Sixth of an eight-course sequence that prepares the student to provide patient-centered care by serving as a collaborative interprofessional team-member who is an authority on pharmacotherapy. The course continues to prepare the student to be a collaborative team member since learning during the course involves teamwork. This course focuses on providing patient-centered care to patients who have skin and musculoskeletal disorders. Learners will develop, integrate, and apply knowledge from the foundational disciplines (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) and apply the Pharmacists’ Patient Care Process in solving case-based scenarios of these patients.

Teaching Partnership Leader

Erin St. Onge, Pharm.D.

- Email: stonge@cop.ufl.edu
- Office: ORL
- Phone: 407-313-7004
- Office Hours: By appointment ONLY.

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:

1. EPA A1. Collect subjective and objective data by performing a patient assessment and gathering data from chart/electronic records, pharmacist records, other health professionals and patient/family interviews.
2. EPA A2. Interpret patient data, and identify medication-related problems and develop a prioritized problem list.
5. EPA A5. Provide counseling and medications and health-wellness (including referral when there are social determinants of health and disparities).
7. EPA A7. Present a succinct oral patient summary and plan to a health care provider. Defend a therapeutic plan verbally or in writing using references, guidelines, or primary literature.
9. EPA A9. Collaborate as a member of an interprofessional team and provide patient-centered care.

Course-Level Objectives

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

1. Upon completion of this course, the student will be able to provide patient-centered care for patients with one or more of the following disorders or pharmacotherapy needs:
   a. Acute pain
   b. Chronic pain
   c. Osteoarthritis
   d. Rheumatoid Arthritis
   e. Gout
   f. Bone and joint infections
   g. Common skin disorders
   h. Skin and soft tissue infections

2. Specifically, given a case of a patient with one or more of the above disorders/pharmacotherapy needs:
   a. Integrate knowledge and use clinical reasoning skills in accomplishing the following steps when managing a patient with the disease state:
      i. Collect: Gather subjective and objective information about the patient in order to understand the relevant medical and medication history and clinical status of the patient.
         1. Subjective and objective information is collected through patient interview, medical record review, pharmacy profile review, and communication with other members of the health care team.
         2. A holistic view is initiated during collection in order to consider physiological, psychological, and sociological variables of the patient and this view is maintained throughout the patient care process.
      ii. Assess: Assess the information collected and analyze the clinical effects of the patient’s therapy in the context of the patient’s overall health goals in order to identify and prioritize problems and achieve optimal care.
         1. Understand, explain, and assess a patient’s health status.
         2. Interpret physical and patient assessment findings
         3. Assess each medication for appropriateness, effectiveness, safety, and patient adherence.
4. Assess health and functional status, risk factors, health data, cultural factors, health literacy, and access to medications or other aspects of care.

5. Assess immunization status and the need for preventive care and other health care services.

6. Integrate knowledge, clinical experience, and patient data to formulate and test hypotheses about the etiology of medication-related problems. (Generate hypotheses)

7. Establish potential and actual medication-related problems.

iii. **Plan:** Develop an individualized patient-centered care plan in collaboration with other health care professionals and the patient/caregiver.

   1. **Therapeutic Goals:** Develop specific and general therapeutic goals for the patient. These goals achieve clinical outcomes in the context of the patient’s overall health care goals and access to care.

   2. **Therapeutic Plan:** Integrate knowledge, evidence-based literature/information, clinical experience, patient data, patient goals and desires, and the prescriber’s judgment when developing the best pharmacotherapeutic plan for the patient.
      
      a. **Therapeutic Alternatives:** Evaluate pharmacotherapeutic alternatives for the patient before establishing the therapeutic plan.

      b. **Develop the Therapeutic Plan:** This plan addresses medication-related problems and optimizes medication therapy. Considerations for the plan include:
         
         i. Goals and desires of the patient
         
         ii. Application of established practice guidelines, evidence-based medicine, and population-based treatment plans in developing the plan.
         
         iii. Accurate and patient-specific dosing (including dosage adjustment for renal/hepatic dysfunction, starting dose, maximum doses, timing of doses and pharmacokinetic design for narrow therapeutic index drugs).
         
         iv. Parameters for monitoring response and frequency of monitoring
         
         v. Parameters for monitoring adverse effect and frequency of monitoring
         
         vi. Plan for patient counseling/education
         
         vii. Supports care continuity, including follow-up and transitions of care as appropriate.

   c. **Patient/Caregiver engagement:** The patient/caregiver are involved through education, empowerment, and self-management.

   iv. **Implement:** Implement the care plan in collaboration with other health care professionals and the patient/caregiver. When implementing the care plan, the following are accomplished:
1. Medication and health-related problems are addressed.
2. Preventative care including vaccine administration are provided.
3. Medication therapy is initiated, modified, discontinued, or administered as authorized.
4. Education and self-management training is provided to the patient/caregiver.
5. Refers and provides transitions of care as needed.
6. Schedules follow-up care as needed to achieve goals of therapy.

v. Follow-up (Monitor and Evaluate): Monitor and evaluate the effectiveness of the care plan and modify the plan in collaboration with other health care professionals and the patient/care giver. The following are continually monitored and evaluated:
   1. Medication appropriateness, effectiveness, and safety and patient adherence through available data, biometric test results and patient feedback.
   2. Clinical endpoints that contribute to the patient’s overall health.
   3. Outcomes of care, including progress toward or achievement of goals.

vi. Patient-Centered Care: Foster a patient-centered care approach by accomplishing the following:
   1. Communicate: Succinctly communicate with other health care team members and the patient/caregiver throughout the patient care process.
   2. Collaborate: Discuss with team members the specific therapeutic approaches for individual patients based on scientifically and logically validated assessment of the patient’s health care needs and an ethical consideration of the patient’s health care goals and desires.
   3. Document: Prepare a written communication that is well-organized, logical, complete, appropriate, and evidence-based.

b. Apply and integrate foundational knowledge (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) throughout the patient care process.
   This will require the ability to:
   i. Describe the pathophysiology of disease state(s) and identify appropriate drug targets (cellular/molecular), biochemical processes, and organ changes for therapeutic intervention. Specifically, for a given disease state:
      1. Describe the basic pathophysiology of the disease including an explanation of the abnormal processes and the resulting disease signs and symptoms.
      2. Outline risk factors and/or diagnostic indicators (e.g., lab values, diagnostic test results).
      3. Determine classes of drugs that will treat the disease state and ameliorate the underlying pathophysiology and signs/symptoms.
   ii. Apply knowledge about structure-activity relationships and cellular/molecular mechanisms of action to identify drug classes that are appropriate for treatment of the disease state. Specifically, for each drug class:
      1. Identify the relevant therapeutic targets and explain the mechanism(s) of action.
iii. Describe major pathways for metabolism and the pharmacological/therapeutic consequences of metabolism.

iv. Compare and contrast the therapeutic and adverse effects of drug classes that are appropriate for treating the disease state.
   1. Identify the most common/serious drug interactions and adverse effects.

v. Compare and contrast the therapeutic and adverse effects of drugs within a given class and then recommend the best drug for the patient.

vi. Identify important precautions and contraindications.

vii. Recommend any unique storage, handling, or use requirements to ensure patient safety and clinical efficacy.

viii. Discuss significant pharmacokinetic and pharmacodynamic considerations.

ix. Integrate the following transcending concepts when assessing a patient and developing a care plan:
   1. Evaluate the effects of chronic illness on a patient’s daily life and impact on drug therapy outcomes (behavioral).
   2. Explain to patients how to prevent skin cancer (health/wellness)
   3. Advise patients on the use of sunscreens (self-care)
   4. Assess a patient’s health literacy and provide appropriate patient education (communication)
   5. Describe how to collaborate with other members of an interprofessional team in managing patients with chronic pain (interprofessional communication and teamwork)
   6. Use clinical reasoning skills in solving patient/drug therapy problems (clinical reasoning)
   7. Recommend a personalized medicine plan for a patient with chronic pain (personalized medicine)
   8. Recommend appropriate management of legal and ethical issues commonly seen in patients with chronic pain (legal/ethical)
   9. Recommend the use of topical drug delivery for a patient (pharmaceutics)
   10. Evaluate studies with non-inferiority designs (effective size, power, measurement, attrition) (evidence-based practice)
   11. Explain the role of CEA in selection of a product for rheumatoid arthritis (Pharmacoeconomics)
   12. Recommend a population-based management approach to errors (Quality improvement)

3. **Demonstrate the ability to be an effective team member by collaborating in preparing for class sessions and in solving case studies.**
Course Pre-requisites

1. Completion of all Year 2 Pharm.D. program coursework including milestones.

Course Co-requisites

1. PHA5165L Professional Practice Skills Lab V

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.

<table>
<thead>
<tr>
<th>Date Recommended Dates for Independent Study</th>
<th>Mod#</th>
<th>Unit Topic</th>
<th>Contact Hours [hr.]</th>
<th>Faculty Author</th>
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<td>Module 1: Skin Disorders</td>
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<tr>
<td>10/18/17</td>
<td>1.1</td>
<td>Unit 1.1: Overview of Dermatology for Pharmacists</td>
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<td>Unit 1.2: Management of Skin Disorders – Part 1</td>
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<td>Watch: Pharmacology of Non-Opioid Treatment Options: NSAIDS, Acetaminophen, Skeletal Muscle Relaxants, Common Adjuvant agents.</td>
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<td>Watch: Medicinal Chemistry of Non-Opioid Treatment Options: NSAIDS, Acetaminophen, Skeletal Muscle Relaxants, Common Adjuvant agents.</td>
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<tr>
<td>Date</td>
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<td>10/30/17 8:30am-12:35pm</td>
<td>2</td>
<td>Active Learning Session 3: Assessment and Management of Nociceptive and Neuropathic Pain</td>
<td>2.0hr (4.0hr workup)</td>
<td>Miller, Moorman Li, Chenglong Li, McLaughlin</td>
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<td>Unit 3.1: Introduction to Treatment Options in Pain Management, Part II</td>
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<td>Watch: Medicinal Chemistry of Opioids</td>
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<td>Watch: Personalized Medicine in Pain Management</td>
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<td>Unit 3.2: Interventions and Treatment of Pain - Developing a Clinical Treatment Plan, Part I</td>
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<td>Watch: General Principles of Acute Pain Management</td>
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<td>11/6/17 8:30am-12:35pm</td>
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<td>Teresa Roane</td>
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<td>• TC: Teamwork in management of chronic pain</td>
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<td>• TC: Health and wellness: Access to health services</td>
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<td>8:30am-12:35pm</td>
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<td>• Legal and Ethical Use and Misuse Issues in Chronic Pain</td>
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<td>Roane, Aldrich,</td>
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<td>Miller, Allen</td>
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<td>11/9/17</td>
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<td>Unit 4.2: Interventions and Treatment of Pain - Developing a Clinical Treatment Plan, Part III</td>
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<td>Watch: Patient-reported outcomes for chronic pain</td>
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<td>Date Recommended Dates for Independent Study</td>
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<td>4.4.3</td>
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<td>11/14/17 8:30am-12:35pm</td>
<td>4.2-4.4</td>
<td>Active Learning Session 6: Management of RA, Gout, and Joint Infections</td>
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<td>11/15/17 8:30am-12:35pm</td>
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<td>Capstone 1: Dermatology</td>
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<td>Capstone 2: Pain Management</td>
<td>2.0hr (4.0hr workup)</td>
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<td>11/21/17 1:55-4:25pm</td>
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<td>Exam 2: Modules 1-4 (Comprehensive)</td>
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Total Contact Hours in Course: 46.25hr

### Required Textbooks/Readings

There are no required textbooks for this course.

### Suggested Textbooks/Readings

   - Previously purchased for PHA5782C
   - Not Available via HSC Library

   - Previously purchased for PHA5781
   - Not Available via HSC Library
   - Previously used for PHA5782C
   - Available via HSC Library – Access Pharmacy

   - Previously used for PHA5782C
   - Available via HSC Library – Access Pharmacy

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/

Other Required Learning Resources

N/A

Materials & Supplies Fees

None
Student Evaluation & Grading

Evaluation Methods and How Grades are calculated.

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<th>Assessment Item</th>
<th>Grade Percentage</th>
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<tr>
<td>Capstone Submissions (2)</td>
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</tr>
<tr>
<td>Active Learning Sessions Submissions (4)</td>
<td>8%</td>
</tr>
<tr>
<td>1st Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam (Comprehensive)</td>
<td>35%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 1. Grading Scale

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92.50-100%</td>
<td>A</td>
</tr>
<tr>
<td>89.50-92.49%</td>
<td>A-</td>
</tr>
<tr>
<td>86.50-89.49%</td>
<td>B+</td>
</tr>
<tr>
<td>82.50-86.49%</td>
<td>B</td>
</tr>
<tr>
<td>79.50-82.49%</td>
<td>B-</td>
</tr>
<tr>
<td>76.50-79.49%</td>
<td>C+</td>
</tr>
<tr>
<td>72.50-76.49%</td>
<td>C</td>
</tr>
<tr>
<td>69.50-72.49%</td>
<td>C-</td>
</tr>
<tr>
<td>66.50-69.49%</td>
<td>D+</td>
</tr>
<tr>
<td>62.50-66.49%</td>
<td>D</td>
</tr>
<tr>
<td>59.50-62.49%</td>
<td>D-</td>
</tr>
<tr>
<td>&lt; 59.50%</td>
<td>E</td>
</tr>
</tbody>
</table>

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/

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:

Erin St. Onge, Pharm.D.
Email: stonge@cop.ufl.edu
Office: ORL
Phone: 407-313-7004
Office Hours: By appointment ONLY.

Questions to Ask:

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

Academic Coordinator:

Name: Candice Walker
Email: candice.walker@cop.ufl.edu
Office: HPNP 4312
Phone: 352-294-8677
Office Hours: By appointment ONLY.

Questions to Ask:

- Issues related to course policies (absences, make up exams, missed attendance)
- Absence 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 gradebook (missing grades, wrong grade)
- Assistance with ExamSoft® (Distant campus students may contact Education 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.)
Other Teaching Partnership Faculty Members:

Jane Aldrich, Ph.D.
- OFFICE: P4-27, Medical Science Building
- EMAIL: jaldrich@cop.ufl.edu
- PHONE: 352-273-8708

William Cary Mobley, Ph.D.
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- EMAIL: mobley@cop.ufl.edu
- PHONE: 352-273-6282

Larisa H. Cavallari, Pharm.D.
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- PHONE: 352-273-7207

Shannon Miller, Pharm.D., BCACP
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- PHONE: 407-313-7005

Robin Moorman Li, Pharm.D., BCACP Email:
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- EMAIL: moorman@cop.ufl.edu
- PHONE: (904) 244-9590

Robert P. Navarro, Pharm D
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Steven M. Smith, PharmD, MPH, BCPS, ASH-CHC
- OFFICE: HPNP 3316
- EMAIL: ssmith@cop.ufl.edu
- PHONE: 273-5134

Veena Venugopalan, Pharm.D., BCPS
- OFFICE: HPNP 2314A
- EMAIL: vvenugopalan@cop.ufl.edu
- PHONE: 352-265-0111 (Ext. 4589)