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PHA5214: Advanced Topics in Community Pharmacy Practice

Fall 2017

2 Credit Hours – [A-E Grading]

To succeed of community pharmacy practice, pharmacists must develop skills to understand the importance of entrepreneurial activities, sales and marketing, personnel management, and best practices to meet the needs of the institution, its stakeholders and most importantly, its patient's. This course will introduce advanced community pharmacy principles such as entrepreneurship, sales and marketing, personnel management, and communicating to key stakeholders through the study of innovative community pharmacy practice models. Students will work through these concepts using synchronous and asynchronous discussions, situational based narratives, and dialogue with affluent trail-blazers.

Teaching Partnership Leader

Stacey D. Curtis, PharmD Email:

- Email: scurtis@cop.ufl.edu
- Office: HPNP 3302
- Phone: (352) 273-6232
- Office Hours: By Appointment

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

Guest Lecturers

- Joe Burghardt, PharmBS
- Amber Connelly, PharmD
- Allen Deaver, PharmBS
- Anthony Menezes, PharmD
- Lorraine Mobley, PharmBS
- Aditi Patel, PharmD
- Patty Taddei-Allen, PharmD

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Entrustable Professional Activities

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

1. EPA C2. Recommend solutions to needs in the medication use system and the healthcare system.
2. EPA D1. Demonstrate soft-skills in daily practice including interprofessional team collaboration (e.g., interpersonal communication, professionalism, cultural sensitivity, innovative mindset).
3. EPA D2. Exhibit commitment to patients and the community by serving as an advocate and leader.
4. EPA D3. Demonstrate responsibility for personal and professional development.
5. EPA E1. Safely and accurately dispense medications within a medication use system including supervision of pharmacy technicians.
6. EPA E2. Assist patients and caregivers to obtain their medications and related para-pharmaceuticals in an affordable manner that meets their healthcare needs. (Requires utilization of knowledge of private and public health insurance options)

Course-Level Objectives

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

1. Classify the elements of entrepreneurship and entrepreneurial processes.
2. Recognize the importance of entrepreneurship in community.
3. Construct a pharmacy business model canvas
4. Translate entrepreneurial characteristics to daily business practices of a community pharmacy.
5. List pros and cons of niche markets.
6. Analyze possible niche markets in a given region and explain its value to a small pharmacy.
7. Employ key concepts and best practices for workflow in a community pharmacy.
8. Direct patients to local and state patient assistance programs to assist with the purchase of their medications.
9. Describe the benefits of joining local and state pharmacy organizations.

Course Pre-requisites

1. PHA5700: Personal and Professional Development I
2. PHA5701C: Personal and Professional Development II

Course Co-requisites

None

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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 *Recommended Dates for Independent Study*	**Mod#**	**Unit Topic**	**Contact Hours** [hr.]a	**Faculty Author**	**Learning Objectives Covered**
Week 1	1	Module 1: Entrepreneurship		Curtis	
12/4 (M)	1.1	Watch: Welcome Video		Curtis	
12/4 (M)	1.2	Watch: Elements of Pharmacy Business Models	0.5hr	Curtis	1-3
12/4 (M)	1.3	Watch: Group Project Instructions	0.5hr	Curtis	1-8
12/4 (M)	1.4	Watch: Eight Slide Pitch Deck	.25hr	Curtis	1-3
12/4 (M)	1.5	Watch: Owning versus Managing a pharmacy	1hr	Deaver	5-7
12/4 (M)	1.6	Watch: How I ended up owning a drug store	1hr	Deaver	1-7
12/4 (M)	1.7	Watch: Sales	0.5hr	Rhodes	6-7
12/4 (M)	1.8	Watch: Marketing	0.75hr	Deaver	6-7
12/4 (M)		Watch: Intrapreneurship vs Entrepreneurship	.05hr	YouTube	4
12/4 (M)		Watch: Intrapreneur vs Entrepreneur	.05hr	YouTube	4
12/5 (T)	1.11	Read: Chapter 31: Innovation and Entrepreneurship (See PDF)	1.5hr		1-6
12/5 (T)	1.12	Read: Journal Article: Advancing Pharmacy through Entrepreneurial Leadership	1hr		1-6
12/6 (W) Big Blue Button 4:00pm-6:00pm	1	Active Learning Session 1: • Panel interviewing • Create site visit interview guide	2hr	Curtis	1-9
12/7 (Th) GNV Campus	1	Site Visit: West Lab Group *See Appendix B for Details*	3hr		1-6

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Date *Recommended Dates for Independent Study*	**Mod#**	**Unit Topic**	**Contact Hours** [hr.]a	**Faculty Author**	**Learning Objectives Covered**
12/7 (Th) All Campuses 1:55pm-3:50pm	1	Active Learning Session 2: • Business Model Canvas • In-class Quiz 1	2hr	Curtis	1-9
Week 1	2	Module 2: Niche Markets			
12/7 (Th)	2.1	Watch: Niche Markets	1hr	Burghardt	1-6
12/7 (Th)	2.2	Watch: Compounding	0.5hr	Menezes	1-6
12/7 (Th)	2.3	Watch: Immunizations	0.5hr	Taddei-Allen	1-6
12/7 (Th)	2.4	Watch: MTM Part 1	0.25hr	Patel, Connelly	1-6
12/7 (Th))	2.5	Watch: MTM Part 2	0.20hr	Patel, Connelly	1-6
12/7 (Th) 11:59pm	1	Team formations Assignment			
12/8 (F) JAX Campus	1	Site Visit: Baya Group *See Appendix B for Details*	3hr		1-6
12/8 (F)	2.6	Watch: Compounding Vet Meds	0.5hr	Deaver	1-6
12/8 (F)	2.7	Watch: Infusion	0.20hr	Mobley	1-6
12/8 (F)	2.8	Watch: Becoming a specialty pharmacy (e.g. HIV or Transplant)	0.25hr	Taddei-Allen	1-6
12/11 (M) 11:59pm		Patient Centered Care Business Model – *Submit in Canvas*			
12/12 (T) ORL Campus	1	Site Visit: Taylors Group *See Appendix B for Details*	3hr		1-6
12/12 (T)	2	Read: Textbook Chapter 26: Value-Added Services as a Component of Enhancing Pharmacists' Roles in Public Health; Chapter 27: Implementing value-added pharmacy services Chapter 28: Impact of Health Policy on Health Care Delivery	4hr		1-6

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Date *Recommended Dates for Independent Study*	**Mod#**	**Unit Topic**	**Contact Hours** [hr.]a	**Faculty Author**	**Learning Objectives Covered**
12/12 (T) All Campuses 10:40am-12:40pm	1	Active Learning Session 3: • Site Visit Debriefing and application of the site visits to the group project • Writing thank you cards • In-class Quiz 2	2hr	Curtis	1-9
12/13 (W) 11:59pm		PowerPoint Assignment – *Submit in Canvas*			
12/14 (Th) All Campuses 8:30am-1:35pm	1-2	Active Learning Session 4: • ***SwampTank™*** Team Presentations of Group Projects	5hr	Curtis	1-9
Week 2	3	Module 3: Best Practices			
12/14 (TH)	3.1	Watch: Being Involved in Pharmacy Organizations	.20hr	Curtis	7-9
12/15 (F)	3.2	Watch: Being a Patient Advocate	.50hr	Curtis	7-9
12/15 (F)	3.3	Watch: Paying for Prescriptions	.20hr	Taddei-Allen	7-9
12/14 (TH)	3.4	Watch: Best Practice Experiences	.50hr	Curtis	7-9
12/15 (F) *Opens at 5pm* **Due at 8pm**	3	Open Book Quiz at Home	.50hr		
12/15 (F) 11:59pm	1-3	Reflection Paper			1-9
		Total Contact Hours in Course:	30.4		

Required Textbooks/Readings

- Desselle, S., Zgarrick, D., and Alston, G., Pharmacy Management: Essentials for All Practice Settings, 4e. McGraw-Hill, 4th ed. 2016. ISBN-9780071774314 (Available on Access Pharmacy)
- Chisholm-Burns, M. A., Vaillancourt, A. M., & Shepherd, M. (2011). Pharmacy management, leadership, marketing, and finance. Sudbury, MA: Jones and Bartlett. ISBN: 9781449660284. Chapter 31. (Available in Canvas via Course Reserves) Use UF VPN to access UF Libraries Resources when off-campus.

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- Advancing Pharmacy through Entrepreneurial Leadership (Journal Article)

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.

[The Canvas© gradebook will be set-up using the percentages below to compute the grade.]

Assessment Item	Grade Percentage
In Class Quizzes (2)	20 (10 each)
Out of Class Quiz Open Book (1)	5
Field Trip Participation: Behavioral Based Interview (1) - Appendix B	10
In-class Participation (2) - Appendix C	10 (5 each)
Team Peer Project Evaluations (1) - Appendix F	5
Group Project - Appendix D	35
Reflection Paper - Appendix E	15
Total	100%

Table 1. Grading Scale

Percentage Range	Letter Grade
92.50-100%	A
89.50-92.49%	A-
86.50-89.49%	B+

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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."

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

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/

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Appendix A. Course Directory

Teaching Partnership Leader/Course Director:

Stacey D. Curtis, PharmD
Email: scurtis@cop.ufl.edu
Office: HPNP 3302
Phone: (352) 273-6232

Questions to Ask:

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

Academic Coordinator:

Holly Fremen
Email: holly.fremen@cop.ufl.edu
Office: HPNP 4312
Phone: 352-273-5558
Submit: Absence/Tardy Request

Educational Coordinators:

McKenzie Wallen
Email: mwallen@cop.ufl.edu
Office: Jacksonville Campus

Victoria Savosh
Email: vsavosh@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 SofTest 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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Appendix B. Site Visit

Purpose:
The purpose of the site visit is to give students in the course a glimpse into one of three established independent community pharmacies owned by a UF alumni. The visit will be scheduled during the first week of class and is a required portion of the class curriculum. During the visit, the student will tour the facility, learn how the owner built the business, and be exposed to the crucial characteristics pivotal to advanced community practices specific to the site.

Sites/Faculty Head:

- Gainesville: West Lab Pharmacy
- Orlando: Taylor's Pharmacy
- Jacksonville: Baya Pharmacy

Agenda:
Students will meet faculty head at specified location on site to begin meet/greet, short tour, and Q&A/discussion.

Hour 1: Focus on entrepreneurship

- Interview with the Pharmacist
    - History of how he became interested in your area and started as an entrepreneur
    - Useful characteristics that the pharmacist possesses crucial to entrepreneurship
    - Behavioral interviewing techniques (e.g. "Tell me about a time where …")
    - Tips/tricks/suggestions

Hour 2: Focus on sales/marketing/personnel

- Explanation of site specifics and the pharmacists niche market
- Brief synopsis of special services offered (e.g. patient assistance programs, immunizations, MTM, chronic disease state management, specialty) from their point of view
- Short tour of facility
    - Meet/greet/shadow relevant pharmacy personnel
        - Explanation of all relevant workflow from pharmacist point of view
    - Explanation of how the pharmacist schedules personnel
    - Explanation of personnel training

Hour 3: Focus on best pharmacy practices

- Q&A session with preceptor and students
- Pharmacist offers "pearls of wisdom"

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Appendix C. Rubric for Assessing Student Participation in Class

Grade Determination:
Satisfactory = 6 Points with a score of "Proficient" in 2 of the 3 areas.
Unsatisfactory = 5 or less points

	Exemplary (Score = 2.5)	**Proficient (Score = 2)**	**Developing (Score = 1.5)**	**Beginning (Score = 1)**
Frequency of participation in class and quality of comments	Student initiates contributions more than once in each recitation. Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Student initiates contribution once in each recitation. Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Student initiates contribution at least in half of the recitations. Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Student does not initiate contribution & needs instructor to solicit input. Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
Listening Skills	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 & 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.	
Total (5 points)				

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Appendix D. Group Project Rubric

	Exemplary 10	**Accomplished 7**	**Developing 5**	**Beginning 3**
Organization	Information presented in logical, interesting sequence, is accurate and very comprehensive	Information in logical sequence, is accurate and comprehensive	Difficult to follow presentation-- student jumps around or material; is either not accurate or not comprehensive	Cannot understand presentation; content is not accurate and not comprehensive
Subject Knowledge	Demonstrates full knowledge by answering all questions with explanations and elaborations	At ease with expected answers to questions but does not elaborate	Uncomfortable with information and is able to answer only rudimentary questions	Does not have a grasp of the information. Cannot answer questions about subject
Visual Aid	Follow 8 slide pitch deck format. Sufficient but not overwhelming detail. Adds to presentation meaningfully	Relate to text and presentation, lacks sufficient detail or overwhelming amount of detail	Visual aid rarely supports presentation	Visual aid distracts from presentation
Business Model	All elements of the business model are present. Each area includes relevant information. Organization of information is appropriate.	Most elements of the business model are present. Most of the information is relevant and organized correctly.	Some elements of the business model are present. Mostly irrelevant and inaccurate information that is organized correctly.	Business model does not include relevant information and is organized incorrectly
Oral Presentation /Eye Contact	Maintains eye contact and pronounces all terms precisely. All audience members can hear. Meets time requirements	Maintains eye contact most of the time and pronounces most words correctly. Most audience members can hear presentation. Meets time requirements	Occasionally uses eye contact, mostly reading presentation, and incorrectly pronounces terms. Audience members have difficulty hearing. May or may not meet time requirements	Reads with no eye contact and incorrectly pronounces terms. Speaks too quietly. Does not meet time requirements
Total Points (50 points)				

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Appendix E. Reflection Paper

Throughout this course you will learn about many different areas of pharmacy and will experience putting together a business plan. This paper is meant to reflect on what you have learned during this course. You are expected to write a 1 page, 300 word, 12 point font, Times New Roman, double-spaced paper. You will be required to have 3 paragraphs: one to discuss what you learned during the site visit, one to discuss positive experiences with the group project, and one to discuss the challenges faced with the group project. We would like honest feedback on the experience to help improve the course in the future. This paper is worth 10% of your final grade in the course.

	Yes	Somewhat	No
300-450 words	20	10	0
Follows correct formatting	20	10	0
Learning was discussed	20	10	0
Positive experiences discussed	20	10	0
Challenges discussed	20	10	0
Total (100)			

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Appendix F. Team Peer Project Evaluation

TEAM #

1. What is the one thing that you learned from this presentation?

2. What is one thing the group did exceptionally well?

3. What is one suggestion for improvement for future presentations?

Area	**Excellent**	**Good**	**Needs Improvement**
Content (clear and concise, details, and appropriate for patient care)			
Organization (easy to follow)			
Overall Delivery (eye contact, clarity of speech, body language, all members well-prepared)			

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