Nebitt College of Pharmacy

Department of Pharmacy Practice

PHA 398
Managed Care Pharmacy

Spring 2015
Instructors:  
Dr. Steven Kheloussi (steven.kheloussi@wilkes.edu)  
Dr. Eric Wright (eric.wright@wilkes.edu)

Course Title: Managed Care Pharmacy (2 credits)

Course Number: PHA 398  
Course Credit: 2  
Class Time: Thursdays, 5:30 PM - 7:10 PM  
Class Location: SLC 147

Course Description: Managed care pharmacy is an important and growing field of practice. This course will aim to provide a strong foundation in the principles of managed care pharmacy and public health to help future practitioners understand the implications and complexity of managed health care and its effects on other areas of pharmacy practice.

The course will cover among other topics:  
- Health Economics;  
- Utilization Management;  
- Specialty Pharmacy;  
- Quality;  
- Government programs; and  
- The roles of pharmacists in managed care

Prerequisites: P-2 or P-3 student at Wilkes University in good standing

Course Outcomes:  
1.1.7 Demonstrate knowledge of pharmacoconomics.  
1.1.9. Describe the regulatory process for prescription and non-prescription pharmaceuticals as well as dietary and alternative medicine products.  
1.3.2. Efficiently retrieve information and evaluate it for relevance and validity.  
1.3.3. Synthesize and apply the information in context of the situation or question/need.  
1.3.4. Use the information gathered to formulate evidence-based answers.  
2.6. Recognize the importance of quality assurance and quality improvement to promote safe medication use and systems management.  
3.1. Identify and evaluate at risk populations which may benefit from public health initiatives.  
3.2. Provide broad-based educational programs regarding the prevention and treatment of diseases.  
3.5. Advocate, develop and participate in programs to improve public health outcomes.

Learning Objectives:  
By the end of the course, students should be able to:  
- Understand the health plan’s role in different aspects of health care  
- Explain benefit design strategies, such as prior authorizations, to patients  
- Assess the value of health plan quality initiatives, such as MTM and adherence programs  
- Discuss the purpose and roles of pharmacy benefit managers  
- Appreciate the complexity of the government’s involvement in health care  
- Consider medication cost in the clinical decision making process  
- Solve complex or challenging problems using a variety of problem solving techniques
Course Assessment: The final grade of this course will be based on:

- Homework/Participation: 10%
- Quizzes: 40%
- Group Topic Presentation: 50%

Course Grade Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93 - 100</td>
<td>4.0</td>
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<tr>
<td>87 - 92</td>
<td>3.5</td>
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<tr>
<td>80 - 86</td>
<td>3.0</td>
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<td>75 - 79</td>
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<td>70 - 74</td>
<td>2.0</td>
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<tr>
<td>&lt;70</td>
<td>0.0</td>
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1) In and out of class activities are designed to help the student in the application of information relevant to the class. It is the responsibility of the student to complete the assignments satisfactorily and on time. Failure to participate in or complete any assignment will result in no credit on the assignment and the **loss of 0.5 grade point** for each late or unsatisfactory assignment from the final course grade.

2) In class quizzes will be announced at least one week prior to the date of the quiz.

Required Text: None

Recommended Text/Readings:


Other Text:


Attendance Policy: Attendance will not be taken but is strongly encouraged.

Examination Policy: Prior to the exam, no student may enter the examination room. Upon entry into the exam room there will be no talking. All personal items (i.e. book bags, pagers, cellular phones, personal calculators, etc.) must be kept at the front or side of the room. Students will not be allowed to wear any type of hat during the examination and will be given assigned seats. The examination paper should not be turned over until instructed to do so by the proctors. The student should check that the examination is complete and read all the instructions. After the first test is returned to the proctor, tardy students will **not** be allowed to enter the room and start the exam. That student will get a zero for the test. Only questions related to typos or obvious errors in the examination that the student feels may require a general announcement to the entire class will be answered by the proctors.

Please see the technical standards policy in the student handbook regarding testing accommodations. Students requesting accommodations must have the appropriate paperwork on file with University College. The student should present the letter that University College provides to the instructor.”

- There will be no makeup of exams or quizzes for unexcused absences. A grade of **zero** will be given.
- In the case of an unusual circumstance in which the absence is excusable, the student must contact Dr. Kheloussy AND Dr. Wright at least one-half hour before class. Make-up exams or assignments for these cases will be given at the discretion of the instruction team. Students who are too ill to take an exam must see student health or their private physician for a written excuse.
- Instructors have the right to give different make-up quizzes or exams at their sole discretion.
Assignment Policy:
- Out of class assignments and other tasks will be distributed and collected through D2L. Assignments that are to be submitted online are due before class begins on the dates announced by the instructor. Assignments will not be accepted after the due date.
- All assignments and quizzes will be announced during class.

Academic Honesty:
Any student who violates the Intellectual Responsibility and Plagiarism Policy as stated in the most recent copy of the University Student Handbook will be subject to disciplinary action which may include failure of the course.

Professionalism *adapted from Purkerson D. University of Washington*
As consistent with expectations of the practice environment, professional behavior and attitudes are expected for all students enrolled in professional practice courses. Professionalism is demonstrated by a student who:
- uses appropriate use of verbal & non-verbal communication
- is punctual
- is reliable, dependable, accountable for one’s actions
- behaves in an ethical manner produces quality work
- accepts constructive criticism and modifies behavior if necessary
- is cooperative – i.e. non-argumentative; willing and helpful
- is non-judgmental – student demonstrates an attitude of open-mindedness towards others and situations; does not “stereotype” others or prejudge situations
- communicates assertively – actively and appropriately engages in dialogue or discussion
- is self-directed in undertaking tasks, self-motivated
- is respectful – demonstrates regard for self, standardized patients, peers, faculty, staff and university property
- is empathetic – demonstrates appreciation of others’ positions; attempts to identify with other with others’ perspectives; demonstrates consideration towards others
- handles stress – remains calm, levelheaded, and composed in critical, stress or difficult situations
- is an active learner – seeks knowledge; asks questions, searches for information, takes responsibility for own learning
- is confident – acts & communicates in a self-assured manner, yet with modesty and humility
- follows through with responsibilities – if task is left incomplete or problem is not resolved, student seeks aid
- is diplomatic – is fair and tactful in all dealings with patients, peers, faculty and staff.
- is appropriately attired
- demonstrates a desire to exceed expectations – goes “above and beyond the call of duty”, attempts to exceed minimal standards and requirements for tasks/assignments/responsibilities
- utilizes time efficiently – allocates and utilizes appropriate amounts of time to fulfill responsibilities; utilizes others’ time wisely

Everyone has a right to be heard and should be able to express their constructive comments without ridicule. When expressing opinions, etc. “I” phrases should be used. Lack of respect for other students, professors or staff as demonstrated by comments, tone of voice, disruptive behavior or absenteeism will not be tolerated. Additionally, there is to be no disruptive eating in the classroom.
Students who violate the professionalism policy can be dismissed from class. Re-entry into the class (including taking exams or quizzes) can only occur after the student writes an essay on professionalism and civility; the essay must be deemed acceptable by the Dr. Kheloussi and Dr. Wright.

**Cell Phones, Pagers & Other Communication Devices**

All cell phones, pagers, etc. are to be on silent mode during class or turned off! Use of cell phones, pagers, etc. including texting is not allowed and will not be tolerated.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Professor</th>
<th>Class Schedule</th>
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</thead>
<tbody>
<tr>
<td>1/15</td>
<td>Introduction</td>
<td>Kheloussi</td>
<td>To be covered (subject to change)</td>
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<tr>
<td>1/22</td>
<td>Health Economics</td>
<td>Kheloussi</td>
<td>Econ 101 review (supply and demand)</td>
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<td>1/29</td>
<td>Problem Solving</td>
<td>Kheloussi</td>
<td>Types of MCOs (POC, HSA, HMO, single-payer, systems, etc.)</td>
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<td>2/5</td>
<td>Utilization</td>
<td>Kheloussi</td>
<td>Roles of Pharmacists in MC and Managed Care Advocacy Organizations</td>
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<td>2/12</td>
<td>Management 1</td>
<td>Wright</td>
<td>The purpose of insurance</td>
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<td>2/19</td>
<td>Management 2</td>
<td>Kheloussi</td>
<td>Problem definition, magnitude, key components, framework, strategies to solve,</td>
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<td>2/26</td>
<td>Management 3</td>
<td>Kheloussi</td>
<td>Pharmacy benefit managers</td>
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<tr>
<td>3/12</td>
<td>Government Programs 1</td>
<td>Jonas Pearson</td>
<td>Tools to manage cost (PA, tiering, contracts, ST, QL, contracting, etc.)</td>
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<td>3/19</td>
<td>Government Programs 2</td>
<td>Kheloussi</td>
<td>Benefit structures, formulary management, and PPI</td>
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<td>3/26</td>
<td>CMS</td>
<td>Kheloussi</td>
<td>Drug trends and measuring success of UM programs</td>
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<td>4/23</td>
<td>MTM, Adherence, DUR</td>
<td>Todd Sega</td>
<td>Health plan's role as third party administrator</td>
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<td>4/28</td>
<td>Make-Up/Day/TBD</td>
<td>Wright/Kheloussi</td>
<td>Definition, examples of Specialty Drugs, specialty supply chain</td>
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<td>Orphan Drugs, Biosimilars, personalized medicine</td>
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<td>CMS, PPACA and its effect on Medicare and Medicaid</td>
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<td>Population Health Dashboard and Decision Support</td>
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<td>MTM definition and purpose, health plan's role, and government regulation</td>
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<td>Ways to measure and impact adherence</td>
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<td>Outcomes Research and Comparative Effectiveness</td>
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<td>Revising roles of pharmacists in managed care</td>
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Topic Presentations

General assignment overview:
- Each group of 4 students will deliver a 15 to 20 minute presentation with additional time for questions on one of the topics below.
- Students should develop a PowerPoint presentation and a handout to accompany the presentation.
- After the presentations, each group will critically evaluate one of the presentations just seen.
- Finally, the original presenting group will present a rebuttal to the critical evaluation.
- See below for more detail on each of the three steps.

Presentation notes:
- Follow the prompt for your specific topic.
- In addition to the prompts below, answer the following questions:
  - Is society better or worse off with the implementation/use of the object of your topic? How about the individual patient?
  - What short AND long-term effects does your topic have on cost, quality, and access?
  - What do you think are provider (physician or pharmacy), manufacturer, health plan, AND individual patient perspectives on the topic?
- Take a stance! Defend why you feel your topic is beneficial or detrimental for society as a whole.
- Remember to take into account and present on basic economic principles when determining your opinion on the matter.

Topic A – Narrow Pharmacy Networks
- Provide an in depth look at the background, benefits, and drawbacks of narrow pharmacy networks.
- Discuss the difference between open, narrow, and closed pharmacy networks.
- What effects do narrow pharmacy networks have on copays and pharmacy reimbursement?
- Include a brief discussion on the two articles provided that discuss tobacco-free networks.
- Do the benefits of narrow pharmacy networks outweigh the costs? Is society better or worse off when these are used? How about the individual patient? What is your opinion on tobacco-free networks?
- Discuss advocacy efforts related to “Any Willing Provider (AWP)” legislation and how this legislation relates to your topic. What potential effects would AWP legislation would have on patients, pharmacies, and payers? Are the potential benefits of AWP legislation beneficial or costly to society, individual patients, pharmacies, and payers? Consider from each of these perspectives.

Topic B – Manufacturer Contracting
- Provide an in depth look at the background, benefits, and drawbacks of health plan/manufacturer contracting and its impact on formulary systems. Do the benefits outweigh the potential drawbacks?
- What is the generic wave and what is its predicted impact on health care costs?
- Discuss the economics behind the recent generic inflation. Provide some examples of drugs and their costs that were significantly affected by inflation.
- Considering inflation and the generic wave, does it make sense for health plans/PBMs to contract with generic manufacturers? Why or why not?
- Provide at least 3 reasons why contracting with brand name manufacturers makes more sense than contracting with generic manufacturers. What impact would generic drug contracting have on pharmacies?

Topic C – Mail Order Pharmacy
- Provide an in depth look at the background, benefits, and drawbacks of mail order pharmacy.
- What does the J.D. Power 2014 U.S. Pharmacy Study (provided) show about mail order satisfaction and the best mail order companies?
- Discuss potential issues regarding pharmaceutical waste in relation to mail order pharmacies.
- Why would health plans incentivize patients to use mail order over brick and mortar pharmacies?
- Should health plans mandate patients must use mail order services and to what extent?
Topic Evaluation
- Groups will discuss their opinions on the information and opinion(s) presented by another group. They will formulate two to three discussion points critically evaluating the presenting group’s position on the topic and why they feel the presenting group’s opinions were valid or invalid.
  - Who evaluates who?
    - Group A will evaluate Group B’s presentation;
    - Group B will evaluate Group C; and
    - Group C will evaluate Group A.

Topic Rebuttal
- After each group has submitted their critical evaluation of another group’s presentation, the original group will provide a 5-10 minute oral rebuttal, in which they bring up the evaluating group’s points of contention and present their group’s final stance on the topic. A PowerPoint is not necessary for this portion.

Example:
- Presentation
  - Group A presents on copay coupons. They research and find copay coupons ultimately cost society more than an individual saves during the life of the coupon. They also conclude that copay coupons raise the cost of healthcare as a whole and benefit no one but the manufacturer. In the conclusion of their presentation, they clearly present their opinion – Copay coupons should not be allowed because of all the previously mentioned reasons.
- Evaluation
  - Group C discusses and determines, based on the information presented, the opinions of Group A are valid, but Group A did not fully take into account a potential benefit of copay coupons. They suggest that some patients who have previously tried more cost-effective, generically available options and do not tolerate them have no choice but to use costly branded agents. For these patients, copay coupons offer financial relief from high copays that they will face anyway. Based on their analysis, Group C decides copay coupons are valuable and should continue to be used.
- Rebuttal
  - Group A presents Group C’s point of view and discusses why this is a valid or invalid concern and then presents their final stance on the topic – that is, whether their opinion has changed or if they are staying with their original position.

Other Assignments
- Weekly topic discussions
  - Your opinions on hot topic issues or readings will be discussed in class along with the economic and public health implications. These may come in the form of essays to be submitted on D2L.
  - Assigned readings will be posted on D2L at least 1 week ahead of when they will be discussed.

- Muddiest or most interesting points
  - At the end of each class, each student will submit an index card with the point(s) in the lecture he/she found most confusing and/or the point(s) he/she found most interesting.
  - Not submitting these on a weekly basis will take away from your overall participation grade.

- Quizzes
  - Four quizzes will be given throughout the course of the semester and will include only material discussed since the previous quiz (ie, not cumulative).
  - A significant number of acronyms are used in day-to-day activities in managed care. For each lecture, a list of acronyms you will responsible for knowing from the lecture will be posted on D2L. Acronyms will be included in the four quizzes given throughout the semester.