

University of Saskatchewan  
College of Pharmacy & Nutrition  
PHARM 417: Management in Pharmacy 2010-2011  
Term I Lectures: Tuesday & Thursday 8:30 – 9:50 AM, ARTS 146  
Tutorials: Monday (Thorv 110) or Wednesday (Thorv 205A) 3:30 – 4:50 PM

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Term I	Term II
Instructor: Jason Perepelkin, BA, BComm, MSc, PhD E-mail: jason.perepelkin@usask.ca Phone: 966.6992 Office: Thorv 220 Office Hours: Tuesday 1:00 – 3:00 PM, by appointment, or when my office door is open	Instructor: Roy Dobson, BScPharm, MBA, PhD E-mail: roy.dobson@usask.ca Phone: 966.6363 Office: Thorv 225.1 Office Hours: Tuesday 2:30 – 4:30 PM; Wednesday 9:30 – 11:30 AM  Instructor: Tim West (PhD Candidate) E-mail: tim.west@usask.ca

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### Course Materials

- Desselle & Zgarrick (2009). *Pharmacy Management: Essentials for All Practice Settings* (2<sup>nd</sup> Ed.) (McGraw-Hill Ryerson)
    - Available online, through the University library at:  
<http://www.accesspharmacy.com/resourceToc.aspx?resourceID=427>
  - Assigned readings (case studies, academic and management press articles, etc.) will be posted on PAWS
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### Introduction

#### *Course Calendar Description*

An introduction to general management principles, how they apply to pharmacy practice management, and the management issues associated with the safe, effective and efficient delivery of pharmacy services in various practice settings.

#### *Practical Description*

Pharmacy management is the function in pharmacy practice that deals with everything from interacting with people (staff, suppliers, other health care practitioners, governments, etc.), materials, money, time, information, etc. and is applicable to all practice settings. Personal management, to operations (business planning, quality control, technology, etc.), human resources management, financial management, and marketing are a few of the key areas of pharmacy management.

Whether you are a manager, owner, or staff pharmacist, you will need to understand and appreciate the aspects of practice that are managerial in nature. With many shifts to the way in which pharmacy is practiced, the managerial aspects of practice are growing in importance and this course is meant to provide you with a foundation from which to begin your career.

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### Objectives

By the end of the course, the student will:

- Be able to demonstrate an understanding of the important components of management including strategic planning and policy development, financial and resource management, quality control and improvement, and the role of emerging technologies in pharmacy practice;
- Be able to demonstrate an understanding of the principles of personnel management and pharmacy human resource issues;

- Be able to articulate acceptable standards for pharmacy management practice and to effectively promote these standards in their inter-professional and intra-professional working relationships;
- Be able to demonstrate an understanding of market principles in the context of supply and demand for professional services, and to apply these principles in the successful completion of class activities; and
- Develop knowledge of, and demonstrate competence with, the skills associated with effective group work, decision-making, and leadership.

Recognizing that your clinical therapeutic knowledge is the key component to your formal undergraduate education as pharmacy students, many times the full extent of pharmacists' scope-of-practice, and the therapeutic expertise, is not reached due in large part to ineffective management and leadership. Regardless of where you choose to practice you will deal with management issues on a daily basis, from overseeing technicians to promoting the services offered by your pharmacy/department.

Organizations do not exist in isolation; pharmacy is no exception and various stakeholders have an interest in what you do and the actions of the organization where you practice. For example, in community practice one will deal with patients/consumers, other health care practitioners, drug plans, etc. and in hospital practice one will deal with other health care practitioners, administrators, patients, etc. and each of these stakeholders has a distinct purpose. While this course is not meant to make you an expert in management, it is designed to make you aware of the managerial issues you will face while in practice.

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### **Methods**

This class is intended to be highly interactive; the more students interact by coming prepared to class and participating in class discussions, the more everyone will take away from the class.

You are expected to keep up-to-date on managerial issues in pharmacy through mainstream media outlets (CBC, CTV, Globe & Mail, etc.) as well as pharmacy specific modes (CPhA, PAS, CPJ, etc.). Again, the more one engages in the material of the class, the more one will take away from the course and likely the better grade one earns at the end of the course. At the start of each class the instructor will begin with a discussion on current issues and if you have come across issues you feel are relevant to class, please bring them up at this time; they can be issues we have discussed already or issues that you would like to discuss for the first time.

A variety of teaching methods will be utilized throughout this course. For example, student groups, formed based on your tutorial section, will lead a discussion on an article related to topics discussed in class. For this task groups are expected to read the article and prepare to lead the class discussion on the article. This is an informal discussion and therefore no PowerPoint slides are necessary. During this discussion it would be best to provide an overview of the article and then go into specific aspects that your group felt were key to the class and to your future career. While there is no formal grade attached to this task, you are indirectly assessed via your personal portfolio described below. The purpose of this task is to allow students the opportunity to explore issues in a manner unfamiliar to many (not just answering questions asked by the audience, like in most presentations, but instead you are able to ask questions of the audience and interact in a dialogue). While only one group leads the discussion on a topic, all students are expected to read the article and all articles may be examined in your midterm and/or final examinations.

There are also management cases designed specifically for this class that will allow us to discuss management issues in pharmacy. Students are also expected to maintain a personal portfolio to

reflect on class discussions, readings, and other interactions; the specifics of the personal portfolio are described below.

The textbook for this class is available online by following the link provided on the first page under *Course Materials*. Each chapter assigned may not be directly discussed in class, but you are expected to have read the chapters as they are likely to be examined in your midterm and/or final examinations.

You are expected to attend every class, arriving on time so that we may begin promptly; if you are late (past 8:30 AM and the classroom doors are closed), please do not attempt to enter the classroom as you will disturb your peers.

**Students are expected to have read the chapter and/or article in advance of the class.**

Students will be provided with the lecture slides prior to commencement of the class, on PAWS, to allow time to download and copy the lecture slides. However, the instructor will assume that students have read the chapter in advance and will cover only the most salient and important aspects of the chapter in the class to allow time for discussion of the current events, cases and any questions arising from the chapter. That said, the exams are based in part on slides but a majority from lectures. Therefore, take good notes in class!

When communicating with your instructors and guest speakers, you are expected to be professional and courteous. As well, you are expected to use proper format when sending an e-mail, including an accurate subject in the subject line and proper use of grammar and format (for example, capital letters to start sentences, punctuation, etc.); failure to do so may result in not receiving a response.

*Groups*

This course consists of work you will complete as a member of a group. Each student is to be included in a group (minimum of 5 and a maximum of 6 students in each) based on your tutorial day (Monday or Wednesday). You are encouraged to select members of your group based on a diverse background, and not because you are friends. For example, form your group based on the different community pharmacies you did your SPEP rotation at (i.e. not everyone in the group who did their rotation at a Rexall). The group selected will be one in which you work with throughout the year and will submit a business plan together and lead a article discussion in class together.

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**Evaluation**

*Business Plan*

A business plan will be completed by the group you formed based on your tutorial day. While this business plan is not due until near the end of the second term, there are deadlines to meet along the way. The early you pick a topic, the easier the process will be for you and your group!

Business plans are used in all types of organizations (for-profit and not-for-profit) as a way to plan strategically for the future and are commonly used to secure resources (i.e. financial resources).

You are to have secured (instructor approved) a topic/focus for your business plan on or before October 7<sup>th</sup>. Once a group has selected a topic, it will no longer be available for other groups, so you are advised to act early.

Your proposed business plan is to be submitted by November 2<sup>nd</sup>, before the beginning of class (8:30 AM). This submission will simply state what type of pharmacy you are proposing the plan for,

what type of service, and a timeline of how you will proceed to complete the plan by the end of March. The final plan is due before the beginning of class (8:30 AM) March 31<sup>st</sup>.

Each business plan is to be typed in 12 point font, 1.5 spaces. All business plans must show any and all sources used in drafting the plan. References are to be cited at the end of the plan in a reference section (APA). If you are unsure about referencing style, please see me. A bibliography has to be attached at the end of the plan for sources that were not cited in-text, but were used to inform your plan. **Plans submitted without references or bibliography will receive a zero.**

When submitting your final business plan on March 31<sup>st</sup>, you must submit a hard copy by the beginning of class AND an electronic copy via e-mail to (jason.perepelkin@usask.ca) - failure to submit both copies on time will result in a late penalty. The electronic copy is saved and may be used as a resource to future students (once permission is obtained and all names are removed) and to ensure your work is secured and not passed off as someone else's in the future.

On April 5<sup>th</sup> (Monday tutorial groups) and April 7<sup>th</sup> (Wednesday tutorial groups) each group will be presenting their business plan to a panel of judges from various stakeholder groups (community pharmacy industry, pharmacists, entrepreneurs, etc.). This will not count toward your grade, but is **mandatory**. The 'judges' will be assessing the strength and validity of the entire presentation/plan, and will pick the 'best' group; you will be provided with the assessment criteria well in advance of the presentation date. The group judged to have the best presentation/plan will be awarded the title of the winner of the 2010/2011 Pharmasave Pharmacy Management Business Plan competition, and all members of the winning group will receive their names on a plaque to be displayed in the College. Further details will be provided as they become available.

For the presentation to the panel of judges, the entire group does not have to present, and more details will come as the term progresses. Once you have presented to the panel and answered their questions, you will receive your graded business plan back.

#### *Individual Performance Report (25%)*

The participation report reflects on and demonstrates evidence for your individual learning as well as your contributions to class and group discussions, and preparation of your group business plan.

Your **cover memo** is a summative statement of learning which explains what you have learned, how, why, and where—and how you might use this learning in the future. Your weekly participation log may be a useful source of evidence to support claims of where learning occurred.

The **weekly participation log** is an opportunity to take responsibility for, reflect on, and evaluate your participation (in and out of class): your attendance, active and constructive contributions, interactive learning, writing, teamwork, leadership, etc. The task is akin to the practice of writing your performance evaluation as a basis for a performance review meeting with your manager. It allows you to be proactive and not merely reactive to a manager's evaluation.

The log allows you to say what I may have no access to. Do not let me assume that silence in class means that you are not thinking hard about the material; for example, you might speak about the difficulty of some concept and reluctance to share until issues become clearer. You might comment on what became clear and how--the role of reading, brainstorming with your group, writing your plan, etc. You might want to use the log to reflect on the assigned readings. Whatever speaks to your participation is legitimate content.

Download the log on PAWS and save it to your hard drive; add a new entry at least once per week and then save it so that you have an ongoing collection of entries. In this way, you may expand the weekly entries to fit what you want to say. Note that I have adapted the University's literal descriptors and percentage scores for the purpose of evaluation.

For each submission (December 2<sup>nd</sup> and April 7<sup>th</sup>) you will submit a cover memo along with your weekly participation log. In your final submission (April 7<sup>th</sup>) include your original December 2<sup>nd</sup> submission and in your cover memo reflect on how you feel you have changed since that time, taking into consideration the comments you received on it.

### *Quizzes*

There may be unannounced quizzes throughout the course, and these quizzes are to be included in your performance report. These quizzes are another way to stay engaged in the course and while individually they will not 'count' for marks, they will count toward your performance report; for example, if you state that you made it to all classes in your cover memo and/or participation log, but failed to hand in a quiz, this discrepancy will negatively affect your participation log grade. The subject matter of the quizzes will not require one to study before each class, but will allow you a sense of what could be deemed 'important' material and allow you to assess where your understanding of the subject matter is at a given time. It will also give your professors a chance to assess whether something that he felt was straight forward was not the case as shown in the responses to a quiz.

### *Exams*

There will be two midterm exam worth a total of 20% (10% for each exam). The exams will be comprised of short answer and/or multiple choice questions.

The final exam is worth 30%. The final exam will be comprised of short answer, case study and multiple choice questions. All the material covered in class including class discussions on current events, videos, and guest speakers will be eligible for exam. The exam will test you on your understanding of the concepts as well as the critical thinking of applying your learning to real world situations. Final exams can be scheduled up to and including April 30<sup>th</sup>, so do not make travel/moving arrangements until you know your final exam schedule.

### *Summary of Course Evaluation*

<i>Requirements</i>	<i>Percent of Final Grade</i>
<i>Group Business Plan</i>	
Proposed Plan (Due November 2 <sup>nd</sup> )	5%
Final Copy (Due March 31 <sup>st</sup> )	20%
<i>Personal Portfolio</i>	
End of First Term (Due December 2 <sup>nd</sup> )	10%
End of Second Term (Due April 7 <sup>th</sup> )	15%
<i>Exams</i>	
Midterm Examinations (2 worth 10% each)	20%
Final Comprehensive Examination	30%
<i>Total:</i>	100%

### **Academic Honesty**

Every student registered in this class is expected to have read and understood the rules regarding student academic dishonesty posted at [www.usask.ca/university\\_secretary/honesty](http://www.usask.ca/university_secretary/honesty). Students are expected to know the rules regarding plagiarism (passing off work that is not their own).

**Ignorance of the rules is no defence against a charge of academic dishonesty.**

**Weekly Schedule (subject to change)**

<b>TERM I</b>			
<i>Date</i>	<i>Topic</i>	<i>Speaker</i>	<i>Note</i>
<b>SEPTEMBER</b>			
7 <sup>th</sup>	Introduction to Course	Perepelkin	
9 <sup>th</sup>	Discussion of Community Pharmacy SPEPs	Perepelkin	
14 <sup>th</sup>	What is Management? (Chapters 1 & 2)	Perepelkin	A
16 <sup>th</sup>	Strategic Analysis and Decision-Making (Chapter 3)	Perepelkin	
21 <sup>st</sup>	Strategic Analysis and Decision-Making (Chapter 3)	Perepelkin	A
23 <sup>rd</sup>	Business Planning (Chapter 4)	Perepelkin	A
28 <sup>th</sup>	How to Develop a Business Plan for Pharmacy Services	Perepelkin	A
30 <sup>th</sup>	Human Resources & Organizational Behaviour (Chapter 8 & 9)	Perepelkin	
<b>OCTOBER</b>			
5 <sup>th</sup>	Human Resources & Organizational Behaviour (Chapter 10 & 11)	Perepelkin	A
7 <sup>th</sup>	Human Resources & Organizational Behaviour (Chapter 12)	Perepelkin	A
11 <sup>th</sup>	Thanksgiving: University Closed		
12 <sup>th</sup>	Organized Labour	Perepelkin	
14 <sup>th</sup>	Strategic Communications and Its Importance to Pharmacists	Perepelkin	A
19 <sup>th</sup>	Midterm (Covers Material from September 7 <sup>th</sup> to October 14 <sup>th</sup> )	Perepelkin	
21 <sup>st</sup>	Motivational Theories	Perepelkin	
26 <sup>th</sup>	Marketing Concepts (Chapter 20)	Perepelkin	
28 <sup>th</sup>	Marketing Professional Pharmacy Services (Chapter 21)	Perepelkin	A
<b>NOVEMBER</b>			
2 <sup>nd</sup>	Innovation	Singh	
4 <sup>th</sup>	Innovation	Singh	
9 <sup>th</sup>	Leadership (Chapter 14)	Perepelkin	
11 <sup>th</sup>	Remembrance Day: University Closed		
16 <sup>th</sup>	Ethical Management Considerations	Perepelkin	A
18 <sup>th</sup>	Corporate Social Responsibility	Perepelkin	
23 <sup>rd</sup>	The Pharmacist Entrepreneur	Perepelkin	A
25 <sup>th</sup>	Financial Accounting: Financial Statements	West	
30 <sup>th</sup>	Financial Accounting: Analyzing Financial Statements	West	
<b>DECEMBER</b>			
2 <sup>nd</sup>	Traditional and Future Roles of the Pharmacy Technician	Mack-Klinger	

Notes: T = tutorial; A = article discussion

**Required Readings for Term I In-class Discussion (posted on PAWS)***September 14<sup>th</sup>*

Vicky Kritikos, Helen M. G. Watt, Ines Krass, Erica J. Sainsbury and Sinthia Z. Bosnic-Anticevich (2003). Pharmacy students' perceptions of their profession relative to other health care professions. *International Journal of Pharmacy Practice*. 11: pp. 121-129.

*September 21<sup>st</sup>*

Jeffrey E. McGee Leonard G. Love Troy A. Festervand (2000). Competitive advantage and the independent retail pharmacy: The role of distinctive competencies. *Journal of Pharmaceutical Marketing & Management*. 13 (3), pp. 31-46.

*September 23<sup>rd</sup>*

Brian Stowe and Nancy Winslade (2009). Planning new pharmacist services that last: The Prescription Shop's travel medicine clinic. *Canadian Pharmacists Journal*. 142, pp. 178–183.

*September 28<sup>th</sup>*

Burin T. Sriwong and David H. Kreling (2004). Application of Levitt's total product concept to pharmacist services development. *Journal of Pharmaceutical Marketing & Management*. 16 (4), pp. 47–64.

Mary E.S. Indritz and Margaret B. Artz (1999). Value added to health by pharmacists. *Social Science & Medicine*. 48, pp. 647-660.

*October 5<sup>th</sup>*

Zubin Austin and Mary H.H. Ensom (2008). Education of pharmacists in Canada. *American Journal of Pharmaceutical Education*. 72 (6) Article 128, pp. 1–11.

Bartholomew E. Clark and Jeanine K. Mount (2006). Pharmacy service orientation: A measure of organizational culture in pharmacy practice sites. *Research in Social and Administrative Pharmacy*. 2, pp. 110–128.

*October 7<sup>th</sup>*

Zubin Austin, Paul A.M. Gregory, J. Craig Martin (2010). Pharmacists' experience of conflict in community practice. *Research in Social and Administrative Pharmacy*. 6, pp. 39–48.

Alison S. Roberts, Trine Hopp, Ellen Westh Sørensen, Shalom I. Benrimoj, Timothy F. Chen, Hanne Herborg, Kylie Williams and Parisa Aslani (2003). Understanding practice change in community pharmacy: a qualitative research instrument based on organisational theory. *Pharmacy World Science*.; 25 (5), pp. 227–234.

Elizabeth Seston, Karen Hassell, Jane Ferguson, and Mark Hann (2009). Exploring the relationship between pharmacists' job satisfaction, intention to quit the profession, and actual quitting. *Research in Social and Administrative Pharmacy*. 5, pp. 121–132.

*October 14<sup>th</sup>*

Betsy Sleath and William Campbell (2001). American pharmacy: A profession in the final stage of dividing? *Journal of Pharmaceutical Marketing & Management*. 14 (1), pp. 1–25.

Marcia M. Worley, Jon C. Schommer, Lawrence M. Brown, Ronald S. Hadsall, Paul L. Ranelli, Timothy P. Stratton, and Donald L. Uden (2007). Pharmacists' and patients' roles in the pharmacist-patient relationship: Are pharmacists and patients reading from the same relationship script? *Research in Social and Administrative Pharmacy*. 3, pp. 47–69.

*October 28<sup>th</sup>*

David A. Holdford (2004). Using buzz marketing to promote ideas, services, and products. *Journal of the American Pharmacists Association*. 44, pp. 387–396.

Ruth A. Schmidt and Elke A. Pioch (2005). Community pharmacies under pressure – can branding help? *International Journal of Retail & Distribution Management*. 33 (7), pp. 494–504.

Michelle van den Engh and Lori Bonertz (2010). The effects of direct-to-consumer- advertising on patients in a northern Canadian community: A cross-sectional survey. *Canadian Pharmacists Journal*. 143, pp. 126–133.

Randal P. McDonough and William R. Doucette (2003). Using personal selling skills to promote pharmacy services. *Journal of the American Pharmacists Association*. 43 (3), pp. 363–374.

November 16<sup>th</sup>

Betty Chaar, Jo-anne Brien and Ines Krass (2005). Professional ethics in pharmacy: the Australian experience. *International Journal of Pharmacy Practice*. 13, pp. 195–204.

November 23<sup>rd</sup>

Christopher Clark and Lesley White (2009). Entry barriers in retail pharmacy: a novel model. *International Journal of Pharmaceutical and Healthcare Marketing*. 3 (3), pp. 279–293.

Thanigavelan Jambulingam, Ravi Kathuria, William R. Doucette (2005). Entrepreneurial orientation as a basis for classification within a service industry: the case of retail pharmacy industry. *Journal of Operations Management*. 23, pp. 23–42.

<b>TENTATIVE TERM II SCHEDULE</b>			
<i>Date</i>	<i>Topic</i>	<i>Speaker</i>	<i>Note</i>
<b>JANUARY</b>			
6 <sup>th</sup>	Supply, Demand & Other Characteristics of the Marketplace		
8 <sup>th</sup>	Supply, Demand & Other Characteristics of the Marketplace		
11 <sup>th</sup>	Economic Issues: The Pharmacy Perspective		
13 <sup>th</sup>	Technology and the Community Pharmacy (PDW 12 <sup>th</sup> – 16 <sup>th</sup> )	Mack	
18 <sup>th</sup>	Managerial Accounting		
20 <sup>th</sup>	Managerial Accounting		
25 <sup>th</sup>	Teamwork		
27 <sup>th</sup>	Teamwork		
<b>FEBRUARY</b>			
1 <sup>st</sup>	Quality Improvement		
3 <sup>rd</sup>	Quality Improvement		
8 <sup>th</sup>	<b>Midterm (Covers Material from Oct 21st to Feb 27<sup>th</sup>)</b>		
10 <sup>th</sup>	Risk Management (Chapter 28)		
15 <sup>th</sup>	Medication Incidence/Discrepancy	Harding	
17 <sup>th</sup>	Medication Incidence/Discrepancy	Harding	
22 <sup>nd</sup>	Reading Week		
24 <sup>th</sup>	Reading Week		
<b>MARCH</b>			
1 <sup>st</sup>	Hospital Pharmacy Management	Lyons	
3 <sup>rd</sup>	Hospital Pharmacy Management	Lyons	
8 <sup>th</sup>	Vision/Leadership		
10 <sup>th</sup>	Drug Plans and Issues of Payment		
15 <sup>th</sup>	Principled Negotiation		
17 <sup>th</sup>	Principled Negotiation		
22 <sup>nd</sup>	Change Management		
24 <sup>th</sup>			
29 <sup>th</sup>			
31 <sup>st</sup>	Comprehensive Review	Perepelkin & Dobson	
<b>APRIL</b>			
5 <sup>th</sup>	Business Plan Presentation Event (Double Class)		
7 <sup>th</sup>	No Class in Lieu of April 5 <sup>th</sup> Double Class		

\* Please note that the Term 2 schedule is tentative and subject to change. A final Term 2 schedule will be provided to students prior to the end of Term 1.