

PHM 281L — PERSONNEL MANAGEMENT AND PATIENT BEHAVIOR
UNIQUE # 57950
SPRING 2017 Syllabus

(Monday and Wednesday, 10:00 – 11:00 AM, PHR 2.110)

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This course is designed to teach concepts, principles, and fundamentals of pharmacy personnel management and to introduce students to public health pharmacy and the social and behavioral elements of patient behavior and pharmacy practice. The course objectives are listed at the end of the syllabus.

Required Text: Johnson, Spencer., Who moved my cheese? New York: G.P. Putnam's Sons, 1998. Available on Canvas for the course.

Other Material: Lecture notes available on Canvas for the course.

Grading:	Exam I (March 8 th)	100 points
	Exam II (May 3 rd)	100 points
	Three(3) Assignments (20 points each) (One assignment each –Burkett, Brown and Ford)	60 points
	Final Exam (optional) (Finals week May 11 th – 17 th)	100 points

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%

STUDENT POLICIES AND PROCEDURES FOR PERSONNEL MANAGEMENT AND PATIENT BEHAVIOR, PHM 281L

Please read and examine the following course rules and information. It is extremely important that you understand these rules before the course begins.

1. No electronic devices of any type (including cell phones, iPads, hand-held scanners, cameras, calculators, or other electronic devices) may be used during an exam or exam review. Students who use, hold, or otherwise display an electronic device during an exam or exam review will receive a grade of zero for the exam. Please either do not bring electronic devices to an exam or exam review or store your electronic devices in a purse or backpack. Also, please turn all electronic devices off during an exam or exam review.
2. Tardiness to class will not be tolerated. Class will start on time. Since quizzes may be given at the beginning of the hour, it pays to be on time.
3. No tests or quizzes will be dropped!
4. It is your responsibility to attend class and conduct yourself in a manner respectful to both faculty and fellow students in the classroom. If you miss a class for any reason, you will be held responsible for all material covered and announcements made in your absence. Although lecture attendance is neither required nor checked, it is highly encouraged, and it is your responsibility to be on time and remain for the entire class period so as not to be inconsiderate of your colleagues in learning. This class is too large for chit-chat, so please do not; you may be unaware of how far your voice may carry and disrupt others.
5. Students with an unapproved absence from an examination will be given zero points for that exam.
6. For approved absences from lecture exams, the student has one week from the day of the test to make up the exam unless a prior arrangement has been made with the instructor(s) responsible for that exam. If the test is not made up in the specified period, zero points will be awarded.
7. If the student cannot attend an exam, it is the student's responsibility to notify the instructor before the test. Each student must submit a "Student Request for Alternate Examination Time" form when he or she wishes to request for consideration an alternate time for an exam. Forms are available through division secretaries and the Student Affairs Office.
8. Students have up to 7 days after exam grades are posted to review and appeal their grades in writing. No exam grades will be changed after the 7-day period has lapsed.
9. The final exam will be optional. The students requesting the optional final exam must notify Dr. Brown in writing by Monday, May 8, 2017 at 4:00 PM.
10. The optional final exam will be cumulative.
11. Re-examination on the final exam (as described in the University's policy on "Re-Examination Petition") will not be an option in this course.

12. Exams will cover information from lectures, readings, handouts and assignments. No “old” exams are available.
13. Pharmacy practitioners enjoy a special trust and authority based upon the profession's commitment to a code of ethical behavior in its management of stakeholder 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.

14. After the first student leaves an exam room, no other student will be allowed to enter the room to start the same exam.
15. 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/>.
16. **Religious Holy Days:** According to UT Austin policy, you must notify the course coordinator of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.
17. **Class Recordings:** If video recordings of a class are made available by the College of Pharmacy, they are intended solely for the purpose of review by students currently enrolled in that class. Faculty and students utilizing class video recordings should be careful to not compromise the privacy of either themselves or other users (<http://registrar.utexas.edu/students/records/ferpa>) or the rights of the presenter. Students are free to make their own recordings of lectures unless specifically prohibited from doing so by the presenter. Any additional distribution of College- or student-generated recordings (regardless of format) is prohibited without the written and signed permission of the presenter and students identifiable on the recording.
18. **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

<u>CLASS DATE</u>	<u>TOPIC</u>
18 January	Course Introduction (<i>Brown, Burkett and Ford</i>)
23 January	Paradigms & Managing Change
25 January	Paradigms & Managing Change
30 January	Human Resource Management
1 February	Theory X vs. Theory Y
6 February	Motivation Theories: Maslow & Herzberg
8 February	Employee Performance and Evaluation
13 February	Health in Multicultural Populations
15 February	Health in Multicultural Populations
20 February	Medication Use Process
22 February	Medication Use Process <i>Management Essay Assignment Due</i>
27 February	Health, Illness and Sick Role Behaviors
1 March	Health, Illness and Sick Role Behaviors
6 March	Medication Adherence
8 March	EXAM I
<i>13 & 15 March</i>	<i>Spring Break</i>
20 March	Medication Adherence
22 March	Self Care
27 March	Self Care
29 March	Social Determinants of Health
3 April	Social Determinants of Health <i>Medication Adherence Assignment Due</i>
5 April	Introduction to Public Health

<u>CLASS DATE</u>	<u>TOPIC (cont.)</u>
10 April	Pharmacy in Public Health
12 April	Disease Prevention, Health Promotion, and Harm Reduction
17 April	Health Disparities and Vulnerable Populations
19 April	Public Health Policy and Public Health
24 April	Environmental Health
26 April	Tobacco Cessation and Public Health
1 May	Tobacco Cessation and Public Health <i>Public Health Assignment Due</i>
3 May	EXAM II
May 11-17	Final Exam

Course Objectives

PHM 281L – Personnel Management and Patient Behavior

Section on Pharmacy Personnel Management
Donna Burkett, RPh, M.S.
Instructor

Paradigms & Managing Change

1. Discuss what happens when a paradigm shifts.
2. Describe disruptive innovation
3. Discuss some of the paradigms in pharmacy that you perceive.
4. Describe ways to manage change in your lives.

Human Resource Management

1. Define the term management.
2. Explain why management is both an art and a science.
3. Describe why management can be called a profession.
4. Compare the three levels of managers and their use of conceptual, human and technical skills.
5. Discuss a knowledge worker.

Theory X vs. Theory Y

1. Explain how you might apply McGregor's Theory of X and Y to different classes or groups of workers.
2. Describe how a manager's assumptions about the nature of people will change their management style.
3. How does Theory X and Y differ.
4. Apply McGregor's Theory X and Y to a management problem in a pharmacy setting.
5. Discuss Theory Z, Six Sigma and Balanced Scorecards and how they are applied in pharmacy.

Motivation Theories: Maslow & Herzberg

1. Describe Maslow's hierarchy theory.
2. Given a description of an employee explain where that person would fit into Maslow's hierarchy.
3. Apply Maslow's theory to a pharmacy setting.
4. Explain the Hawthorne studies.
5. Describe Herzberg's hygiene theory and apply it to a pharmacy setting.

6. Compare and contrast Maslow's and Herzberg's theories.

Employee Performance and Evaluation

1. Discuss the importance to the individual employee of objective performance appraisals.
2. Discuss the importance and value of an objective performance appraisal system to organizational success.
3. Describe the basic components, procedures and techniques utilized in conducting performance appraisals.
4. Explain the three basic functions of performance appraisals.
5. Describe and explain the three "secrets" of the "One Minute Manager."

Section on Patient Behavior
Carolyn M. Brown, Ph.D.
Instructor

Health in Multicultural Populations

1. Describe health-related cultural concepts and their effect on health behaviors.
2. Understand issues of health promotion and disease prevention among ethnic-minority populations.

The Medication Use Process

1. Describe and understand the medical care process.
2. Understand the pervasiveness of medication use in American society.
3. Describe the eight steps in the drug use process.
4. Identify and discuss the factors that influence the drug use process.
5. Describe factors that contribute to suboptimal drug use.

Health, Illness And Sick Role Behaviors

1. Understand and describe how sociodemographic factors influence access to and use of health care services.
2. Briefly describe the Health Belief Model and Suchman's Stages of Illness and understand how they may apply to health and illness behavior.
3. Recognize examples of Suchman's Stages of Illness in The Doctor.
4. Describe Parsons's sick role model and understand its limitations.
5. Compare and contrast Parsons's sick role model and the new sick role model.
6. Understand the hospitalized role and patient behavior.

Medication Adherence

1. Describe the scope of nonadherence and its consequences.
2. Understand issues related to adherence and nonadherence and effective strategies for combating nonadherence.
3. Identify reliable measures of adherence and the best ways to ask patients questions about adherence.

Self-Care

1. Understand the history of self-care and reasons why self-care practices have been increasing.
2. Identify types of self-care practices and the benefits and barriers to self-care.
3. Describe the role of the pharmacist in self-care.

Social Determinants of Health

1. Define and recognize the social determinants of health.
2. Understand how the social determinants of health impact patients' access to and use of medications.

Kentya Ford, Dr.P.H.
Instructor

Introduction to Public Health

1. Recognize the definition and model of public health.
2. Identify distinctions between the public health approach and the clinical treatment and prevention approaches.
3. Recognize how epidemiology and statistics are used in public health.
4. Identify key features of the ecological approach to public health.
5. Recognize the goals, objectives and action plans of Healthy People 2020.

Pharmacy in Public Health

1. Describe the evolving role of pharmacists in public health promotion and planning.
2. Describe pharmacists' contributions in micro- and macro-level public health activities.
3. Recognize the goals, objectives and action plans of Healthy People 2020, particularly goals that can be linked to the pharmacy profession.
4. Identify scholarship and program opportunities for academic pharmacy based on Healthy People 2020.

Health Disparities and Vulnerable Populations

1. Describe health disparities, vulnerable populations, and social determinants of health.
2. Recognize how social determinants of health are connected to health disparities.
3. Describe the root causes of disparities in health outcomes and health care systems use.

4. Analyze the roles of culture and health literacy in public health and pharmacy practice.

Disease Prevention, Health Promotion, and Harm Reduction

1. Explain the purpose of health promotion, disease prevention and harm reduction for improving health outcomes.
2. List common disease prevention, health promotion and harm reduction strategies.
3. Recognize the relevance of diseases prevention, health promotion and harm reduction strategies to the profession of pharmacy.

Public Health Policy and Public Health

1. Describe how public health policies contribute to health outcomes.
2. Recognize how public health policies contribute to the health across populations.
3. Recognize public health policies that are linked to pharmacy practice.

Environmental Health

1. Recognize the principles and concepts that are used to develop guidelines for environmental and occupational exposures that may be used for counseling communities about public health issues.
2. Describe the importance of pharmacists as a community resource for concerns and questions about environmental and occupational health.

Tobacco Cessation and Public Health

1. Describe trends in tobacco use across populations.
2. Recognize how decades of tobacco control efforts in the U.S. align with key public health initiatives.
3. Recognize public health tobacco cessation and prevention activities at individual, community, and larger population levels.
4. Recognize pharmacists and other clinicians' involvement in tobacco cessation programs.
5. Describe strategies for implementing tobacco control programs in community-based, ambulatory, and hospital pharmacy.