

*Learning Objectives / Learning Assessment  
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**Brenda Jensen, CPhT, CMNT, MBA**

Presentation: **“Implementation Strategies for USP <800>”**

Pharmacist Learning Objectives / Learning Assessment Questions:

1. Explain the facility requirements for USP <800>.

Learning assessment question: Hazardous drug compounding areas require a pressure of \_\_\_\_\_ .

- A. 0.02 to 0.05 inch of water column
- B. – 0.01 to – 0.03 inch of water column
- C. – 0.02 to – 0.05 inch of water column
- D. 0.01 to 0.03 inch of water column

2. List the requirements for an assessment of risk.

Learning assessment question: Drugs on the NIOSH list that do not have to follow all the containment requirements of <800> if an assessment of risk is performed and implemented include:

- A. Any HD API
- B. Any antineoplastic requiring HD manipulation
- C. Final dosage forms of compounded HD preparations and conventionally manufactured HD products, including antineoplastic dosage forms that do not require any further manipulation other than counting or repackaging (unless required by the manufacturer).
- D. All of the above.

3. Describe the responsibilities of the designated person.

Learning assessment question: The designated person must perform wipe sampling to ensure environmental control of the storage and compounding areas.

- A. True
- B. False

Pharmacy Technician Learning Objectives / Learning Assessment Questions:

1. Describe how to identify if a drug is hazardous.

Learning assessment question: The NIOSH list is divided into categories that include all of the following **except:**

- A. Reproductive hazard
- B. Antineoplastic
- C. Fire hazard
- D. Non-antineoplastic hazardous drug

2. Describe additional PPE that is required for handling hazardous drugs in sterile compounding areas.

Learning assessment question: Two of the following PPE are required for sterile hazardous drug compounding.

- A. Shoe covers
- B. Hair covers
- C. Mask
- D. Goggles

3. Differentiate between deactivation, decontamination, cleaning, and disinfection.

Learning assessment question: Sterile 70% IPA is used to clean the hood.

- A. True
- B. False

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**Clinical Pearls – Therapeutics**

**Joel Van Heukelom, Pharm.D.**

Presentation: **“Management of Illegal Opioid Overdoses”**

Pharmacist Learning Objective / Learning Assessment Question:

1. Describe the changing pattern of opioid-related overdose deaths in the United States.

Learning assessment question: 1. \_\_\_\_\_ type of opioids have shown the greatest increase in opioid related deaths in the United States.

- A. Oxycodone
- B. Methadone
- C. Synthetic opioids, other than methadone
- D. Heroin

Pharmacy Technician Learning Objective / Learning Assessment Question:

1. Describe the changing pattern of opioid-related overdose deaths in the United States.

Learning assessment question: 1. Name the type of opioids which have shown the greatest increase in opioid-related deaths in the United States.

- A. Oxycodone
- B. Methadone
- C. Synthetic opioids, other than methadone
- D. Heroin

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**Clinical Pearls – Therapeutics**

**Elizabeth Stroeh, Pharm.D., BCPS, BCCP**

Presentation: **“Hydrocortisone + Thiamine + Vitamin C as adjunct treatment for septic shock”**

Pharmacist Learning Objectives / Learning Assessment Questions:

1. Identify the proposed mechanism of benefit of triple therapy with hydrocortisone, thiamine and vitamin C in septic shock

Learning assessment question: Which of the following are proposed mechanisms for the efficacy of vitamin C in septic shock?

- A. Restoration of endothelial integrity
- B. Free radical scavenger
- C. Improved responsiveness to vasopressors
- D. Potent bactericidal activity
- E. All of the above
- F. A, B, and C

2. Evaluate patient populations where use of triple therapy could be considered.

Learning assessment question: Which patient is most appropriate for consideration of adjunctive vitamin C, thiamine and hydrocortisone?

- A. 32 year old female with urosepsis, MAP >65 mmHg and normal serum lactate following 30 mL/kg crystalloid bolus
- B. 85 year old male admitted 4 days ago with intra-abdominal sepsis, currently on “max dose” norepinephrine, vasopressin and epinephrine
- C. 54 year old female admitted 12 hours ago with cellulitis, escalating vasopressor requirements and rising serum lactate despite source control

Pharmacy Technician Learning Objective / Learning Assessment Question:

1. Recall the components of a “triple therapy” metabolic resuscitation protocol for septic shock

Learning assessment question: Which of the following has been studied as part of a “metabolic resuscitation” protocol for septic shock?

- A. Vitamin C
- B. Vitamin D
- C. Prednisone
- D. Cyanocobalamin

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**Clinical Pearls – Therapeutics**

**Brandon Bloomgren, Pharm.D., BCPS**

Presentation: “Antibiotic Approval Updates”

Pharmacist Learning Objectives / Learning Assessment Questions:

1. Identify two antibiotics approved by the FDA within the past 12 months.

Learning assessment question: Which two antibiotics were approved by the FDA within the past 12 months?

- A. Ceftazidime-avibactam
- B. Cefazoline-tazobactam
- C. Delafloxacin
- D. Meropenem-vaborbactam

2. Describe use and indications of delafloxacin and meropenem-vaborbactam.

Learning assessment question: Delafloxacin offers antimicrobial activity for the following bacteria:

- A. *Streptocococcus pneumoniae*
- B. Methacillin-resistant *Staphylococcus*
- C. *Pseudomonas aeruginosa*
- D. All of the above

Pharmacy Technician Learning Objective / Learning Assessment Question:

1. Describe storage, preparation, and beyond use dating of delafloxacin and meropenem-vaborbactam.

Learning assessment question: After reconstitution and addition to infusion bag, if stored at room temperature, meropenem-vaborbactam must be used within \_\_\_\_\_.

- A. 1 hr
- B. 4 hr
- C. 12 hr
- D. 24 hr

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**Clinical Pearls – Therapeutics**

**Katie Schartz, Pharm.D., BCACP**

Presentation: **“Insulin Degludec: An Ultralong-acting Insulin”**

Pharmacist Learning Objectives / Learning Assessment Questions:

1. Describe insulin degludec’s efficacy and risk of hypoglycemia as compared to insulin glargine.

Learning assessment question: Which of the following is **true** regarding insulin degludec vs. glargine?

- a. Insulin degludec has greater A1c lowering and less nocturnal hypoglycemia vs. insulin glargine
- b. Insulin degludec has greater A1c lowering but similar hypoglycemia risk vs. insulin glargine
- c. Insulin degludec has similar A1c lowering but less nocturnal hypoglycemia vs. insulin glargine
- d. Insulin degludec has similar A1c lowering and nocturnal hypoglycemia risk vs. insulin glargine

2. Design appropriate insulin regimens for patients switching from other basal insulins to insulin degludec and understand how to titrate insulin degludec.

Learning assessment question: If JM is currently taking insulin glargine 30 units QHS, what dose of insulin degludec would you recommend?

- a. 24 units
- b. 30 units
- c. 32 units
- d. 34 units

Pharmacy Technician Learning Objectives / Learning Assessment Questions:

1. Identify the correct brand name and available formulations of insulin degludec.

Learning assessment question: What formulations of insulin degludec are available?

- a. U-100
- b. U-200
- c. U-300
- d. A and B
- e. A and C

2. Explain how insulin degludec should be stored.

Learning assessment question: What is the correct way to store insulin degludec in the pharmacy?

- a. Room temperature for up to 8 weeks
- b. Refrigerator
- c. Freezer
- d. Any of the above

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**Sara Zochert, Pharm.D., BCPS, CACP**

Presentation: **“Transitioning Direct Oral Anticoagulants to IV Heparin in the Inpatient Setting”**

Pharmacist Learning Objectives / Learning Assessment Questions:

1. Given a list of labs, match them to the appropriate DOAC for monitoring.

Learning assessment question: Match the labs to the appropriate DOAC:

- |  |                |
|--|----------------|
| A. Activated partial thromboplastin time (aPTT)                  | A. Apixaban    |
| B. Anti-Xa level   | B. Dabigatran  |
| C. Escarin clotting time (ECT) /<br>Ecarein clotting assay (ECA) | C. Edoxaban    |
| D. Prothrombin Time (PT)   | D. Rivaroxaban |
| E. Thrombin Time (TT)  |                |

2. Describe current literature available as reference material when transitioning patients from DOACs to parenteral therapy.

Learning assessment question: What resources are available as references when transitioning patients from DOACS to parenteral therapy?

- A. No references exist
- A. Only the package insert
- B. The package insert plus published generic recommendations
- C. The package insert, plus published generic recommendations, plus pharmacokinetic data
- D. The package insert, plus published generic recommendations, plus pharmacokinetic data, plus clinical trial data

3. Explain how the Anti-Xa laboratory assay measures concentrations of various medications.

Learning assessment question: How does the Anti-Xa laboratory assay measure the concentration of a medication?

- A. Based on how much time passes before the blood sample forms a clot
- A. I have no idea
- B. A known amount of FXa is added to the blood sample, the remaining FXa produces a color that correlates to the drug concentration
- C. Liquid chromatography/mass spectrometry is used to determine the concentration

4. Identify appropriate lab monitoring to assess baseline DOAC effects when ECT/ECA or DOAC Anti-Xa levels are not available.

Learning assessment question: How can the baseline effects of DOACs be assessed without the use of quantitative labs (ECT/ECA/ DOAC Anti-Xa levels)?

- A. Use INR levels
- B. Use HEPARIN Anti-Xa levels
- C. Baseline effects of DOACs should never be assessed
- D. Transfer patient to another facility that uses measurable labs

Pharmacy Technician Learning Objectives / Learning Assessment Questions:

1. Identify medications that are classified as Direct Oral Anticoagulants (DOACs).

Learning assessment question: **True** or **False** – Apixaban, Dabigatran, Edoxaban, Rivaroxaban, and Warfarin are all Direct Oral Anticoagulants.

2. Given a list of labs, match them to the appropriate DOAC for monitoring.

Learning assessment question: Match the labs to the appropriate DOAC:

- |  |                |
|--|----------------|
| A. Activated partial thromboplastin time (aPTT)                  | A. Apixaban    |
| B. Anti-Xa level   | B. Dabigatran  |
| C. Escarin clotting time (ECT) /<br>Ecarein clotting assay (ECA) | C. Edoxaban    |
| D. Prothrombin Time (PT)   | D. Rivaroxaban |
| E. Thrombin Time (TT)  |                |

3. Explain how the Anti-Xa laboratory assay measures concentrations of various medications.

Learning assessment question: How does the Anti-Xa laboratory assay measure the concentration of a medication?

- A. Based on how much time passes before the blood sample forms a clot
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**Jodi Heins, Pharm.D. and Dan Hansen, Pharm.D.**

**Preceptor Development – SDSU**

Presentation: **“Giving Effective Feedback”**

Pharmacist Learning Objectives / Learning Assessment Questions:

1. Define elements of quality feedback.

Learning assessment question: High quality feedback should be given to the student at what time?

- A. Next week after you have had time to think about it
- B. Right away regardless of who is present or may overhear
- C. As close to the event you want to give feedback on as possible
- D. Anytime is fine as long as they get the feedback as some point

2. Explain appropriate documentation including what should and needs to be documented on student performance.

Learning assessment question: Why is documenting specific examples when giving feedback important?

- A. It emphasizes the importance and allows students to reflect
- B. It is not necessary to give examples, broad statements such as “needs improvement” are sufficient
- C. It is required by the College
- D. It will help the next preceptor evaluate the student

3. Explain the importance and meaning of feedback.

Learning assessment question: Why is feedback important?

- A. Allows for professional growth and development
- B. Critical element of learning
- C. Re-enforces appropriate behaviors/knowledge
- D. All of the above

4. Develop an approach for giving effective feedback.

Learning assessment question: When developing an approach to giving feedback, what elements are important to consider?

- A. Orient student to the process (location, timing, student role), set expectations
- B. Make sure to always give positive feedback and avoid corrective feedback if it is uncomfortable
- C. Hold back on giving feedback on areas of improvement until later in the experience
- D. Anytime is a good time for feedback, regardless of the setting.



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**Dave Helgeland, MBA, Ed.D, RPh**

Presentation: **“Pharmacy Law Update 2018”**

Pharmacist Learning Objectives / Learning Assessment Questions:

1. Identify and evaluate recently-enacted state laws which are influencing pharmacy practice.

Learning assessment question: What are the limitations on a Certified Nurse Practitioner in SD regarding writing prescriptions for C-2 controlled substances for a typical patient?

- A. They may not write for over a 30-day supply.
- B. If the patient needs more of the drug, the patient must see another practitioner
- C. Neither of the above.

2. Summarize potential federal regulations which will influence pharmacy practice.

Learning assessment question: Other than for terminally ill patients, LTCF patients, and when a pharmacy does not have enough to fill the entire prescription, with certain restrictions the partial filling of C-2 controlled substances is:

- A. allowed by federal law
- B. allowed by South Dakota law
- C. allowed by neither federal nor state law

3. Identify federal and state laws and rules that may cause confusion in pharmacy practice.

Learning assessment question: What are the restrictions for substituting one biosimilar for another without the prescriber’s permission?

- A. There are no restrictions
- B. Biosimilars may not be substituted for each other without permission
- C. Neither of the above

4. Describe the potential impact that a proposed initiated measure in South Dakota could have on pharmacy practice.

Learning assessment question: A SD pharmacist who refuses to dispense prescribed medications to a person who the pharmacist knows is planning to use those medications to commit suicide

- A. could potentially be convicted of a felony
- B. could potentially be convicted of a misdemeanor
- C. neither of the above

Pharmacy Technician Learning Objectives / Learning Assessment Questions:

1. Summarize the ways in which recently-enacted state laws are influencing pharmacy practice.

Learning assessment question: What are the limitations on a Certified Nurse Practitioner in SD regarding writing prescriptions for C-2 controlled substances for a typical patient?

- A. They may not write for over a 30-day supply.
- B. If the patient needs more of the drug, the patient must see another practitioner
- C. Neither of the above.

2. Name potential federal regulations which will influence pharmacy practice.

Learning assessment question: Other than for terminally ill patients, LTCF patients, and when a pharmacy does not have enough to fill the entire prescription, with certain restrictions the partial filling of C-2 controlled substances is:

- A. allowed by federal law
- B. allowed by South Dakota law
- C. allowed by neither federal nor state law

3. Identify federal and state laws and rules that may cause confusion in pharmacy practice for pharmacy technicians.

Learning assessment question: What are the restrictions for substituting one biosimilar for another without the prescriber's permission?

- A. There are no restrictions
- B. Biosimilars may not be substituted for each other without permission
- C. Neither of the above

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- C. neither of the above

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**Jenna Welu, Pharm.D.**

**“Better Safe Than Sorry: Improving Medication Safety Through Best Practices and Workplace Culture”**

Pharmacist Learning Objectives / Learning Assessment Questions:

1. Demonstrate how the recommendations from ISMP’s Best Practices for Hospitals can be implemented into pharmacy practice.

Learning assessment question: The Chief of Pharmacy is working to implement ISMP’s Best Practices into his hospital pharmacy. Which of the following changes should he implement?

- A. Restructure the IV verification process to ensure that all high-risk medications are independently verified by a pharmacist without the use “proxy” methods.
- B. Work with the procurement technicians to purchase new oral syringes that only show metric units.
- C. Schedule an interfacility safety conference in which medication errors are shared and prevention strategies are discussed.
- A. All of the above

2. Describe the potential consequences of Punitive, Blameless, and Just cultures.

Learning assessment question: Which statement is **true** regarding a Just Culture?

- A. Disciplining employees for every mistake they make (even accidental ones) is a key part of a Just culture.
- B. Within a Just culture, employees are not held accountable for reckless behaviors or malpractice.
- C. Errors are viewed as opportunities for growth within a Just culture.
- D. Perfect performance is expected in a Just culture.

3. Identify strategies to promote a culture of safety within the pharmacy.

Learning assessment question: What new strategies/initiatives can you implement to promote a culture of safety within your pharmacy? (Open response)

Pharmacy Technician Learning Objectives / Learning Assessment Questions:

1. List one of the recommendations from the Institute of Safe Medication Practices’ (ISMP) Best Practices for Hospitals.

Learning assessment question: Which practice is supported as one of ISMP’s Best Practices for Hospitals?

- A. Oral liquid medications must be dispensed in a syringe labeled with BOTH metric and English units.
- B. To minimize medication errors and improve safety at your facility, seek out information on safety risks and medication errors that have occurred at other facilities.
- C. When preparing sterile compounded products, one should perform an independent verification which can include the “syringe pull-back” method.
- D. All of the above

2. Differentiate Punitive, Blameless, and Just cultures.

Learning assessment question: When promoting safety, which culture should a workplace adopt?

- A. Punitive
- B. Blameless
- C. Just
- D. None of the above

3. Identify strategies to promote a culture of safety within the pharmacy.

Learning assessment question: What new strategies/initiatives can you implement to promote a culture of safety within your pharmacy? (Open response)

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**Khia Warzecha (P3) and Kali Bendix (P2)**

Presentation: “New Drug Update 2018”

Pharmacist Learning Objectives / Learning Assessment Questions:

1. Communicate effectively with healthcare providers regarding common adverse effects and recommended dosing of new drugs discussed.

Learning assessment question: What is meropenem / vaborbactam indicated for?

- A. Pneumonia
- B. Complicated UTIs
- C. MRSA
- D. All of the above

2. Describe mechanisms of action and indications for the newly approved medications.

Learning assessment question: Which medications have black box warnings that should be acknowledged?

- A. Sarilumab
- B. Betrixaban
- C. Both A and B
- D. Neither

3. Counsel patients on common adverse effects of newly approved medications.

Learning assessment question: What is a common side effect of delafloxacin?

- A. Diarrhea
- B. Hallucinations
- C. Bradycardia
- D. A and C

Pharmacy Technician Learning Objectives / Learning Assessment Questions:

1. List medications approved by the FDA in 2017 and explain their indications and appropriate use.

Learning assessment question: Which medications are a combination of two or more previously approved medications?

- A. lesinurad and allopurinol
- B. sofosbuvir, velpatasvir and voxilaprevir
- C. dapagliflozin and saxagliptin
- D. All of the above

2. Identify dosage forms and strengths of newly approved medications.

Learning assessment question: Select the currently available dosage form(s) for ocrelizumab?

- A. IV Solution
- B. Tablets
- C. Syrup

3. Identify proper storage requirements for the medications discussed.

Learning assessment question: What should be remembered about the storage conditions for latanoprostene bunod?

- A. Protect from light
- B. Vials must be used within 24 hours
- C. Both A and B

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**Brandon Johnson, Pharm.D., BCPS and Obadiah Scheich, Pharm.D.**

Presentation: **“Drugs vs. Diet Debate: A Heart-to-Heart Talk”**

*Pharmacist Learning Objectives / Learning Assessment Questions:*

1. Review literature of pharmacotherapies that have shown benefits in cardiovascular disease.

Learning assessment question: Which of the following pharmacotherapies have shown cardiovascular mortality benefit?

- A. Angiotensin-converting enzyme inhibitors
- B. Statins (HMG CoA)
- C. Antiplatelets
- D. All of the above

2. Describe the evidence of dietary patterns on cardiovascular disease.

Learning assessment question: **True / False** - Dietary patterns have not been shown to influence the rate and prevalence of atherosclerotic cardiovascular disease.

3. Evaluate the application of pharmacotherapy and dietary interventions in cardiovascular disease.

Learning assessment question: **True / False** - If a person is already on optimal cardiovascular therapies, he will likely not get any cardiovascular benefit from improving dietary patterns (choices).

*Pharmacy Technician Learning Objectives / Learning Assessment Questions:*

1. Identify the medications that are used to prevent heart attacks, strokes, or deaths.

Learning assessment question: Which of the following medications is used to decrease the risk of heart attacks, strokes, and deaths?

- A. Codeine
- B. Aspirin
- C. Albuterol
- D. None of the above

2. Identify dietary choices that may reduce the risk of heart attack, stroke or death.

Learning assessment question: **True / False** - All plant-based dietary patterns (choices) increase the risk of heart attacks and strokes.

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**Kate Vaughn, Pharm.D., BCPP**

Presentation: **“Opioid Tapering: Navigating Changing Paradigms in Pain Management”**

Pharmacist Learning Objectives / Learning Assessment Questions:

1. Summarize new guidelines for opioid prescribing and pain management practices.

Learning assessment question: The 2016 CDC Guidelines for Prescribing Opioids for Chronic Pain recommend all of the following **except**:

- A. Review PDMP data at least every 3 months
- B. Opioid are not first-line or routine therapy for pain
- C. Use extended release (ER) opioid when starting therapy
- D. Prescribe the lowest effective dose

2. Evaluate risk/benefit analysis of opioid regimens and provide recommendations on appropriate prescribing practices.

Learning assessment question: Which of the following would be an indication to initiate opioid taper:

- A. MME=60mg
- B. Clinically significant functional benefits
- C. Concomitant use of benzodiazepine
- D. Intermittent constipation

3. Recommend appropriate pharmacologic therapy for opioid withdrawal.

Learning assessment question: Which of the following medications would not be appropriate for the autonomic symptoms of opioid withdrawal?

- A. Hydroxyzine
- B. Clonidine
- C. Tizanidine
- D. Baclofen

Pharmacy Technician Learning Objectives / Learning Assessment Questions:

1. Access new guidelines for opioid prescribing and pain management practices.

Learning assessment question: **True / False** – The driving force behind new opioid prescribing guidelines is related to increased mortality rates.

2. Identify potential risks of long-term opioid therapy.

Learning assessment question: All of the following are potential risks of long-term opioid therapy **except**:

- A. Respiratory depression
- B. Constipation
- C. Substance abuse
- D. Diabetes

3. Recognize symptoms of opioid withdrawal.

Learning assessment question: Which of the following symptoms are associated with early (hours to days) opioid withdrawal:

- A. Runny nose
- B. Sweating
- C. Restlessness
- D. All of the above

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**William Van Hoose**

Presentation: **“Abuse and Diversion of Drugs for Pharmacists and Pharmacy Technicians”**

Pharmacist Learning Objectives / Learning Assessment Questions:

1. Analyze prescription drug diversion issues in the United States.

Learning assessment question: Which of the following identifies the most common source of prescription pain relievers involved in misuse?

- A. Prescriptions from one doctor
- B. Bought from drug dealer or other stranger
- C. Obtained from friend or relative
- D. Some other way

2. Explain the difference between abuse, misuse, tolerance, addiction, and physical dependence.

Learning assessment question: Name the five “Cs” exhibited in typical cases of addiction.

3. Advance the awareness of, and enhance the ability to, deter prescription drug diversion and abuse among pharmacist practitioners.

Learning assessment question: Name four characteristics of the “drug abuser” related to behavior.

Pharmacy Technician Learning Objectives / Learning Assessment Questions:

1. Describe specific instances of prescription drug diversion in the United States.

Learning assessment question: For the year 2015, how many people aged 12 or older are estimated to have misused pain relievers in the U.S.?

2. Explain the difference between abuse, misuse, tolerance, addiction, and physical dependence.

Learning assessment question: **True / False** - “Tolerance” will never occur when a prescription pain reliever is taken as prescribed.

3. Advance the awareness of, and enhance the ability to, deter prescription drug diversion and abuse among pharmacy technicians.

Learning assessment question: Name three characteristics of the “drug abuser” related to physical appearance.

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**Thomas Johnson**, Pharm.D., MBA, BCPS, BCCP, FASHP, FCCM

Presentation: “**ASHP Update 2018**”

Pharmacist Learning Objectives / Learning Assessment Questions:

1. Describe the pharmacy profession’s efforts in pursuing provider status at the national level and what impact this has at the state level and what can be done to prepare.

Learning assessment question: **True / False** - Obtaining provider status through Medicare will alter scope of practice in the states.

2. Describe the impact of drug shortages on patient care and discuss ASHP’s efforts in dealing with drug shortages.

Learning assessment question: **True / False** - One of the things Congress could do related to drug shortages is to require that manufacturers have a back-up plan for disasters and other manufacturing delays.

3. Describe Practice Advancement (PAI) implementation, activities, and resources.

Learning assessment question: **True / False** - Pharmacists and pharmacy departments in health-systems / hospitals should complete the PAI self-assessment to help develop an action plan / strategic plan.

4. Provide background on burnout as a patient care and healthcare workforce problem.

Learning assessment question: **True / False** - ASHP is a member of the National Academy of Medicine Action Collaborative on Clinician Well-being and Resilience.

Pharmacy Technician Learning Objectives / Learning Assessment Questions:

1. Describe the impact of drug shortages on patient care and discuss ASHP’s efforts in dealing with drug shortages.

Learning assessment question: **True / False** - One of the things Congress could do related to drug shortages is to require that manufacturers have a back-up plan for disasters and other manufacturing delays.

2. Describe the use of the PAI Hospital and Ambulatory Care Self Assessments as strategic planning tools to advance pharmacy practice – particularly in regards to pharmacy technicians.

Learning assessment question: **True or False** - One of the key initiatives of the ASHP Practice Advancement Initiative is to advance the role of technicians, and as part of this initiative, ASHP has recently launched the ASHP Technician Forum.

3. Provide background on burnout as a patient care and healthcare workforce problem.

Learning assessment question: **True / False** - Burnout is described as Syndrome of: depersonalization, emotional exhaustion, and low personal accomplishment.



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**Paige Fornia, Pharm.D., Jerri Ann Haak, Pharm.D., and Aly Howard, Pharm.D.  
“Practice Advancement Initiative Examples”**

Pharmacist Learning Objectives / Learning Assessment Questions:

1. Explain the factors that need to be considered when starting an anticoagulation clinic.

Learning assessment question: All of the following things should be done before starting an anticoagulation clinic **EXCEPT**:

- A. Determining who will be managing follow up
- B. Determining a process for non-compliant patients
- C. Meeting with compliance, coding, and scheduling
- D. All of the above should be done

2. Describe the challenges and benefits of an anticoagulation clinic.

Learning assessment question: Which of the following measures can be helpful in measuring the success of an anticoag clinic? *Circle all that are correct*

- A. TTR
- B. % of INR over 4.5
- C. Anti Xa
- D. Hgb

3. Describe the financial implications involved in starting an anticoagulation clinic.

Learning assessment question: **True / False** - Starting an anticoagulation clinic is an easy way to generate revenue for your facility.

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**“PAI: Services in Two Rural Hospitals”**

Pharmacist Learning Objectives / Learning Assessment Questions:

1. Identify the components of ASHP’s Practice Advancement Initiative as it applies to the pharmacist in the hospital setting.

Learning assessment question: Which of the following are goals of the pharmacist in the hospital setting through ASHP’s PAI?

- A. All patients should have the right to the care of a pharmacist
- B. Pharmacists should take part in prescribing as part of a collaborative practice team
- C. Participation in antimicrobial stewardship
- D. Participation in telepharmacy duties
- E. All of the above

2. Outline barriers to advancing pharmacy practice in a rural setting.

Learning assessment question: Which of the following is not a barrier to advancing pharmacy practice in a rural setting?

- A. Access to resources
- B. Insufficient recognition of pharmacist’s ability to contribute to medication services
- C. Technology support allowing advancement of practice
- D. Lack of support of hospital administration

3. Define the potential role of the Pharmacist in a rural hospital setting.

Learning assessment question: **True / False** - The role of the Pharmacist in a rural hospital setting is a blend of hospital and ambulatory care duties

### **“Practice Advancement Initiative Examples”**

#### Pharmacy Technician Learning Objectives / Learning Assessment Questions:

1. Describe the challenges and benefits of an anticoagulation clinic.

Learning assessment question: **True / False** - Patients on Warfarin should never have foods that contain Vitamin K.

2. Discuss measurements that can be used to measure quality in an anticoagulation clinic.

Learning assessment question: What does TTR stand for?

- A. Ticket To Ride
- B. Time in Therapeutic Range
- C. Thrombotic Time Rate
- D. Time Transform Ratio

3. Discuss different options for staffing an anticoagulation clinic.

Active Learning Question: **True / False.** Only a pharmacist can see a patient in an anticoagulation clinic.

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### **“PAI: Services in Two Rural Hospitals”**

#### Pharmacy Technician Learning Objectives / Learning Assessment Questions:

1. Describe the components of ASHP’s Practice Advancement Initiative as it applies to the technician in the hospital setting.

Learning assessment question: Which of the following are suggested duties of pharmacy technicians in a hospital setting through ASHP’s PAI?

- A. Medication Reconciliation
- B. Allergy Checking
- C. Supervising other technicians
- D. Telepharmacy processes
- E. All of the above

2. List the most common barriers to advancing pharmacy practice in a rural setting.

Learning assessment question: Which of the following is **not** a barrier to advancing pharmacy practice in a rural setting?

- A. Access to resources
- B. Insufficient recognition of pharmacist’s ability to contribute to medication services
- C. Technology support allowing advancement of practice
- D. Lack of support of hospital administration

3. Define the potential role of the Pharmacy Technician in a rural hospital setting.

Learning assessment question: **True / False** - The role of the Pharmacy Technician in a rural hospital setting may involve more patient care duties, and potentially telepharmacy duties.