

PHM 181P — PERSONNEL MANAGEMENT AND PATIENT BEHAVIOR RECITATIONS SPRING 2017 Syllabus

Course Coordinator: Carolyn Brown, Ph.D. PHR 3.209D 471-6892
Office Hours: Monday and Wednesday 2:30 pm - 3:30 pm or by appointment

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

PHM 181P uses a recitation format to discuss key issues in pharmacy practice. A primary 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. 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 Health Outcomes and Pharmacy Practice, will also provide background information as needed, and will draw upon their own relevant experiences to add to class discussions.

Grading System

Points will be allocated as follows:

Group Presentation		40
Presentation itself	[20]	
Content	[10]	
Your participation (Q&A and peer evaluation)	[10]	
Group Project (Pharmacy Newsletter)		20
Layout/Format/Design	[5]	
Content	[5]	
Form	[5]	
Your participation	[5]	
Class Participation		85
Summaries of Readings	[70]	
<i>(7 summaries/10 pts each)</i>		
Discussion and Attentiveness	[15]	
Attendance		<u>10</u>
Total		155

Letter grades will be assigned according to the following scale:

A	=	93% to 100%
A-	=	90% to 92%
B+	=	87% to 89%
B	=	83% to 86%
B-	=	80% to 82%
C+	=	77% to 79%

C	=	73% to 76%
C-	=	70% to 72%
D+	=	68% to 69%
D	=	66% to 67%
D-	=	65%
F	=	below 65%

Readings

Readings for each discussion topic will be posted on Canvas for the course. Students are expected to have read and summarized the assigned articles prior to class meetings.

GROUP PROJECTS

At the first recitation session, you will be randomly assigned to a group of four depending on class size. Each group will complete two projects for this course: a newsletter and a presentation.

Pharmacy Newsletter Project

The assigned activity 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 February 20 – February 23.**

Group Presentations

Your group will select two topics (a primary and alternate) from a list of topics provided (other topics are acceptable if approved by your TA). **Topic selections are due in your recitation session during the week of January 30 – February 2.** 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 85 points for class participation during the semester will be assigned by the TA using the following guideline: If you complete well-written summaries of readings, contribute positively to discussions and are attentive during the semester, you will receive full credit of 85 points.

Summaries of readings (70 points). 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 10 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 (15 points). 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 February 13 – February 16**, 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/>.

Campus Carry

Campus Carry: Students should familiarize themselves with the information provided by the University regarding the implementation of "Campus Carry" legislation. You will find an information sheet specifically for students (as well as sheets for parents, visitors, faculty, and staff) at <http://campuscarry.utexas.edu/info-sheets>.

Schedule of Activities

1/23 - 1/26	Course Introduction Formation of groups for group projects and class activities
1/30 - 2/2	Ethics in Pharmacy Practice: How do I know what to do? Topic Selections for Group Presentations Due
2/6 - 2/9	Rationing Health Care: How do we make the hard choices?
2/13 - 2/16	Communication and Empathy <i>Preliminary evaluation of class participation</i>
2/20 - 2/23	Communication and Conflict Management Pharmacy Newsletter Group Project Due
2/27 - 3/2	Cultural Diversity and Pharmacy Practice
3/6 - 3/9	Reducing Medication Errors
3/13 week	<i>Spring Break</i>
3/20 - 3/23	Social Determinants of Health – Part 1
3/27 – 3/30	Social Determinants of Health – Part 2
4/3 - 4/6	Sexual Harassment in the Workplace
4/10 - 4/13	Stress Management
4/17 - 4/20	Groups 1 and 2 Presentations
4/24 - 4/27	Groups 3 and 4 Presentations Course/Instructor Evaluations

PHM 181P
Pharmacy Newsletter Project – Peer Evaluation Form

In the appropriate space below, write the names of all of the other members of your pharmacy newsletter group. Then in the space to the right of each name, indicate your evaluation of each of the other member's contribution to the preparation of the newsletter using the scale below (5 points maximum). Please include a rationale for your each of your indicated scores.

0 1 2 3 4 5

**Did not
Participate**

**Participated
Fully**

Name: _____

Score: _____

Brief rationale for score (especially if ≤ 3).

Name: _____

Score: _____

Brief rationale for score (especially if ≤ 3).

Name: _____

Score: _____

Brief rationale for score (especially if ≤ 3).

Name: _____

Score: _____

Brief rationale for score (especially if ≤ 3).

Name: _____

Score: _____

Brief rationale for score (especially if ≤ 3).

PHM 181P
Group Presentation – Peer Evaluation Form

In the appropriate space below, write the names of all of the other members of your presentation group. Then in the space to the right of each name, indicate your evaluation of each of the other member's contribution to the presentation using the scale below (5 points maximum). Please include a rationale for your each of your indicated scores.

0 1 2 3 4 5

**Did not
Participate**

**Participated
Fully**

Name: _____

Score: _____

Brief rationale for score (especially if ≤ 3).

Name: _____

Score: _____

Brief rationale for score (especially if ≤ 3).

Name: _____

Score: _____

Brief rationale for score (especially if < 3).

Name: _____

Score: _____

Brief rationale for score (especially if ≤ 3).

Name: _____

Score: _____

Brief rationale for score (especially if ≤ 3).

PHM 181P
Pharmacy Newsletter Project – Evaluation Summary (for TA use)

The scores listed below for Content, Presentation and Participation are the scores given by your TA. The Peer evaluation score is the mean of the scores given by the other members of your group.

FORM (5 points possible)

Spelling
Punctuation
Grammar/sentence structure

LAYOUT/FORMAT/DESIGN (5 points possible)

Visual appeal
Creativity

CONTENT (5 points possible)

Relevance
Accurate/factual with References

PEER EVALUATION (5 points possible)

Participation in project from development to completion

TOTAL SCORE (out of 20 points possible)

PHM 181P
Group Presentation – Evaluation Summary (for TA use)

The scores listed below for Content, Presentation and Participation are the scores given by your TA. The Peer evaluation score is the mean of the scores given by the other members of your group.

CONTENT (10 points possible) _____

Substance of presentation; Facts and logical ideas included
Accuracy and legitimacy of information

PRESENTATION (20 points possible) _____

Originality of ideas
Innovative expression of issue/topic; Ability to keep audience interested
Effective use of time
Ideas presented clearly; Easy to follow
Quality of Visual Aids
Individual presentation style
Delivery (eye contact, vocal inflection, clarity, enthusiasm)

PARTICIPATION (5 points possible) _____

Participation in Question & Answer session

PEER EVALUATION (5 points possible) _____

Participation in project from development to completion

TOTAL SCORE (out of 40 possible points) _____