
PHA [6935] Managed Prescription Drug Systems

3 Semester Credit Hours

Course Purpose: This course builds on PHA6276 Pharmacy Benefit Design and Management and PHA6935 Managed Care Pharmacy Operations by probing deeply into solving the most complex problems facing managed prescription drug programs. The prerequisite course focused on accumulation and application of knowledge. In contrast, students in this course will operate at the highest levels of Bloom's taxonomy of learning, including analysis, synthesis, and evaluation. As such, students will work in small groups to complete a weekly case study assignment that illustrates a real and current challenge facing PBMs and health plans today. This process will simulate situations encountered by professionals working within managed care organizations, consultancies, and the biopharmaceutical industry.

Course Faculty and Office Hours

Laura E. Happe, PharmD, MPH

Email: lhappe@cop.ufl.edu

Office hours: Sunday 4-5 pm, 7-8 pm: The instructor is available immediately before or after class every Sunday. Please email or text the instructor to schedule during these time frames.

Appointments: The instructor is available most days and times with great flexibility to accommodate student schedules. Please email or text the instructor to schedule at your preferred time.

Place and Time of Class Sessions: Synchronous class meetings will be held every Sunday from 5 to 7 pm starting on October 27 through December 8. All classes will be accessed via the internet through the University of Florida's system.

- October 27, 5-7 pm
- November 3, 5-7 pm
- November 10, 5-7 pm
- November 17, 5-7 pm
- November 24, 5-7 pm
- December 1, **NO CLASS DUE TO THANKSGIVING HOLIDAY**
- December 8, 5-7 pm

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

1. Research current issues/challenges facing managed care pharmacists.
2. Analyze the issues from the perspectives of different stakeholders.

3. Estimate the economic, clinical, and humanistic outcomes related to each issue.
4. Develop a recommendation for action for each issue.
5. Present recommendation in an executive-level format.
6. Engage in dialogue with peers, colleagues, and instructors by answering questions and debating recommendations presented by other students.
7. Work with a team to address current issues in managed care pharmacy.

Pre-Requisite Knowledge and Skills

Satisfactory completion of PHA6276 Pharmacy Benefit Design and Management or acceptable health plan or PBM experience (requires instructor approval). PHA6935 Managed Care Pharmacy Operations completion is highly recommended, although not required.

Course Structure & Outline

Course Structure: Students prepare for class by reading the weekly posted resources and are expected to conduct self-directed research using the internet and published literature to expand their knowledge on weekly themes, focusing on contemporary and timely publications and news events. This is a skill that is required to stay current in managed care practice and will also supplement the synchronous class discussions.

Students will be assigned to a small group. Each group will submit a weekly PowerPoint presentation based upon on the case study assignment each week. Each week, two groups will present their case study solution. Presenters within the group are expected to rotate or split the presentation time equitably.

Students must also post and reply to discussions weekly in the Discussion Forum on Canvas. Discussion Forum contributions count to the participation grade - a minimum of one original or reply post per week is required and additional posts may boost participation grades. Live classes will be predominantly interactive discussions and student group presentations based upon posted discussion topics and weekly assignment topic for each class module. Class participation counts toward the participation grade. There will not be quizzes or a mid-term exam. Each student will submit an individual final exam report based upon the assigned final exam discussion topic.

Course Outline/Activities: Research shows that adult learners prefer to have some autonomy over their learning. As such, the students enrolled in the course will chose from a menu of possible case studies to determine the outline for the course. The course outline is shown in **Appendix B**, with placeholders for the specific topic.

1. Determine whether your plan will implement a copay accumulator program
2. Develop a value proposition for a drug product entering a branded therapeutic class aimed at managed care decision makers
3. Determine a coverage policy and outcomes-based contract for a new gene therapy that costs in excess of \$1 million

4. Describe how stakeholders can work together to increase adoption of biosimilars
5. Propose a patient services program for a specific specialty product that optimizes patient outcomes
6. Compare ICER with emerging value frameworks in the US, as well as the UK-NICE drug evaluation system
7. Propose a strategy for your regional PBM to operate in a state that just mandated rebate transparency and rebates at the point of sale
8. Recommend and justify a program to address a social determinant of health to your health plans' Chief Financial Officer
9. Develop a value-based drug formulary to achieve specific plan sponsor objectives
10. Respond to the provisions of the SUPPORT Act allowing Medicare covering methadone for medication assisted treatment of opioid use disorder and use of telehealth
11. Propose a plan to implement the new CMS rule allowing Medicare Part B plans to implement step therapy for some outpatient drugs
12. Develop a case for whether or not the CMS Stars measures of adherence for diabetes, hypertension, and statin medications result in better clinical outcomes and lower costs

Textbook – Optional

Navarro, RP. Managed Care Pharmacy Practice, 2nd Edition. Jones & Bartlett Learning. ISBN:9780763732400.

NOTE: An ebook version of the textbook is available.

Additional reading assignments from current websites, journal articles, news articles and blogs will be assigned for each module and posted in Canvas.

Active Learning Requirements

This course uses several active learning strategies, such as group discussions during synchronous class meetings, posts to the discussion board on Canvas, group assignments, and self-directed research.

Student Evaluation & Grading

Evaluation Methods:

Group Assignments – 40% of final grade:

Students will work in small groups to complete a weekly case study. Each week, the case study is due by 4:00 pm Eastern, 1 hours before the synchronous class meeting.

Class Participation – 30% of final grade:

Students are expected to actively contribute to discussions both in the synchronous class meetings and through online discussion boards in Canvas. Participation points will be awarded for each of the weekly modules. **Students are expected to post at least one substantive comment to the Canvas discussion board each week.** The post can be an original/new post or a comment on another post.

Substantive posts are characterized by the following: demonstrates understanding significant ideas relevant to the issue, elaborates with accurate explanations or evidence, provides accurate information, distinguishes fact from opinion, stimulates inquiry through thoughtful posts, asks clarifying questions, synthesizes points of agreement or disagreement, attempts to motivate the group discussion, presents creative approaches to the topic.

Students are expected to contribute to the class discussion. The instructor will call on individual students during synchronous class meetings. This strategy is intended elevate and advance the conversation, **not** to challenge the student with a question that is difficult to answer. Students are encouraged to be prepared for the discussion, but they should be comfortable responding to the question with another question or expressing points of ambiguity about the topic.

Final Exam (Essay) – 30% of final grade:

Students will be given a final exam in the format of an essay. This will be completed individually, not in a group. The comprehensive examination at the end of this Master’s program is also an essay format, so the exam in this course will prepare students for the comprehensive exam.

Grading Scale

95-100 =A	80-82 = B-	66-69 = D+
90-94 = A-	76-79 = C+	63-68 = D
86-89 = B+	73-75 = C	60-62 = D-
83-85 = B	70-72 = C-	<60 = E

Class Attendance Policy: Students are expected to attend the synchronous class meetings every Sunday from 5-7 pm. Students who miss 30 minutes or more of the synchronous class meeting are considered absent.

Unexcused absences from the synchronous class meetings carry a 4-percentage point (~1/2 letter grade) reduction in the final grade.

Excused absences require a make-up paper to be submitted within 2 weeks of the missed class (unless the class is near the end of the semester and a shorter timeline will be required). Contact the instructor for specifics on the make-up paper. Absences are considered excused when the student (not a peer) has emailed the instructor before the synchronous class meeting begins and conveys why the student will miss class, such as illness, job conflict, and other emergencies. The instructor can be contacted via email (preferred) or text (listed above). Two or more excused absences will be addressed by the course coordinator and may result in an incomplete final grade for the course.

Quiz/Exam Policy: Contact the instructor for any concerns or issues.

Make-up Quiz/Exam Policy

Final exams/essays that are not submitted by the due date will be given a zero. The instructor will consider extenuating circumstances on a case-by-case basis – *if* she is contacted by the student in advance of the due date.

Policy on Old Quizzes and Assignments: No old quizzes, exams, or assignment examples will be provided.

Assignment Deadlines

Each assignment will be posted with a clear due date. Assignments that are not submitted by the due date will be given a zero. The instructor will consider extenuating circumstances on a case-by-case basis – *if* she is contacted by the student in advance of the due date.

General College of Pharmacy Course Policies

The College of Pharmacy has a website that lists course policies that are common to all courses. This website covers the following topics and can be accessed [here](#):

University Grading Policies

1. Academic Integrity Policy
2. How to request learning accommodations
3. Faculty and course evaluations
4. Student expectations in class
5. Discussion board policy
6. Email communications
7. Religious holidays
8. Counseling & student health
9. How to access services for student success

Complaints

Should you have any complaints with your experience in this course please visit this [website](#) to submit a complaint.

Appendix A: Directions for Contacting Faculty & Course Faculty List

Canvas will be used for most communications between the faculty and students. Check for new announcements **at least once a day**. Email will also be used occasionally for mass communication to the class, so please check your email at least once a day as well.

General questions about course content or policies should be posted to the discussion board. If you have a question, it is likely one of your classmates has the same question – so this approach increases efficiency. The instructors also expect students to help answer one another’s questions. Please include clear subjects for your post topics so people can quickly identify topics of interests.

Emotions can be easily misinterpreted on a discussion board or in email communications. As such, ensure your message is clear before sending it to avoid any unintended misinterpretations. Any communications deemed inappropriate by the instructor will be dealt with on a case-by-case basis with either the instructor directly or by the Associate Dean for Professional Affairs.

For other issues, the contact the course coordinator:

Laura E. Happe, PharmD, MPH

Office: Virtual, Charlotte, NC

Email: lhappe@cop.ufl.edu

Appendix B. Schedule of Course Activities/Topics

Date, 5-7 pm	Presenter	Module Topic
10/27/19	Happe	Welcome and introduction
11/3/19	TBA	TBA
11/10/19	TBA	TBA
11/17/19	TBA	TBA
11/24/19	TBA	TBA

12/1/2019 12/8/2019		NO CLASS
	TBA	TBA