Medication Therapy Management: A Gastrointestinal Focus
PHA 6636 (3 credits)

Course Coordinator:
Lisa Vandervoort, Pharm.D.
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University of Florida
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Course Instructors

Stacey Baggett, Pharm.D.
Stacey Baggett received her Doctor of Pharmacy degree in 2007 from Midwestern University – College of Pharmacy in Glendale, Arizona, as well as a Bachelor of Science degree in Biochemistry from Purdue University in 2004. Dr. Baggett is currently a Clinical Assistant Professor and Regional Coordinator of Experiential Programs for the University of Florida College of Pharmacy. She practices as a Clinical Pharmacist at Holmes Regional Medical Center in Melbourne, Florida, in both the acute care and ambulatory care settings. Her clinical teaching experience includes precepting students in Adult Medicine and Ambulatory Care, as well as PGY-1 residents in Internal Medicine and Infectious Disease. Dr. Baggett is a Board Certified Pharmacotherapy Specialist and her interests include student development, infectious disease, and anticoagulation.

Paul Doering, M.S.
Paul is now enjoying his “retirement” years and is continuing his work with students and pharmacists through lectures, seminars, and other such things.

Aaron Emmel, Pharm.D., BCPS, BCNS
Dr. Emmel received his Doctor of Pharmacy degree from the University of Florida College of Pharmacy in 2007. He practiced community pharmacy at Walgreens pharmacy prior to practicing as a clinical specialist at Flagler Hospital in St. Augustine Florida. Recently, he founded SmarterMeds, PLLC., a small business dedicated to providing Medication Therapy Management services. Additionally, he is actively involved in the community setting, volunteering and speaking for numerous support groups and the Council on Aging. Dr. Emmel is certified by the Board of Pharmacy Specialties in Pharmacotherapy and Nutrition Support. His primary interests include Medication Therapy Management, critical care medicine, and nutrition support.

Lisa Inge, Pharm.D.
Lisa D. Inge is a Clinical Associate Professor and the Assistant Director of the Jacksonville Campus for the University of Florida College of Pharmacy. She received her Doctor of Pharmacy degree from Campbell University and went on to complete an infectious disease residency at the Mayo Clinic in Rochester, Minnesota. This interest in infectious disease was a natural transition from her prior career as a certified medical technologist in the area of clinical microbiology at Duke University Medical Center. After her pharmacy residency, she accepted an ambulatory care position at Shands Jacksonville Medical Center with a practice site at the University of Florida Center for HIV/AIDS Research, Education and Service (UF CARES). In 2004, she accepted her current position after having served as a facilitator for the then new Jacksonville campus, as well as, the UF Working Professional Pharm.D. Program. She
continues her HIV clinic practice at the Duval County Health Department and the UFCARES in addition to multiple course coordination activities, campus administration responsibilities and teaching.

Carol Motycka, Pharm.D.
Carol Motycka became the Director of the Jacksonville Campus in July 2002 to help build the University of Florida College of Pharmacy program in Jacksonville. She was later appointed Assistant Dean of the Campus where she spends her time teaching, caring for patients, counseling, and administrating. Carol graduated from the University of Florida with her Pharm.D. in 1998. She then completed a residency in Ambulatory Care at Florida Hospital in Orlando. Following the residency, Carol was hired as the Pharmaceutical Care Coordinator for Florida Hospital DeLand. At Florida Hospital, she developed an asthma and anticoagulation clinic and an Ambulatory Care Rotation. Carol also served as a faculty member for NOVA Southeastern University College of Pharmacy and Seminole Community College in the College of Allied Health from 1999-2002. As the Assistant Dean for the Jacksonville Campus, Carol is proud to be a part of the innovative program with the University of Florida.

Renee Rose, Pharm.D.
Dr. Rose joined University of Florida College of Pharmacy faculty in August 2004 as the Assistant Director of the Orlando Campus. She lectures in Pharmacotherapy II and III, coordinates and facilitates in Pharmacotherapy IV and V and enjoys teaching in various other courses on the Orlando campus. Dr. Rose co-coordinates, lectures and facilitates the Women's Health elective. Her focus in Women's Health is on pregnancy and lactation.

Drew Silverman, Pharm.D.
Dr. Silverman is the Pharmacotherapy Specialist of Abdominal Transplants at Tampa General Hospital. He also is the Residency Program Director of the PGY2 Solid Organ Transplant Residency at Tampa General Hospital.

Peter Thomson, Pharm.D.
Dr Thomson is the Clinical Resource Pharmacist for the Medicine and the Women's Health Programs, Winnipeg Regional Health Authority in Winnipeg Manitoba. He is a Clinical Assistant Professor with the Faculty of Pharmacy and a guest lecturer in gastroenterology and hematology for the Faculty of Medicine at the University of Manitoba. He lectures in gastroenterology for the Doctor of Pharmacy Program, University of Toronto and is an Examiner for the Doctor of Pharmacy Program, Rhodes University, Grahamstown, South Africa. Dr Thomson is a Editorial Review Panel member for the Canadian Pharmacists Association.

Lisa Vandervoort, Pharm.D.
Dr Vandervoort received her Doctor of Pharmacy degree from the University of Florida College of Pharmacy in 1995 and completed a Pharmacy Practice Residency at Shands Hospital at the University of Florida in 1996. She spent 10 years as the Clinical Specialist in Infectious Disease/Internal Medicine at Orlando Regional Medical Center. For the past 5 years Dr Vandervoort has been a Clinical Assistant Professor at the University of Florida both at the Orlando Campus and with the WPPD program. Recently she was hired as Regional Coordinator for the Office of Experiential Programs assisting in the evaluations of rotation sites, preceptors and students. Her primary interests include pharmacokinetics, infectious disease and internal medicine.

Katherine Vogel Anderson, Pharm.D.
Dr. Vogel Anderson earned her Bachelor of Science degree in biochemistry, with a minor in math, from the Florida State University in 1999. In 2003, Dr. Vogel Anderson graduated with her Doctor of Pharmacy degree from the University of Florida College of Pharmacy. Following this, Dr. Vogel Anderson completed a primary care pharmacy residency at the Malcom Randall Veterans Affairs Medical Center in Gainesville. After her residency, Dr. Vogel Anderson accepted a clinical pharmacy specialist position at the same VA, where she specialized in anticoagulation management. After five years she transferred to the VA geriatric primary care clinic, where she managed anticoagulation, hypertension, and diabetes, among other disease states, as part of a multi-disciplinary healthcare team. Dr. Vogel Anderson joined the Gainesville UF faculty in 2010. In addition to her teaching responsibilities, Dr. Vogel Anderson practices at Oak Hammock, a continuing care retirement community, where her focus is in geriatric patient care.

Karen Whalen, Pharm.D., BCPS, CDE
Dr. Whalen received her Doctor of Pharmacy degree from the University of Florida. She then completed a Pharmacy Practice Residency at the Moses Cone Health System in Greensboro, North Carolina. Subsequently, she completed a Primary Care Residency at the James A. Haley Veterans’ Hospital in Tampa, Florida. Dr. Whalen joined the faculty of the University of Florida College of Pharmacy in 2008 as Assistant Director of the St. Petersburg Campus.
Currently, she is a Clinical Associate Professor in the Department of Pharmacotherapy and Translational Research and Director of the MS-MTM Program. Prior to joining the faculty at University of Florida, Dr. Whalen was an Associate Professor of Pharmacy Practice at Nova Southeastern University for twelve years. Dr. Whalen is a Board Certified Pharmacotherapy Specialist and a Certified Diabetes Educator. She is an active in local, state, and national pharmacy associations, and is a past president of the Florida Pharmacy Association.

**Course Description**

The course introduces the student to principles of medication therapy management in patients with gastrointestinal disorders.

**Prerequisites**

The student must have successfully completed Foundations of MTM I and II

**Course Credit Assignment**

The course is offered in a blended learning format that utilizes a combination of face-to-face classroom instruction, on-line learning, and hands-on experiential activities. To meet the standards for course credit assignment this three-credit course requires a minimum of 48 hours of classroom instruction or the equivalent. Since the face-to-face classroom instruction is less than 48 hours, a number of alternative instructional activities comprise the remainder of the equivalent content and serve to fulfill the curricular equivalency standard. Using a combination of live classroom instruction and alternative methods of instruction ensures that the requirements for course credit assignment are fulfilled. An outline of the course activities and their respective contribution to course credit assignment can be found in the accompanying course schedule document.

**Course Goals**

The course is intended to familiarize students with the provision of MTM in patients with gastrointestinal disorders that range from common to complex. The student will gain hands-on practice in the core elements of MTM for patients with gastrointestinal disorders, including conducting a comprehensive medication therapy review, generating a personalized medication record, designing a medication-related action plan, making pharmacotherapy interventions, and documenting the MTM service. The curricular threads of advanced pharmacotherapy knowledge, communication skills, and essential MTM business principles will be emphasized.

**Course Objectives**

Upon successful completion of this course, the student will be able to demonstrate the ability to perform the following with respect to gastrointestinal disorders:

1. Recognize areas of pharmacotherapy knowledge essential to the provision of MTM services.
2. Identify clinical practice guidelines and current scientific literature pertaining to the provision of MTM services.
3. Evaluate scientific literature for use in providing up-to-date, evidence-based, and cost-effective MTM services.
4. Communicate effectively with patients when providing MTM services.
5. Identify barriers to patient communication and design strategies to overcome those barriers.
6. Conduct a targeted or comprehensive medication therapy review (MTR).
7. Identify drug-related problems and recommend rational solutions based on a mastery of pharmacotherapy.
8. Create a personalized medication record for an individual patient receiving MTM services.
9. Design a medication-related action plan, taking into account patient abilities and preferences.
10. Educate patients regarding techniques to improve adherence, decrease the risk of adverse drug reactions, and maximize appropriate and safe medication use.
11. Communicate interventions effectively to physicians and other healthcare colleagues.
12. Document MTM services in a manner sufficient for following patient progress, monitoring patient outcomes, and completing billing statements.
13. Utilize sound business principles in the provision of MTM services.

**Required Text**


**Required and Recommend Readings/Resources**

Instructors may require additional readings such as clinical guidelines, review articles, book chapters, or websites. They may also provide additional resources to supplement the lecture material. Required or recommended readings will be listed under assignments and responsibilities on the course schedule. The readings will be available under the resources tab on the course website.

**Course Policies**

1. **Course Communication**
   All course communication, except for personal communications, will occur through the discussion board on the course website. Announcements will also be posted on the course website on Sakai as needed. Discussion boards will be organized by lecture topic and questions should be posted in the appropriate location. The discussion board will be reviewed and questions answered within 3 business days after the posting. Please follow these guidelines regarding use of the discussion board:
   - Look for the appropriate discussion forum for your question from the list of available discussion boards.
   - Review previous postings and announcements prior to initiating a posting to avoid duplications.
   - Keep all postings professional. Postings will be reviewed for professionalism.
   - Personal concerns should be communicated directly to the course coordinator via email (and not posted on the discussion board). Course-related emails that are not of a personal nature will be referred back to the discussion board for posting.
   - Do not use the discussion board to broadcast complaints, discuss personal issues, or discuss topics not associated with the course.
   - Check for new discussion board postings on a daily basis whenever possible. To do so, click on the Discussion Board tab within the Sakai course website.
• Anonymous postings are not permitted.
• Failure to follow the Discussion Board rules may result in a revocation of privileges of Discussion Board use.
2. **Late Assignments**
   Please submit online assignments early to avert last minute issues with technology. Late submission of assignments will result in a point deduction and may result in a zero grade, depending on the assignment. Students who experience technical difficulty when submitting assignments electronically must notify the course coordinator as soon as possible.

3. **Faculty and Course Evaluations**

   **Faculty Evaluations.** You will receive an email from the Curricular Affairs Office requesting that you complete the faculty evaluations. If the course is team-taught, you will receive emails during the semester to alert you when to evaluate the faculty members. Please complete your faculty evaluations by the specified date and time by logging in with your GatorLink account at the following site:
   
   [https://evaluations.ufl.edu](https://evaluations.ufl.edu)

   Faculty evaluations are important feedback for your course instructors and the University and receive major consideration in the tenure and promotion process. Your input via evaluations can make a difference in our College’s teaching activities, so participate, evaluate and our College will be better for it.

   The online faculty evaluation system is completely anonymous. When you submit an evaluation, the system marks that you have submitted an evaluation for the section (so you cannot submit multiple evaluations), but from that point on, there is no connection between you and the evaluation data. Faculty evaluations also provide useful information for students. The results of your evaluation input are made available to all students in future semesters at: [http://www.aa.ufl.edu/aa/evaluations/search/](http://www.aa.ufl.edu/aa/evaluations/search/)

   **Course Evaluations.** In the last few weeks of the course, you will receive an email with directions for completing a course evaluation. Note, course evaluations provide feedback that is different from the Faculty evaluations and both are very important to continuous improvement of our program. Course evaluations are used by the College to identify how to improve the how the course is designed and delivered. Therefore, our Courses will be better through your completion of these evaluations. You will complete Course Evaluations via a website that is different from Faculty Evaluations. These evaluations are also anonymous.

4. **Academic Honesty**

   The University considers cheating as giving or taking any information or material of academic work considered in the determination of a course grade. Academic dishonesty includes, but is not limited to: copying graded homework assignments from another student; working together with another individual on a take-home test or homework when specifically not permitted by the instructor; looking or attempting to look at another student’s test paper during an examination; sharing information about an examination with another student; and plagiarism.

   The University of Florida academic honesty policy will be strictly enforced. Academic dishonesty will not be tolerated. The complete policy and procedures for processing alleged academic dishonesty are provided in the Student-Faculty Handbook for the College of Pharmacy. This handbook is located on the College of Pharmacy web site: [http://www.cop.ufl.edu](http://www.cop.ufl.edu). You are expected to abide by the procedures set forth in this
document. Additional information regarding academic honesty guidelines can be located at: http://www.dso.ufl.edu/studentguide/studentrights.php.

5. **Accommodating Disabilities**
   Physically impaired students and students with learning disabilities such as hearing impairment, visual impairment, dyslexia or other specific learning disabilities such as sensory deficit or sensory-motor coordination problems should cooperate with the faculty and staff in addressing these problems in order to meet academic standards. It is the student’s responsibility to notify the faculty member IN ADVANCE if they believe that they need special accommodations for testing and/or completion of assignments. Retroactive accommodations cannot be granted if a student notifies the faculty AFTER said exams or assignments have taken place. Students with disabilities are encouraged to register with the Disability Resource Center in the Dean of Students Office. Please visit the following URL for more information: http://www.dso.ufl.edu/drc.

**Examination Policies**

1. **Online Examinations**
   The final examination will be administered online. Online examinations may consist of multiple choice, short answer and/or case-based questions. Thus, online examinations necessitate skills in typing and using a computer. **If you do not have strong keyboard skills, please do not delay in contacting the course coordinator. With early intervention you can be directed to Staff members who are equipped to review your needs.** Please note that it takes time to build these skills and this is not something that can be done at the last minute. To maintain the highest standards of academic integrity, high stakes online examinations may require the use of a proctoring system. More information on the proctoring system may be found at: http://www.proctoru.com/

2. **Missing Exams**
   Scheduled exams should only be missed for REAL EMERGENCIES. A student who misses an exam should notify the course coordinator via email within 24 hours. Students with an excused absence may be allowed to take a make-up exam. Make-up exams should be arranged with the course coordinator and administered within two weeks of the original exam date.

3. **Posting of Exam Grades**
   Exam grades will be posted within one week of the exam. Notice will be provided to the students if there will be a delay in posting of exam grades.

4. **Exam Rebuttals**
   Students have one week after posting of the exam grades to challenge any exam question. No appeals will be accepted after one week. Written appeals must include the following: the question number, an evidence-based rationale for why the student feels their response is accurate. The exam will be regraded, in full, by a third party. Note: the score of a fully regraded exam may increase, decrease, or stay the same. The regraded score will be considered final.
**Evaluation Techniques:**
Assignments 25%
- Patient History and SOAP Note Exercise - 6%
- Comprehensive Medication Review - 10%
- Budget Planning Exercise - 9%

Quizzes 10%
- Week 3 - 5%
- Week 6 - 5%

Class participation 15%
- Discussion board - 3%
- Elluminate sessions - 12%

Exams 50%
- Midterm exam - 25%
- Final exam - 25%

**Grading:**
Additional information on minus grades is available on the University of Florida website: [http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html](http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html).

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<tr>
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<tr>
<td>A-</td>
<td>90.0-92.9</td>
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<tr>
<td>B+</td>
<td>86.6-89.9</td>
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<tr>
<td>B</td>
<td>83.3-86.5</td>
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<tr>
<td>B-</td>
<td>80.0-83.2</td>
</tr>
<tr>
<td>C+</td>
<td>76.6-79.9</td>
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<tr>
<td>C</td>
<td>73.3-76.5</td>
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<tr>
<td>C-</td>
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<tr>
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**Student Honor Code**

The conduct of all students is expected to conform to the standards of academic integrity as described in the University of Florida Honor Code. In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

THE HONOR CODE: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”