PHM 181P — Personnel Management and Patient Behavior Recitations
SPRING 2019 Syllabus

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Teaching Assistants (TAs): TBA
TA Offices (Phone): TBA

PHM 181P uses a recitation format to discuss and probe key issues in patient care and 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 the Health Outcomes Division, will also provide background information as needed, and will draw upon their own relevant experiences to add to class discussions.

Course objectives:
1. Engage in discussion about each topic as it relates to health, health care services and/or pharmacy practice.
2. Use the case study, hands-on activity approach to highlight key issues relevant to each topic and their application to health, health care services and/or pharmacy practice.

Grading system

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation</td>
<td>40</td>
</tr>
<tr>
<td>• Presentation itself</td>
<td>[20]</td>
</tr>
<tr>
<td>• Content</td>
<td>[10]</td>
</tr>
<tr>
<td>• Your participation (Q&amp;A and peer evaluation)</td>
<td>[10]</td>
</tr>
<tr>
<td>Group Project (Pharmacy Newsletter)</td>
<td>20</td>
</tr>
<tr>
<td>• Layout/Format/Design</td>
<td>[5]</td>
</tr>
<tr>
<td>• Content</td>
<td>[5]</td>
</tr>
<tr>
<td>• Form</td>
<td>[5]</td>
</tr>
<tr>
<td>• Your participation (Peer evaluation)</td>
<td>[5]</td>
</tr>
<tr>
<td>Class Participation</td>
<td>130</td>
</tr>
<tr>
<td>• Summaries of Readings (7 summaries/10 pts each)</td>
<td>[70]</td>
</tr>
<tr>
<td>• Discussion and Attentiveness (12 class sessions/5 pts each)</td>
<td>[60]</td>
</tr>
<tr>
<td>Attendance</td>
<td>130</td>
</tr>
<tr>
<td>(13 class sessions/10 pts each)</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>320</td>
</tr>
</tbody>
</table>
Letter grades will be assigned according to the following scale:

- **A**: 93-100%
- **A-**: 90-92%
- **B+**: 87-89%
- **B**: 83-86%
- **B-**: 80-82%
- **C+**: 77-79%
- **C**: 73-76%
- **C-**: 70-72%
- **D+**: 68-69%
- **D**: 66-67%
- **D-**: 65%
- **F**: Below 65%

**Readings**

Readings for each discussion topic will be posted on Canvas for the course or available online. Students are expected to have read all articles 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 other group members’ 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 25 – February 28.

**Group Presentations**

Your group will select two topics (a primary and an 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 February 4 – February 7. 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 other group members’
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. Two points will be deducted for each time that you are late. Up to 26 points can be
lost for continual tardiness. NOTE: Your final course grade will be dropped one letter grade for each
week you are absent (unexcused). 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
scheduled recitation session. Also, you will only be allowed to attend another recitation session if you
have been authorized to do so by your TA or Dr. Brown. Outside employment is not an acceptable
excuse for missing sessions.

Class Participation
The 130 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 active/attentive throughout the semester, you will receive full credit of 130 points.

Summaries of readings (70 points). Each week, you are assigned 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 (3 points); 2) conclusion(s) of the article (3 points); and 3)
relevance of the article’s topic to pharmacy practice (4 points). 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 upload
summaries to Canvas by class time and will be penalized 10 points for every summary you fail to turn in
and 3 points for late submissions. In addition, selected students will be called upon each week to orally
present their summaries to the class.

Discussion and attentiveness (60 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 30 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 18 – February 21, 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 nonacademic 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.

**Academic accommodations**

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, [http://diversity.utexas.edu/disability](http://diversity.utexas.edu/disability).

**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](http://campuscarry.utexas.edu/info-sheets).

### Schedule of Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/28 - 1/31</td>
<td>Course Introduction</td>
<td><em>Formation of groups</em></td>
</tr>
</tbody>
</table>
**DUE:** Topic Selections for Group Presentations |
| 2/11 - 2/14| Social Determinants of Health                           | *Robert Wood Johnson Foundation Issue Briefs*  
- Education  
- Race, Socioeconomic Factors  
- Income, Wealth  
- Stress  
- Housing  
- Neighborhoods  
- Work, Workplaces  
- Violence, Social Disadvantage  
- Early Childhood Experiences |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Resource 1</th>
<th>Resource 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/18 - 3/21</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>References</td>
<td></td>
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<tr>
<td>4/22 - 4/25</td>
<td>Groups 1 and 2 Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/29 - 5/2</td>
<td>Groups 3 and 4 Presentations</td>
<td>Course/Instructor Evaluations Administered</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Score:</th>
<th>Brief rationale for score (especially if ≤3).</th>
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</thead>
<tbody>
<tr>
<td>Did not Participate</td>
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<td>1</td>
</tr>
<tr>
<td>Name:</td>
<td>Score:</td>
<td>Brief rationale for score (especially if ≤3).</td>
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<tr>
<td>Name:</td>
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<td>Name:</td>
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</tr>
<tr>
<td>Name:</td>
<td>Score:</td>
<td>Brief rationale for score (especially if ≤3).</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not Participate</td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td>Score:</td>
</tr>
<tr>
<td>Brief rationale for score (especially if ≤3).</td>
<td></td>
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<tr>
<td>Name:</td>
<td>Score:</td>
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<tr>
<td>Brief rationale for score (especially if ≤3).</td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td>Score:</td>
</tr>
<tr>
<td>Brief rationale for score (especially if &lt;3).</td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td>Score:</td>
</tr>
<tr>
<td>Brief rationale for score (especially if ≤3).</td>
<td></td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not Participate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participated Fully</td>
<td></td>
<td></td>
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</tbody>
</table>
```
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)
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)