

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 pharmacoeconomics

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.

Topic	Group Activity/Project
Observational studies & systematic reviews	• Article review and group discussion
Formulary management	• Prepare drug monograph
Drug utilization evaluation (DUE)	• Develop DUE criteria • Evaluate and summarize collected data
ADR and Medication Errors	• Report Medication Error • Report ADR via MedWatch form • Evaluate and summarize collected data
Clinical guidelines/pathways/algorithms	• Develop clinical algorithm

Problem

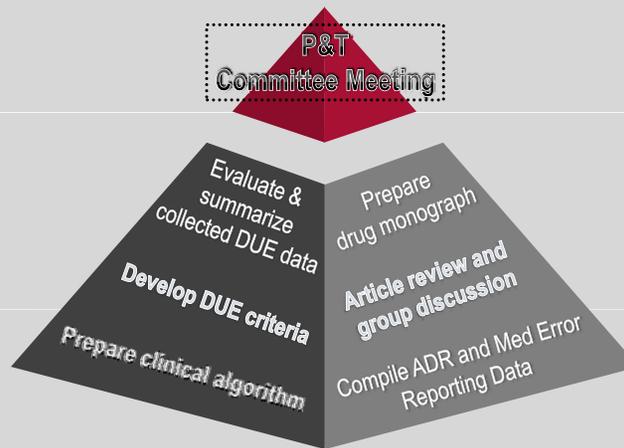


How do we show students that these activities and projects are not just 'busy work'?

Is there a way to simulate a real-world scenario where these types of projects and activities are actually used?



Solution



Description of Process

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

First Author	Year	Study Population	Outcomes Measured	Therapy or Exposure	Results (primary end point)	Comments
Jacobson	2006	Age range of 18-75; smokers at least 10 cigarettes per day, and have not quit smoking for more than three months in past year	Smoking cessation over different time ranges of 52 total weeks, and cravings & withdrawal	Intervention: varenicline 1mg BID Comparison: bupropion 150mg BID or placebo	43.9% smoking abstinence (see figure 1) 29.8% abstinence and 17.6% withdrawal (see figure 1)	Varenicline 1mg BID was more effective at all primary and secondary endpoints in both cessation, and cravings & withdrawal
Nides	2006	Age range of 18-65; smokers at least 10 cigarettes per day, and have not quit smoking for more than three months in past year	Smoking cessation over different time ranges of 52 total weeks	Intervention: varenicline 1mg BID had best QoL results (see figure 2) Comparison: bupropion 150mg BID or placebo	43.9% smoking abstinence (see figure 1) 29.8% abstinence and 17.6% withdrawal (see figure 1)	Varenicline 1mg BID was more effective at all primary and secondary endpoints in both cessation, and cravings & withdrawal

Resources

Five pharmacy practice faculty members volunteered 5-hours of their own time to assist with the role-playing of P&T committee members.

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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