

Online POP Course Syllabus

PHA6211: Applied Pharmacy Benefit Design

3 credit hours

Note: The final syllabus posted in the course Canvas site is the most current and supersedes the syllabus posted on the internet.

Class Meeting Times

Sundays, 11:00 am-1:00 pm Eastern

*Class attendance is optional on Sunday, May 26, due to the Memorial Day holiday

*There is no class meeting on the final day of the term, Sunday, June 23

Class Meeting Location

Class meetings are held in Zoom, which can be accessed via the course Canvas site. If you are having trouble accessing the course Canvas site, please contact Distance Education Support Services at Ahc-dess@ufl.edu.

Instructor

Bridget M. Flavin, PharmD, CMPP (she/her)

Adjunct Associate Instructional Professor

Department of Pharmaceutical Outcomes and Policy

Email: flavin.bridget@ufl.edu

Office Hours: By appointment

Office Location: via Zoom or phone

Course Description

Students will apply principles learned in PHA6276: Pharmacy Benefit Design and Management to advance their understanding of the fundamentals of pharmacy benefit practice. Using real-world pharmacy benefit performance data, students will take a stepwise approach to examining various components of trend and understanding how those may be influenced by tools used in pharmacy benefit design and management, external market forces, and other factors.

Course Objectives

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

1. Explain how PBMs and plan sponsors collaborate to provide pharmacy benefit coverage.

Online POP Course Syllabus

2. Evaluate key performance metrics used to assess pharmacy benefit coverage plans.
3. Articulate how key performance metric trends may be influenced by various factors.
4. Connect the fundamentals of drug utilization review to the ongoing development of clinical programs.
5. Examine the role of medication adherence and clinical programs in pharmacy benefit coverage.
6. Propose a clinical program to improve select key performance metric(s) used to assess pharmacy benefit coverage plans.
7. Develop relevant insights and/or actionable recommendations to a plan sponsor based on their key performance metric and trend data.

Relationship to Program-level Student Learning Outcomes

This course pertains to the following program-level student learning outcome:

Propose and assess the financial and clinical implications of managed care pharmacy practices.

Required Textbooks and/or Software

Throughout this course, students will utilize the GatorCare Performance Insights deck provided in Canvas to complete various assignments.

Additional reading assignments from current websites, journal articles, and news articles are assigned for most modules. These reading assignments are also provided in Canvas.

Recommended Materials

None

Course Pre-Requisites

PHA6276: Pharmacy Benefit Design and Management

Structure and Organization

This course is organized into weekly modules in UF's e-learning system, Canvas. The assigned work (e.g., readings, videos, discussion boards, and assignments) for each module can be accessed via the corresponding link on the course home page in Canvas. Students are expected to complete the assigned work for each module by the posted due date.

In addition, the instructor and students meet synchronously once per week via Zoom. Students are expected to attend all class meetings, except as noted on the course schedule, and are encouraged to view the required readings ahead of time to enhance the class discussion.

Online POP Course Syllabus

Course Schedule

| Week | Date | Topic | Learning activities/Assignments |
|------|---|---|---|
| 1 | Sunday, May 12 | <p>Course introduction</p> <p>PBM/Plan sponsor collaboration</p> <p>Introduction to GatorCare</p> <p>Performance Insights and drug trend</p> | <p>Required reading</p> <ul style="list-style-type: none"> • Milliman: (1) Carve-in vs carve out, (2) RFP process, (3) Performance guarantees. • PCMA study • What Is Drug Trend and How to Manage It (video optional) <p>Optional reading</p> <ul style="list-style-type: none"> • Milliman: (1) Implementation, (2) Standard or custom formulary • CVSHealth: The Drug Trend Report • Prime Therapeutics: Focus on Trend • IngenioRx: 2021 Drug Trend Report <p>Assignments – Due May 19</p> <ul style="list-style-type: none"> • Quiz over required readings and lecture • Discussion board post |
| 2 | Sunday, May 19 | <p>Key metrics and their application</p> <ul style="list-style-type: none"> • GDR • Cost-sharing • Adherence • Top indications • Top drugs | <p>Required reading</p> <ul style="list-style-type: none"> • Prescription Drug Costs and the Generic Dispensing Ratio (Lieberman 2010) • How Patient Cost-Sharing Trends Affect Adherence and Outcomes (Eaddy 2012) • Adherence to Medication (Osterberg 2005) • Measurement of Adherence in Pharmacy Administrative Databases: A Proposal for Standard Definitions and Preferred Measures (Hess 2006) • Medication Adherence: Its Importance in Cardiovascular Outcomes (Ho 2009) <p>Optional reading</p> <ul style="list-style-type: none"> • 2022 Star Ratings: Technical Report (p 69-76) <p>Assignments – Due May 26</p> <ul style="list-style-type: none"> • Quiz over required readings and lecture • Discussion board post |
| 3 | <p>Sunday, May 26</p> <p><i>Class attendance optional due to Memorial Day holiday</i></p> | <p>Drug utilization review</p> <p>Gaps in care</p> <p>Clinical programs</p> <ul style="list-style-type: none"> • Introduction to clinical program project guide | <p>Required reading</p> <ul style="list-style-type: none"> • AMCP: DUR • Medicaid DUR Requirements (Sub-part K) • What are gaps in care and how can benefit data help? • AMCP: Disease Management • The untapped potential of payer care management • Milliman: Clinical programs |

Online POP Course Syllabus

| | | | |
|---|-----------------|--|--|
| | | | <p>Assignments – Due June 2</p> <ul style="list-style-type: none"> • Quiz over required readings and lecture • Discussion board post • Summary of proposed clinical program |
| 4 | Sunday, June 2 | <p>Clinical programs (cont)</p> <ul style="list-style-type: none"> • Deep dive into OptumRx Diabetes Management Program • Small group discussion of individual clinical programs | <p>Required reading</p> <ul style="list-style-type: none"> • MagellanRx: (1) Value Max, (2) Diabetes Management (Navigate Diabetes Prevention Program, Live Vibrantly: Diabetes) • CVSHealth: Transform Oncology Care • OptumRx: (1) Critical Drug Affordability initiative, (2) Diabetes Management Program <p>Optional reading</p> <ul style="list-style-type: none"> • MagellanRx: Clinical Solutions <p>Assignments – Due June 9</p> <ul style="list-style-type: none"> • Draft of detailed clinical program description (feedback to be provided by 6/16) |
| 5 | Sunday, June 9 | <p>Demonstration of plan sponsor presentation</p> <p>Introduction to plan sponsor presentation video</p> | <p>Required reading</p> <ul style="list-style-type: none"> • None <p>Assignments – Due June 16</p> <ul style="list-style-type: none"> • Recorded plan sponsor presentation video |
| 6 | Sunday, June 16 | <p>Clinical programs (cont)</p> <ul style="list-style-type: none"> • Discussion of draft feedback <p>Course wrap-up</p> | <p>Required reading</p> <ul style="list-style-type: none"> • Employer Rx Value Assessment Framework: Building the Bridge to Sustainability • Prescription Drug Benefits Redesign: Using Common Sense to Promote Value for All Stakeholders <p>Assignments – Due June 23</p> <ul style="list-style-type: none"> • Final detailed clinical program description |
| 7 | Sunday, June 23 | Last day of term, no class meeting | |

Evaluation Methods

Quizzes (20%)

Quizzes are assigned as per the course schedule. Quizzes are intended to highlight and reinforce important concepts from the readings, lectures, and relevant GatorCare data. They will consist of multiple choice and short answer/essay questions.

Discussions Board Posts (10%)

<Description in progress>

Clinical Program (50%)

Online POP Course Syllabus

Beginning in week three, assignments will primarily focus on the development of an **individual, original clinical program**. Together these assignments will constitute 50% of students' final grades.

After each of these assignments, students will have the opportunity to receive instructor and classmate feedback both during and outside of class time. The final detailed clinical program description will be due on the last day of term. Students should follow the POP Online Graduate Program: Style Guide for Writing Assignments including appropriate citations when completing this assignment.

Plan Sponsor Presentation (10%)

Students will record and post a 10-to-15-minute presentation on the GatorCare Performance Insights deck.

Class Participation (10%)

<Description in progress>

Instructor Feedback Timeline

Grades and feedback from the instructor will be posted within 7 calendar days.

Attendance Policy for this Course

Students are expected to attend synchronous class meetings. Students who miss 30 minutes or more of a synchronous class meeting are considered absent.

Unexcused absences from a class carry a 5-point (1/2 letter grade) penalty taken off the final grade.

Excused absences may require a make-up assignment or a make-up discussion with the instructor as determined by the content of the missed class time. Specific expectations will be discussed and agreed upon as the need arises by the student and the instructor. 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, or other emergencies. Two or more excused absences will be addressed by the instructor and may result in an incomplete final grade for the course.

Attendance Policy for Online POP

Students are expected to formally [drop or withdraw](#) from the course if they no longer wish to participate. See the program's [Academic Calendar](#) for applicable deadlines. In some cases, the University may automatically drop students for inactivity and/or for failure to pay tuition. It is crucial for students to communicate with the DESS (Ahc-dess@ufl.edu) about their status in the course, and about any tuition deferments or other special conditions related to their tuition payment. Any student who remains enrolled in the course after the

Online POP Course Syllabus

drop/add deadline is considered tuition-liable, unless exempted by University petition. The official UF Attendance Policy can be found [here](#).

Make-up Policy

Each assignment is 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. No other makeup assignments are offered. Contact the instructor for any concerns.

Grading Policy

The only passing grades for graduate students are A, A-, B+, B, B-, C+, C, and S. Grades of B-, C+ or C count toward a graduate degree if an equal number of credits in courses numbered 5000 or higher have been earned with grades of B+, A- and A, respectively. Grade points are not given for S and U grades; S and U grades are not used to calculate grade point averages. All letter-graded courses eligible to count toward the graduate degree, except 1000- and 2000-level courses, are used to calculate the cumulative grade-point average. Letter grades of C-, D+, D, D- or E are not considered passing at the graduate level, although the grade points associated with these letter grades are included in grade point average calculations. See the [UF graduate academic regulations](#) for more information.

| | |
|----|----------------|
| A | >92.500% |
| A- | 89.500–92.499% |
| B+ | 86.500–89.499% |
| B | 82.500–86.499% |
| B- | 79.500–82.499% |
| C+ | 76.500–79.499% |
| C | 72.500–76.499% |
| C- | 69.500–72.499% |
| D+ | 66.500–69.499% |
| D | 62.500–66.499% |

Online POP Course Syllabus

D- 59.500–62.499%

E <59.499%

Course Technology Support

Your instructor is not able to handle technological issues or answer questions related to computer issues.

- **Assistance accessing course Canvas page:** Contact Distance Education Support Services at Ahdess@ufl.edu
- **IT Support:** Contact UF Computing Help Desk at 352-392-HELP (4357) or helpdesk@ufl.edu or submit an [online request form](#). If a technical problem causes you to miss an assignment, you must report the problem to the Help Desk and then email your instructor your Help Desk ticket number to the instructor in order to receive an extension.

Students Requiring Academic Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course technologies meet online learning accessibility standards for sight and hearing-impaired learners. Likewise, course materials are developed in accordance with accessibility standards. Course documents and webpages are formatted for screen-reader accessibility with the use of headings, styles, or alternative text tagging for images. Accessibility design tools in Microsoft Office products and in Canvas are used to evaluate and update accessibility issues detected in the instructional materials. Synchronous class sessions in Zoom are recorded. These recordings are posted to the course site to accommodate students unable to attend.

- [Canvas Accessibility](#)
- [Zoom Accessibility](#)

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/.

Online POP Course Syllabus

University Honesty Policy and Academic Integrity

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. 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.” The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Regarding academic integrity, students in the program are strongly encouraged to be mindful of what constitutes plagiarism. Written assignments that contain the research or other original published work of someone else must be properly quoted, cited, paraphrased, or referenced appropriately. A software (TurnItIn) that is integrated with Canvas Assignments may be utilized to help students determine if a written submission meets the criteria for a properly referenced research paper. Please ask for help, utilize resource materials and take advantage of opportunities like creating a draft of your paper to test, ensuring you have addressed any errors prior to the final submission.

Please watch these short videos about this topic:

- [Understanding and Avoiding Plagiarism: Types of Plagiarism](#)
- [Avoiding Plagiarism](#)

Software Use and Course Technology

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

The University policy on use of ChatGPT is available [here](#).

Educational technology in the program is primarily the Canvas Learning Management System (LMS) and Zoom web conferencing software. These tools firmly support learning objectives and course goals. Writing with communication tools, reading articles from digital collections, and viewing video presentations in high-quality, accessible formats are essential to facilitate meaningful learning experiences. These experiences expand knowledge and influence professional work habits and skills such as information-gathering techniques and

Online POP Course Syllabus

evidence-based practice. Synchronous class sessions in Zoom provide learners with opportunities to gain confidence and practice how they interact and collaborate in online meetings.

- [Canvas Student Guide](#)
- [Zoom Resources](#)

A minimum number of other technical skills are required for success in the online courses. These include accessing course webpages to read text and listen to recorded videos, using word processing tools (MS Word, PowerPoint), downloading/uploading content, submitting online assignments and using a variety of communication tools (Canvas Inbox, Discussions, Zoom Conferences).

Course Communication

Canvas (Inbox tool) will be used as the primary communication tool between the instructor and students. Check daily for new announcements or notifications about course updates. UF email will also be used occasionally for mass communication to the class, so please check your email at least once a day as well. All emails sent out to the entire class will also be posted as an Announcement on Canvas. The instructor will generally respond to student messages within 48 hours.

General questions about course content (e.g., assignments or lectures) or policies should be posted to the course discussion board. We expect students to help each other track down answers as best as possible. Read through all the other posts in the discussion board first before posting to make sure your question has not been addressed/answered already. Please include a clear subject title for your topics to make it clear what your post pertains to. The instructor will generally respond to questions posted on the course discussion board within 48 hours.

Emotions can easily be misinterpreted on a discussion board/emails, so make sure your message is clear before sending it since there are no physical gestures or voice inflections that accompany posts/emails. Any posts/emails deemed inappropriate by the faculty will be dealt with on a case-by-case basis with either the faculty directly or they will be sent on to the Associate Dean for Professional Affairs.

For personal issues/questions, please email your instructor. Be sure to include in your subject line the course listing and then a quick subject (e.g., PHAXXXX – Your Name -). This will allow instructors to quickly identify emails related to the course amongst the many emails that are received each day. Emails not correctly addressed may get lost in the shuffle and unintentionally deleted or ignored so be sure to follow the

Online POP Course Syllabus

guidelines exactly.

Student Privacy

There are federal laws protecting your privacy in terms of grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Recordings of weekly class sessions in Zoom are created for the purpose of course teaching and learning, as well as for use as a resource for students who miss a class session.

The use of video (or web camera) feature in Zoom is not a requirement, but rather is voluntary for meeting participants. For both the audio and video features in Zoom, you will have the option to Start or Stop these functions.

Students who participate with their camera engaged or who utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

- [Zoom Software Privacy Statement](#)
- [Canvas \(by Instructure\) Privacy Policies](#)

Security

Online activity in Canvas requires an active UF GatorLink account to log in, as well as enrollment in courses. The Zoom Conference meetings for weekly classes are accessed within Canvas. These meetings have a pass code applied as an additional security setting. Students in the class do not need to enter the passcode, however anyone not enrolled in the course cannot join the meeting without it.

Library Resources

For remote access to UF library resources such as e-journals or other digital collections, use the [UF VPN or proxy server to connect](#).

Online POP Course Syllabus

Additional University Resources

- **U Matter, We Care:** If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- **[Counseling and Wellness Center](#)**
- **Sexual Assault Recovery Services (SARS):** Student Health Care Center, 392-1161.
- **University Police Department** at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu
- **[E-learning technical support](#):** 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
- **[Teaching Center](#):** Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
- **[Writing Studio](#):** 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
- **[Student Complaints](#)**