**PHARMACY PRACTICE I**

**Adverse Drug Reactions**
1. Distinguish adverse drug reactions (ADRs) from adverse drug events.
2. Devise methods for ADR detection, and classify an ADR when it presents.
3. Discover various worldwide ADR reporting methods and learn how to report ADRs in the United States.
4. Detect populations most at risk of, and apply pharmacovigilance principles to prevent ADRs.

**Health Coaching**
1. Distinguish between the traditional model of patient communication and the health coaching model of communication.
2. Evaluate organizations that provide guidance on standards and credentialing for the health coaching profession.
3. Classify the components of an initial, weekly, and final coaching session.
4. Design well-constructed vision statements and SMART goals in a health coaching session.
5. Measure a patient’s confidence, willingness, or ability to change using a ruler.
6. Assess a patient’s stage of change according to the transtheoretical model.
7. Demonstrate the skills necessary for establishing a successful coaching relationship.
8. Compose a response using motivational interviewing techniques when encountering an ambivalent patient.
9. Apply health coaching skills to the targeted patient interventions commonly experienced in pharmacy practice, thereby positively affecting patient outcomes.

**Bioterrorism**
1. Give an opinion to pharmacy and health care leaders on the pharmaceutical, pharmacologic, and therapeutic requirements to respond to a bioterrorism event.
2. Demonstrate the most likely pharmaceuticals needed for a population of patients exposed to a specific bioterrorism agent.
3. Distinguish potential bioterrorism agents in terms of risks and priority of emergency preparedness resources.
4. Design an initial treatment plan for the patient exposed to a specific bioterrorism agent.
5. Given the warning signs of a potential or actual bioterrorism attack, distinguish a bioterrorism attack from a natural outbreak.
6. Detect the most probable agent in a suspected bioterrorism event on the basis of the clinical presentation and signs and symptoms.
CENTRAL NERVOUS SYSTEM I

Headache
1. Distinguish between migraine headaches (MHs), cluster headaches (CHs), and tension-type headaches (TTHs) on the basis of presenting symptoms.
2. Assess the modifiable lifestyle factors that may contribute to headache frequency and severity.
3. Design a treatment plan for acute MHs, CHs, and TTHs.
4. Distinguish whether iatrogenic factors are contributing to a patient’s headaches.
5. Develop a pharmacotherapy plan for headache prevention for a patient with severe, recurrent headaches.
6. Evaluate the benefits and risks of complementary and alternative treatments for headache.

Chronic Pain
1. Assess a patient’s pain after determining the most likely pathogenesis of the pain complaint.
2. On the basis of patient-specific factors, develop a nonpharmacologic or pharmacologic treatment regimen to attain established therapeutic goals for pain management.
3. Evaluate a pharmacotherapeutic pain management regimen for effectiveness and safety, and respond appropriately according to the follow-up assessment and reported adverse effects.
4. Devise a therapeutic plan to treat pain in patients who engage in aberrant drug-related behaviors.
5. Apply guidelines and policy statements that pertain to the use of opioid therapy for chronic noncancer pain.

Prescription Drug Abuse
1. Demonstrate an understanding of the prescription drug abuse epidemic, including statistics for drugs of abuse, age groups, and patient, prescriber, and health system factors.
2. Distinguish the information provided by, and the efforts of, the national organizations discussed.
3. Justify the legislative and public efforts by Congress, the U.S. Department of Justice, the Drug Enforcement Agency, the Office of National Drug Control Policy, and state governments to control the prescribing, availability, and illicit sale/use of prescription drugs of abuse.
4. Evaluate the effectiveness of policies and regulations affecting prescription drug abuse.
5. Apply the general procedures related to the use of prescription drug monitoring programs.
6. Evaluate the impact of regulations and guidelines on physician opioid prescribing and the shift to increasing use of heroin.
CENTRAL NERVOUS SYSTEM II

Sleep Disorders
1. Demonstrate an understanding of the etiology, pathophysiology, and clinical presentation involved in insomnia, obstructive sleep apnea, narcolepsy, REM sleep behavior disorder, and sleep-related movement disorders.
2. Assess the need for pharmacotherapy treatment in a patient with a sleep disorder.
3. Devise a pharmacotherapeutic treatment plan for the treatment of insomnia, narcolepsy, REM sleep behavior disorder, and sleep-related movement disorders.
4. Evaluate the role of new and emerging sleep disorder medications such as tasimelteon and suvorexant.
5. Evaluate the differences in the treatment of sleep disorders in special populations such as children/adolescents and older adults.

Schizophrenia
1. Distinguish between the positive and negative symptoms of schizophrenia using the DSM-5 criteria.
2. Evaluate evidence-based guidelines for schizophrenia to make appropriate pharmacologic recommendations.
3. Demonstrate knowledge of the mechanisms of action of antipsychotics in order to accurately predict the potential adverse effects and drug interactions of individual agents.
4. Develop a monitoring system to evaluate the effectiveness and tolerability of pharmacotherapeutic options for the treatment of schizophrenia.
5. Construct a treatment plan for an individual having schizophrenia that incorporates the patient’s current symptoms and comorbidities.
6. Justify the role of the pharmacist in improving patient outcomes through patient education and medication therapy management.

Autism Spectrum Disorder
1. For a given patient, apply the results from rating scales used to assess maladaptive behaviors and pharmacotherapy in patients with autism spectrum disorder (ASD).
2. Justify pharmacotherapy for specific behavioral symptoms associated with ASD, considering desired outcomes, adverse effects, comorbidities, drug interactions, and tolerability.
3. Design an evidence-based treatment plan for the patient with ASD, using pharmacologic and nonpharmacologic strategies to optimize outcomes.
4. Develop a monitoring plan to assess the effectiveness and tolerability of pharmacologic interventions used for the treatment of maladaptive behaviors associated with ASD.
5. Justify alternative strategies to optimize behavioral responses for a patient with ASD.
6. For a given patient, design treatment for comorbid medical conditions associated with ASD.
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LEARNING OBJECTIVES

CENTRAL NERVOUS SYSTEM III

Neurorehabilitation
1. Evaluate the appropriateness of a treatment regimen for the patient with traumatic brain injury (TBI) or stroke.
2. Analyze differences in efficacy and tolerability among neurostimulation agents in their use for patients with TBI.
3. Evaluate the clinical findings and risk factors for autonomic dysregulation in brain injury.
4. Analyze differences in efficacy, tolerability, and adverse effects among spasticity agents.
5. Evaluate the appropriateness of a treatment regimen for a given patient with spinal cord injury.

Multiple Sclerosis
1. Distinguish relapsing-remitting, progressive-relapsing, secondary-progressive, primary-progressive, and other forms of multiple sclerosis (MS), and review the newly revised classification scheme.
2. Analyze and apply the results of various imaging and screening tools to monitor signs and manage symptoms associated with MS and disease progression.
3. Compare the advantages and disadvantages of current disease-modifying drugs (DMDs) for relapsing forms of MS.
4. Construct treatment strategies for patients with relapsing forms of MS with DMDs to slow/stabilize disease progression.

Movement Disorders
1. Analyze a patient case using an understanding of the epidemiology, etiology, diagnosis, and prognosis of Parkinson disease, essential tremor, and drug-induced movement disorders.
2. Distinguish between the various therapeutic options for movement disorders on the basis of patient factors, efficacy, drug interactions, and safety profiles.
3. Design an appropriate treatment plan for a patient with a movement disorder with an understanding of treatment guidelines and patient therapeutic goals.
4. Evaluate a patient with a movement disorder toward therapeutic goals in terms of pharmacotherapeutic response and lifestyle modifications.
5. Compose a movement disorder educational plan that includes medication information and lifestyle modifications.