Simulating a Pharmacy & Therapeutics Committee Meeting as a Capstone for a Course in Drug Policy

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Background
A course in Advanced Literature Evaluation & Drug Policy (PHRM 601) is taught to all students in their second professional year of a 3-year Doctor of Pharmacy program. This 2-credit course is provided as 36-contact hours in a modified block curriculum. The course includes the following lecture topics:

- Observational studies and risk
- Systematic reviews and meta-analyses
- Formulary management
- Quality Improvement
- Drug utilization evaluations (DUE)
- Adverse drug reaction (ADR) reporting
- Medication error reporting
- Clinical guidelines and pathways
- Introduction to pharmacoconomics

Activities and projects were assigned to students following lecture topic material to allow for application of newly gained knowledge. These assignments were completed in small groups and generally required 1 to 2 hours to complete.

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<thead>
<tr>
<th>Topic</th>
<th>Group Activity/Project</th>
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<tr>
<td>Observational studies &amp; systematic reviews</td>
<td>• Article review and group discussion</td>
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<td>Formulary management</td>
<td>• Prepare drug monograph</td>
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<td>Drug utilization evaluation (DUE)</td>
<td>• Develop DUE criteria</td>
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<tr>
<td>Drug &amp; Medication Errors</td>
<td>• Report Medication Error</td>
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<tr>
<td>Clinical guidelines/ pathways/algorithm</td>
<td>• Develop clinical algorithm</td>
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Solution
The final day of the PHRM 601 course was designed as a simulated Pharmacy & Therapeutics (P&T) Committee meeting. Pharmacy practice faculty served as role-playing committee members.

The meeting agenda was published for students on the morning of the meeting via course management software (Blackboard). Agenda items included documents from activities and projects that were previously prepared throughout the course by students in their small groups. Each group was randomly selected to verbally present one of the agenda items and given 60 minutes to prepare.

The P&T meeting took 4 hours to complete all agenda items, with a 1-hour lunch break scheduled in the middle. An additional 1 hour was used following the meeting to discuss student observations.

Sample Documents Presented as Agenda Items

Discussion
Course evaluations suggested that students had a better understanding of applicability of assignments following the simulated P&T committee meeting. We will continue to utilize this simulation approach, though will decrease the length of the meeting. Additionally, future assessment of student learning is planned to determine if this simulation process facilitated deeper learning of course materials.

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