

PHR 144P — PHARMACY ADMINISTRATION I RECITATIONS FALL 2008 Syllabus

Course Coordinator: Carolyn Brown, Ph.D. PHR 3.209D 471-6892
Office Hours: Monday and Friday 10:00 am - 11:30 am or by appointment

Teaching Assistants (TAs): TBA
T.A. Offices (Phone): TBA

PHR 144P uses a recitation format whereby the goal of each class session is to promote group activities that will maximize communications among students in the class. This course provides a forum for students to learn from each other using a format that fosters two-way communication rather than the one-way communication found in the typical classroom lecture format. Given this overall purpose for the course, the teaching assistants' primary responsibilities are to facilitate student discussion and to keep the discussion focused on the particular topic. Your TAs, graduate students in Pharmacy Administration, also will provide background information as needed, and will draw upon their experiences to add to the relevance of the discussions.

Grading System

Points will be allocated as follows:

Group Presentation		40
Presentation itself	[20]	
Content	[10]	
Your participation	[10]	
Group Project (Pharmacy Newsletter)		20
Layout/Format/Design	[5]	
Content	[5]	
Form	[5]	
Your participation	[5]	
Class Participation		30
Summaries of Readings	[15]	
Discussion and Attentiveness	[15]	
Punctuality in Attendance		<u>10</u>
Total		100

Letter grades will be assigned according to the following scale:

A	90 points or more
B	80 - 89 points
C	70 - 79 points
D	65 - 69 points
F	Less than 65 points

Readings

A packet is available at Paradigm Books and Lecture Notes (PHR 144P - Brown) that contains readings for each discussion topic. Students are expected to have read and summarized the assigned articles prior to class meetings.

Pharmacy Newsletter Project

At the first recitation session, you will be assigned randomly to a group with three or four other students depending on class size. The assigned activity for this group is to develop and prepare a 2-page pharmacy newsletter. Your newsletter may be institutional-oriented with a target audience of institutional personnel, or it may be community-oriented with a target audience of current or potential patients. In addition, your newsletter must reveal some type of theme. For example, your newsletter could focus on asthma and feature relevant components regarding asthma education and therapy management. After reading your newsletter, it should be obvious to your TA that your newsletter is a product of teamwork and not of fragmented individualized efforts. You are encouraged to be creative (but professional) with layout, format, and content. Details regarding the evaluation of your newsletter are contained in the attached "Pharmacy Newsletter Project – Evaluation Summary." **Do not use or copy from old newsletters.**

After completion of the newsletter, each member of the group will rate each of the other members of the group regarding his/her contributions to the preparation of the newsletter. The average of these ratings will represent the 5-point Peer Evaluation portion of the 20-point Newsletter Project grade. The Peer Evaluation Form for the newsletter is attached for your use. **This project is due at the beginning of your recitation session during the week of October 6 - October 9.**

Group Presentations

Also at the first recitation session, you will be assigned randomly to a different group with three or four other students depending on class size. Your group will select a topic from a list of topics to be provided in class (other topics are acceptable if approved by your TA). **Topic selections are due in your recitation session during the week of September 15 - September 18.** Your group's presentation will be given on the date listed in the Schedule of Activities for the semester. Each presentation will be approximately 40 minutes in length and again, creativity is encouraged and professionalism is mandatory. You must present your topic information in the context of pharmacy practice – put it in the perspective of this lab. In other words, just clinical aspects of a topic are not sufficient for this presentation. Please do not wear jeans or shorts for your presentations. You will be required to turn in a list of references and a copy of your slides/overheads to your TA. Details regarding the evaluation of your presentation are contained in the attached "Group Presentation – Evaluation Summary." Following each presentation, the TA will ask questions for the group as well as the entire class to answer. In addition, the class is encouraged to ask questions of the group.

After each presentation, each member of the presenting group will rate each of the other members of the group regarding his/her contributions to the preparation of the presentation. The average of these ratings will represent the 5-point Peer Evaluation portion of the 40-point Group Presentation grade. The Peer Evaluation Form for the group presentation is attached for your use.

Class Attendance

Because this class meets only once a week, and because the value you will obtain from the course will come from class discussions and not from any type of lecture notes you can copy from other students, **you will be expected to attend every week.** This means being in the room when the class is scheduled to begin. One point will be deducted for each time that you are late. Up to 10 points can be lost for continual tardiness. **NOTE: Your final course grade will be dropped one letter grade for each week you are absent.** Studying for other courses, sleeping or other similar behaviors constitute an absence. Of course, allowances will be made for verifiable serious illnesses and family emergencies, but your TA or Dr. Brown must be notified **before**, if possible, and **not after** your recitation session has already met. Also, you will not be allowed to attend another recitation session if you have not been authorized to miss your scheduled session because that would not be fair to those students who do not have a later session to attend. Outside employment is not an acceptable excuse for missing sessions.

Class Participation

The 30 points for class participation during the semester will be assigned by the TA using the following guideline: Each student will start the semester with 30 points. If you complete written summaries of readings, contribute positively to discussions and are attentive during the semester, you will retain the original 30 points.

Summaries of readings. Each week, your TA will assign articles to be read and summarized. You are expected to be fully prepared before each session. Each summary should include the following: **1) key point(s) of the article; 2) conclusion(s) of the article; and 3) relevance of the article's topic to pharmacy practice.** Your summaries should clearly show that you have given sufficient thought to the article's topic. Each summary should be typed in *your own words* and should be at least ½ page and no more than 1 page in length. Use 10 or 12 font type and double spacing between lines. Correct form and content are expected and evaluated. You will turn in summaries at the end of each class session and will be penalized two points for every summary you fail to turn in. In addition, selected students will be called upon each week to orally present their summaries to the class.

Discussion and attentiveness. This course employs a recitation format in order for active discussions to take place. If you make little or no contributions during the class discussions, you will lose up to 10 points. We have tried to address topics that should be of interest to anyone desiring to practice pharmacy, and our goal is to promote active discussions involving everyone, using readings as a guide for our discussions. During the **week of September 29 - October 2**, you will be given a **preliminary evaluation** of your participation up to that time in the semester.

Among other things that will be included in your participation grade are:

- Do you make an effort to participate in the discussion?
- Are the points you make relevant to the topic being discussed?
- Is there a willingness to consider the views of others even if they differ from your own?
- Do you listen to what others in the class have to say?
- Are you willing to respectfully challenge what other students are saying?
- Are you able to provide a rationale for positions you take on issues?
- Do you build on what already has been said during the discussion, and move the level of discussion forward?
- Do you avoid dominating the discussion by allowing (encouraging) others in the class to be involved?
- Do you show respect for your classmates?

Instructions for Individual and Group Assignments

Collaboration vs. Collusion

"Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

Collaboration is unlimited with your own group members for group assignments (e.g., group projects and presentations) and with all other students for discussion of readings. The writing of summaries is to be done on an individual basis.

Plagiarism

"Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit. Details are found in the Policy Statement on Ethical Conduct and Scholastic Integrity.

Plagiarism is unacceptable in all writings.

Scholastic Dishonesty Statement

Pharmacy practitioners enjoy a special trust and authority based upon the profession's commitment to a code of ethical behavior in its management of client affairs. The inculcation of a sense of responsible professional behavior is a critical component of professional education, and high standards of ethical conduct are expected of pharmacy students. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. Also, you should refer to the Student Judicial Services web site at <http://deanofstudents.utexas.edu/sjs/> to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Undergraduate Writing Center

I strongly encourage you to use the Undergraduate Writing Center (UWC), FAC 211, 471-6222: (<http://uwc.fac.utexas.edu/>). The Undergraduate Writing Center offers free, individualized, expert help with writing for any UT undergraduate, by appointment or on a drop-in basis. Any undergraduate enrolled in a course at UT can visit the UWC for assistance with any writing project. They work with students from every department on campus, for both academic and non-academic writing. Whether you are writing a lab report, a resume, a term paper, a statement for an application, or your own poetry, UWC consultants will be happy to work with you. Their services are not just for writing with "problems." Getting feedback from an informed audience is a normal part of a successful writing project. Consultants help students develop strategies to improve their writing. The assistance they provide is intended to foster independence. Each student determines how to use the consultant's advice. The consultants are trained to help you work on your writing in ways that preserve the integrity of your work.

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. All University rules concerning

accommodations must be followed, including the student arranging for special accommodations **prior to each examination**. In the absence of such **prearrangement**, it will be assumed that the student is not requesting special accommodations for that exam, and the student will be expected to take the exam with the rest of the class at the regularly scheduled exam time. For more information, contact the Office of the Dean of Students at 471-1201 or <http://deanofstudents.utexas.edu/>.

**PHR 144P - Fall 2008
Schedule of Activities**

9/8 - 9/11	Course Introduction Formation of groups for pharmacy newsletter group project Formation of groups for group presentations (see listing of possible topics on separate sheet)
9/15 - 9/18	Stress Management – University of Texas Counseling Center Topic Selections for Group Presentations Due
9/22 - 9/25	Ethics in Pharmacy Practice: How do I know what to do?
9/29 – 10/2	Rationing Health Care: How do we make the hard choices?
10/6 - 10/9	Communication and Empathy Pharmacy Newsletter Group Project Due
10/13 - 10/16	Communication and Conflict Management
10/20 - 10/23	Cultural Diversity and Pharmacy Practice
10/27 - 10/30	Sexual Harassment in the Workplace
11/3 - 11/6	Groups 1 and 2 Presentations
11/10 - 11/13	Groups 3 and 4 Presentations
11/17 - 11/20	Groups 5 (and 6) Presentations
11/24 - 11/27	Thanksgiving Holiday Week — 144P Recitation Sessions do not meet
12/1 - 12/4	Reducing Medication Errors Course/Instructor Evaluations