### Course Goals and Learning Outcomes

This course is designed to prepare students for Advanced Pharmacy Practice Experience rotations and future careers in ambulatory care pharmacy by helping the students apply both clinical and nonclinical concepts learned in previous courses to real-world patient situations commonly experienced in the ambulatory setting. This course will also introduce students to concepts relevant to ambulatory care pharmacy that they may not have encountered in previous courses.

## Course Learning Objectives

\*Specific learning objectives will be provided for each session prior to class

At the end of this course, the successful student will be able to:

- Describe various practice models in which pharmacists may work in an ambulatory setting
- Identify relevant literature and guidelines used to support or refute currently accepted practice in ambulatory care
- Apply treatment guidelines for each disease state discussed to specific patient cases in order to develop an appropriate treatment and monitoring plan
- List patient-specific parameters, such as co-morbidities, organ dysfunction, cost considerations, cultural differences, health literacy barriers, etc., that may alter the preferred therapy for a given patient
- Identify effective strategies for patient interviewing and counseling
- Demonstrate successful approaches to patient counseling on materials and topics commonly encountered in ambulatory care pharmacy
- Apply principles discussed to develop and sustain a successful ambulatory practice, including developing a business plan, billing, marketing and tracking the outcomes of the service
- Discover training and career opportunities available in ambulatory care pharmacy

## Course Policies

### Assigned Readings

Text assignments and additional articles assigned throughout the semester are considered required readings unless marked otherwise. Please be prepared to discuss readings and apply to cases during class. Also, note that quiz questions may be derived from case studies, lecture materials, class discussion, or assigned readings.

### Attendance

As the majority of material in this course is presented in discussion format and the majority of points are derived from in-class quizzes and participation points, it is essential that all sessions be attended and that each student actively participates. If you miss class for any reason, you will be held responsible for all material covered and for any announcements made during class. It will be your responsibility to contact faculty or a classmate for notes/missed materials. In the event of an illness or other circumstance that requires missing class, let the course coordinator know as soon as possible. He will work with the student on a case-by-case basis to develop a plan for covering the missed materials. Unless otherwise dictated by the situation leading to an absence, if the coordinators are not informed prior to the start of class, the student will lose all points associated with the post-class quiz and participation points for that class period and will not have the opportunity to make up any missed material.

### Academic Dishonesty

The "Statement on Scholastic Dishonesty of the College of Pharmacy" reads as follows: "Pharmacy practitioners enjoy a special trust and authority based upon the profession's commitment to a code of ethical behavior in its management of client affairs. The inculcation of a sense of responsible professional behavior is a critical component of professional education, and high standards of ethical conduct are expected of pharmacy students. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including failure of the course involved and dismissal from the college and/or the University. Since dishonesty harms the individual, fellow students, and the integrity of the University and the College of pharmacy, policies of scholastic dishonesty will be strictly enforced in this class".

Students are expected to work independently on all quizzes. Any student caught cheating will be given a "zero" on the quiz (minimum). Any student suspected of dishonesty will be reported to the Dean of the College of Pharmacy and to the Dean of Students, as per University regulations. Students are expected to have read and understood the current

issue of the General Information Catalog published by the Registrar's Office for information about procedures and about what constitutes scholastic dishonesty.

### **Students with Disabilities**

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. All University rules concerning accommodations must be followed, including the student arranging for special accommodations prior to each examination. In the absence of such prearrangement, it will be assumed that the student is not requesting special accommodations for that exam, and will be expected to take the exam with the rest of the class at the regularly scheduled exam time. For more information, contact the Office of the Dean of Students at (512) 471-5017.

### **Use of E-Mail and Canvas® for Official Correspondence to Students**

E-mail and Canvas® are recognized as official modes of university correspondence; therefore, you are responsible for reading your e-mail and checking Canvas® announcements frequently for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. Check your e-mail regularly and frequently to stay current with university-related communications, some of which may be time-critical. You can find UT Austin's policies and instructions for updating your e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>

### **Religious Holy Days**

By UT Austin policy, you must notify the course coordinator of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a quiz in order to observe a religious holy day, I will give you an opportunity to complete the quiz within a reasonable time after the absence.

### **Campus Carry**

Students should familiarize themselves with the information provided by the University regarding the implementation of "Campus Carry" legislation. You will find an information sheet specifically for students (as well as sheets for parents, visitors, faculty, and staff) at <http://campuscarry.utexas.edu/info-sheets>. Information about "Campus Carry" on the UTHSCSA campus can be found at <https://www.uthscsa.edu/police/campus-carry/implementation-overview>.

### **Behavior Concerns Advice Line (BCAL)**

If you are worried about someone who is acting differently, you may use the Behavior Concerns Advice Line to discuss by phone your concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>

### **Disruptive Behavior**

Disruptive/disrespectful behavior will not be tolerated. Any student who displays disruptive or disrespectful behavior whether directed at the instructor or fellow students may be asked to leave the class and referred to the Dean's Office.

### **Grading**

The course grade will be calculated as the percentage of total points earned out of a possible 205 points. Students will earn points from the following:

- Class participation: 70 points
- Pre-class quizzes: 60 points (5 points each, no quiz will be held during first or last class period)
- Post-class quizzes: 60 points (5 points each, no quiz will be held during first or last class period)
- Landmark trial presentation: 30

### **In-Class Participation**

Attendance and active student participation in each class session is essential to an understanding of the material presented. Evaluation of the student's performance during class will be based on attendance and preparedness for discussion. Each student will be able to earn up to 5 points during each of the 15 discussion-based class sessions. To ensure attendance and participation, students may be called upon during class throughout the semester. If the student is absent (as evidenced by no response when called upon or by not completing the in-class quizzes), the student will earn 0 participation points for that class period. Additionally, if called upon and it is clear that the student has not read the pre-class material or is not following along with the discussion or if the student displays overly disruptive behavior that impedes other students' learning that student will not receive class participation points for that class period.

Point breakdown for weekly class participation points:

0 – Absent from class

0 – Obviously unprepared for class, not following along with discussion, or overly disruptive during class

5 – Attends class, arrives prepared, actively participates

### **Quizzes**

There will be no exams in this class. Instead, understanding of the material will be assessed through pre- and post-class quizzes. Additional points will be awarded for attendance and participation in class and a group presentation. With the exception of the first class and the class featuring the pharmacist/resident panel, for each class period both a pre and post-class quiz will be conducted.

The pre-class quizzes will be posted online one week before the class and will close immediately prior to class starting. Thus, the pre-quiz must be completed online prior to attending class. This quiz will be open-note but should be completed individually without the assistance of classmates or others. The post-class quiz will take place in class immediately following the discussion. However, it is the prerogative of the instructor to move the quiz within the given class period. The quiz will be submitted online. Students should bring a computer or tablet to class to complete the quizzes. An access code will be required to access the quiz, which will be provided in class at the beginning of each quiz, so the student must be present in order to take the quiz. Students should NOT share the access code with other students not in attendance. If students are caught in such an act, they will be given a "zero" on the quiz (minimum) and may be subject to further discipline. Any student suspected of dishonesty will be reported to the Dean of the College of Pharmacy and to the Dean of Students, as per University regulations.

No allowances will be made for a quiz being missed, other than documented illness or emergency. The student must contact the course coordinator prior to the quiz. In the event of a make-up quiz, the nature and scheduling of the quiz will be at the discretion of the course coordinator (oral, written, case based, etc.). An unexcused absence from a quiz will result in a grade of "zero" for that quiz.

The pre-class quizzes will consist of questions designed to assess your broad understanding of the assigned pre-readings, while the post-class quizzes may be more detailed or written at a higher level to reflect your increased understanding of the topic following the in-class discussion. All information necessary to answer the quizzes will be covered in the pre-class reading and/or the in-class discussion. Learning objectives for the pre-readings will be posted on Canvas prior to class, while learning objectives for the in-class discussion will be provided at the beginning of class. As the quizzes will be based off these learning objectives, these should be used to help students prepare for the pre and post-class quizzes.

**Post-Quiz Remarks and Reconsideration Requests**

Quizzes will not be returned in this course, but the answers to the quizzes will be discussed in class. Students may NOT remove or in any way copy or reproduce any portion of the quiz. Any attempt to reproduce or recreate the quiz will be considered academic dishonesty.

If there is a disagreement over the answer to a specific question, the student should present a written explanation (with supporting documentation) to the course coordinator within 72 hours of quiz. The explanation must be clear, rational, and concise. (This policy does not apply to mathematic or other grading errors). The final determination of points awarded is at the sole discretion of the course coordinator.

**Re-examination petition:**

As there is no final exam, university policy regarding re-examination petitions does not apply in this course.

**Group Presentation:**

Assigned groups will be responsible for a short presentation regarding an assigned “landmark clinical trial”. Each group will be assigned a specific week to present and should coordinate with the lecturer of that week to identify the article to present on. The presentation will encompass a brief description of the trial (e.g., background, patient population studied, methods, and results) followed by a discussion of the impact of the study on clinical practice (i.e., why is this considered a landmark trial, what did it do to change practice or lead us to question current standards of care) and any major strengths or limitations of the study. This presentation should not be prepared with the same level of detail as a journal club presentation, but instead should be a brief synopsis, focusing mostly on the application to practice component. Presenters should aim for approximately a 5 minute presentation with a few minutes for questions.

**Letter Grade Assignment**

- A 94 - 100%
- A- 90 - 93%
- B+ 87 - 89%
- B 84 - 86%
- B- 80 - 83%
- C+ 77 - 79%
- C 74 - 76%
- C- 70 - 73%
- D+ 67 - 69%
- D 64 - 66%
- D- 60 - 63%
- F Below 60%

\*at the discretion of the course coordinator this scale may be curved more leniently in the final analysis of grades

**Canvas®**

The official Canvas® web site for this course can be accessed either through UTDirect or via <http://courses.utexas.edu>. Either access point is UTEID-protected, and provides you links to the courses in which you are currently enrolled. You are strongly encouraged to visit this site for additional resources associated with this course (your grades, Powerpoint presentation, previous exams, the discussion board, contacting faculty by email, electronic versions of suggested and **required** readings and hyperlinks). The website will also be used for official, course-related announcements and for exchange class information and questions via the discussion board. Be aware that any message posted to the discussion board are available to all enrolled students and faculty. If you encounter problems with accessing Canvas® please contact the ITS helpdesk at: 512-475-9400 or the Canvas® page at <http://edutech.cctl.utexas.edu/students/>.

**Video Recordings**

Video-streamed recordings of lectures are intended to supplement learning; they are not a substitute for attending class. Although recordings of these lectures are intended to be available to you for the semester, be aware that technological difficulties can and do arise. If an individual faculty member chooses to not make his/her lectures available by video-streaming, that faculty member will inform you.

Viewing video-streamed recordings of lectures is primarily intended for on-campus computer facilities (e.g., LRC Library or other computer facilities available on your specific campus). However, it should be possible to view the streaming video off-campus using broadband connections. Your faculty are not in a position to troubleshoot your video-streaming problems, so please do not ask them to do so; access the LRC 's help website at <https://www.utexas.edu/pharmacy/help/> to address those problems. Any other questions should go to the Director of the LRC, Oliver Gomez ([oliver.gomez@austin.utexas.edu](mailto:oliver.gomez@austin.utexas.edu)).

### **Redistribution of Class Recordings**

If video-recordings of a class are made available, they are intended solely for the students currently enrolled in that class. Faculty and students utilizing class video-recordings should be careful to not compromise the privacy of either themselves or other users (<http://registrar.utexas.edu/students/records/ferpa>), or the rights of the presenter. Any additional distribution of these recordings (regardless of format) is prohibited without the written and signed permission of the presenter. In addition, students who wish to make their own personal recordings (audio and/or video) during class must first secure permission from the presenter.

### **Emergency Evacuation Procedures**

- Familiarize yourself with exit routes from classrooms and buildings
- Evacuate when prompted by continually sounding fire alarms or by an official announcement
- Close classroom or office doors as you leave
- Leave the building in an orderly manner without rushing or crowding — do not use elevators
- Provide aid to those who need it in an emergency evacuation situation
  - If you feel you may require assistance in event of an emergency evacuation, please notify the course coordinator in writing the first week of class
- Follow instructions given by UTPD or other local officials
- Do not re-enter the building until all-clear is given by official announcement

### **Severe or Inclement Weather Procedures**

Since this course is taught on 4 separate campuses, inclement weather may affect some, but not all locations. In the event of a severe weather warning in your area, always follow local safety recommendations, and notify the course coordinator via email as soon as possible. Individual accommodations will be made on an as-needed basis.