

August 2001

MEMORANDUM

To: Class of 2003

From: Dr. Mary Monk-Tutor, Ph.D., R.Ph.

Re: PHRD 524: Fiscal Management for Pharmacists

Welcome to the third professional year at McWhorter School of Pharmacy! You and I will be together this year for two required courses in pharmacy practice management. The fall semester will focus on fiscal (financial) management skills and the spring semester will focus on human resources (people) skills.

The attached syllabus is your reference guide to PHRD 524: Fiscal Management for Pharmacists. It contains a lot of important information that you will need throughout this semester, so please read it carefully and refer to it to answer your questions before contacting the instructor. Because of its length, a table of contents is provided to help you find information easily within the syllabus.

I look forward to a fun, productive year and the opportunity to get to know each of you.

NOTE: This is the correct format for a professional memo, which you will be writing in this class. Templates are available in WordPerfect under: file/new/memo (letter formats are available under: file/new/letter). **You should place your initials beside your name at the top of the memo but do not sign the bottom.**

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Schedule: Ingalls Hall, Room 114
Tuesday, 11:00 am-12:30 pm
Wednesday, 10:00 am-12:30 pm (meets 4hr for 3hr credit)

Texts:

- 1) Effective Pharmacy Management, 8th ed. Alexandria, VA: NARD Management Institute; 1996. (Two books *per group* will be provided at **no charge** by NCPA).
- 2) Searle/NCPA Digest 1999 or 2000 version. *You will need **at least one per group*** - purchase for \$10 from Ms. Elani Bryant in the Pharmaceutical Sciences Office (#319) by 9/4/2001. Extra copies can be ordered for individuals through the SU chapter of NCPA.
- 3) Pharmacoeconomics and Outcomes: Applications for Patient Care (College Version), Kansas City, MO: AACP; 1997. *You will need **at least one per group*** - purchase at bookstore.
- 4) Baker, JW and RW Baker. Health Care Finance: Basic Tools for Nonfinancial Managers, Gaithersburg, MD: Aspen Publications, 2000. Purchase at bookstore.

Statement on Student Disabilities

Samford University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their request through Kathleen Troiano in Disability Support Services. This office is located in Counseling Services on the lower level of Pittman Hall, or can be reached by calling 726-4078 or 726-2105. *A faculty member will grant reasonable accommodations only upon notification from the Disability Support Services.*

Course Description and Purpose:

PHRD 524 is a required course designed to introduce students to concepts and theories of financial management that will be useful in all pharmacy practice settings.

Why are management skills important for a pharmacist?

ALL pharmacists will be managers of other people at some time in their practice. For example, pharmacists may supervise technicians, clerks, students, residents, other pharmacists, and occasionally, other health professionals. In their personal lives, pharmacists often “manage” spouses, significant others, family members and children. Most pharmacists will also manage finances at some point during their career, either their own, or those of the pharmacy. For example, pharmacists often need to understand how to create budgets, determine the costs of doing business, justify the costs of a new service, and evaluate the costs of selecting one drug

over another for a formulary system. In their personal lives, pharmacists also need to understand how to prepare a family budget and make basic financial decisions.

Course Objectives:

During this course the student will acquire the knowledge and skills to make informed fiscal decisions in the health care environment. Such knowledge and skills include the ability to understand, identify and solve problems and evaluate possible outcomes related to concepts, principles and theories of fiscal management as they related to the assessment planning organization delivery and evaluation of pharmaceutical care. (ACCP guidelines)

- 1) describe basic fiscal management concepts associated with the delivery of pharmaceutical care, independent of practice setting (comprehension)
- 2) recognize the ambiguities of professional practice and of management (knowledge)
- 3) express options for personal financial planning, including the development of financial goals, analysis of personal spending, and a general plan for financial stability and growth (comprehension, synthesis)
- 4) apply the management principles of planning, organizing, communicating, coordinating, and controlling to evaluate and propose changes in the operations of a pharmaceutical care practice (application, evaluation)
 - a) formulate alternative solutions to a financial or economic problem and choose and defend an appropriate course of action (synthesis, evaluation)
 - b) design a strategy to resolve or prevent a financial or economic problem in a pharmacy practice (synthesis)
 - c) conduct and interpret a basic financial analysis to diagnose financial and management problems in a health care practice (application, evaluation)
 - d) assess a managed care contract and the impact that either accepting or rejecting the contract will have on a pharmacy practice (evaluation)
 - e) contrast health-related needs from the perspective of the patient, the payer, the provider and society as a whole (analysis, evaluation)
 - f) differentiate between economic, clinical and humanistic outcome measures (analysis)
 - g) identify the cost and outcome measures used in a pharmacoeconomic analysis and judge the appropriateness of those measures (comprehension, evaluation)
 - h) explain potential applications of pharmacoeconomics techniques in practice (comprehension)
- 5) recognize and develop effective skills as a team member (knowledge, application)
 - a) demonstrate professional oral and written communication skills, including asserting, explaining, listening, negotiating, persuading, presenting and resolving conflict and evaluating such skills in self and peers (application, evaluation)

- b) assess the work of self and peers including the ability to provide and accept constructive comments for improvement (evaluation)
- c) compare and contrast productive versus non-productive individual attitudes, skills and behaviors within work groups (analysis)

Instructor's Teaching/Learning Philosophy

I believe that the process of learning is more than just the accumulation and repetition of facts and that valuable learning results from the development of ALL types (correct/incorrect, optimal or not) of individual and group strategies for problem solving. Therefore, *this class is not about memorization but will focus on helping students to learn and apply information related to the practical management of a pharmacy practice.* To achieve this goal, classes will be structured around active learning strategies, including problem-based learning (more on this below).

My goal is that students learn how to be more effective problem solvers and how to work more effectively in teams as well as learn the content of fiscal management. I believe that the learning within this course is *each individual student's responsibility.* As the course instructor, I will serve as a content expert and continuing learner whose primary role is that of a coach or guide to help students discover the process and value of life long learning and to facilitate discussions on content material.

There is no grading curve in this course. *If everyone does A work (and I hope you will!), everyone will receive a grade of A.* It is in your best interest to help others in the class learn, not just by sharing answers but by exploring alternative solutions to problems, explaining information and seeking to verify that you and your classmates fully understand what alternative solutions should be considered and WHY an answer is either correct, incorrect, inappropriate, or simply, a poor choice.

What is problem-based learning?

Problem-based learning (PBL) is a student-centered process in which real world “problems” are encountered as the first contact with the subject matter. Learning to master the process of resolving the problem is just as important as learning the content material. It has been reported that we remember 10% of what we read, 30% of what we see, 50% of what we hear, and 80% of what we do. Therefore, in this course students will *DO* lots of exercises, cases and professional writing to learn both management skills and general problem solving skills.

Class Format

The learning process in this course will be *collaborative.* That is, students will work together in teams as do most pharmacists at their practice sites. Each new topic will be introduced through a mini-lecture designed to identify the major content and concepts that will be addressed in the problem that follows. This course will use an active learning format, including **PBL**, because I believe that it will help you learn the subject of pharmacy management better than will a traditional lecture format. This format will also help you develop your skills in problem solving, interpersonal communication, interdependent learning and self and peer assessment --- skills that a successful pharmacy manager needs in daily practice.

Student Conduct

Students are expected to treat the instructor, guests and each other with the same respect that they desire for themselves. To make our time together as productive as possible, each student is expected to follow these guidelines:

1. Attend all scheduled classes and arrive on time. Late arrivals and early departures are inconsiderate and disruptive to everyone. *Be on time and remain for the entire class or do not come at all!* You are responsible for all material covered and announcements made during your absence.
2. Do not schedule other engagements (doctor's appointments, errands, employment, etc) during this class time. *This includes volunteer work with MSOP organizations!*
3. Feel free to ask questions or make comments to the entire class (when recognized by instructor) related to this course but do not carry on private conversations during class.
4. If you have trouble hearing because of distractions around you, quietly ask those responsible for the distraction to stop. If the distraction continues, let me know immediately. *Those who disrupt the class with such inconsiderate behavior will be asked to leave and will be responsible for all material covered and announcements made during their absence.*

Group Work

I recognize that each person has distinctive knowledge, experiences, communication skills and preferred learning styles. However, success in the workplace, especially in a management or supervisory position, is dependent upon the ability of individuals to work together effectively in a group. Thus, you have been assigned to a group of students (by random) for the purpose of solving problems in this course. The intent of group work is that the group will enhance individual learning without jeopardizing the opportunity to succeed as an individual.

Students are expected to spend time and effort developing and improving **group process skills** as well as developing **group products**. Valued group process skills include attendance, punctuality, good listening and communication skills, asking good questions, bringing new information to share with the group, helping others learn, and accurately (and honestly) assessing the work of yourself and your peers. While you will do much work in assigned groups, your individual contributions will also be assessed periodically throughout the semester. Mechanisms will be available to assess how well your group functions and report concerns to the instructor.

Group Roles

All students are expected to come to class prepared to participate in their group and to contribute to group discussions as well as written reports. Individual roles (see below) within the group will rotate among group members. More information will be provided in class about this.

Spokes person: ANY group member may be called on to report for the group during class or to respond to the instructor regarding case material.

1) *supervisor/facilitator:*

responsibilities: organize people to meet objectives and complete project on schedule; establish a tentative schedule/time line for work completion; set meeting agendas; keep discussion on track; build consensus; be sure everyone is included in discussion; verify that all group members understand and can explain the rationale for any case solution; discuss any feedback from the instructor with the group; praise and reprimand group members appropriately; encourage all group members to participate; check on any absent group members; delegate authority appropriately.

2) *scribe/recorder*:

responsibilities: retrieve and return group notebook and handouts during class; record and organize group thoughts during discussions; periodically summarize what has been discussed; compile group answers and verify with all group member; type up group report (if required); turn in copy of work to instructor (if required); place copy of work in group notebook; make sure all group members receive a copy of group work.

3) *thoughtful skeptic*:

responsibilities: challenge all assumptions, answers, unproven facts by continually asking probing questions of the group (for example, why or how do you know something? what evidence supports your answer? what if the issue was examined from a different perspective? what is the reasoning behind your answer?).

4) *motivator/timekeeper*:

responsibilities: monitor and help to improve group morale; monitor group progress toward achievement of goals and discuss this with the group periodically; keep group on time schedule; provide refreshments (if your group wishes) and/or other motivators.

5) *researcher*:

responsibilities: research or verify answers (in notes or other resources, including DIC, library, Internet, with an “expert”, etc.) to specific questions raised by the group (all students in each group are expected to research their own learning issues or those assigned by the group and to know and understand all group answers). For groups with only 4 members, the group supervisor should delegate this responsibility to another group member or members during cases.

6) *instructor/faculty facilitator*:

responsibilities: plan and develop learning activities and carry them out during class; introduce and wrap up each case in a class session; support learning efforts of students; provide constructive feedback, including self and peer assessment results; be available for consultation with individual students or groups at any reasonable time (please make an appointment).

PBL Problems.

The purpose of PBL Problems is to allow students to apply learned information to specific situations, to improve critical thinking and to practice both written and verbal communication skills. There is not necessarily just one solution to a problem. Class discussions will focus on the various solutions developed by class members. Students will be provided with a guide for each case with specific directions and assignments and groups will be given some time in class to complete work. To facilitate each case discussion, students are expected to complete all required readings and prepare any necessary individual or group work outside of course meeting times and be prepared to discuss/present the topic in class. *Group case reports are due at the beginning of the class period; be sure to bring extra copies for all group members to the discussion session.*

Group In-class Application Exercises

Group work comprised primarily of the application of material will be assigned at the conclusion of each problem. Points WILL be deducted for excessive spelling or grammatical errors. Students who miss this exercise for any reason will take a comparable **written or verbal exam** (instructor's decision) by themselves with the same time limit given to groups.

Assessment of PBL Group Participation

Your *active* participation in group meetings, whether held during scheduled class time or outside of class, is very important! The PBL problems, exercises and cases used in this class are designed to draw on the strengths of all group members working together. If you are absent from a group meeting or do not participate fully then the entire group misses a learning opportunity because they do not have your input. *Attendance and punctuality will be assessed along with other professional characteristics on the attached **Value, Attitudes, Behaviors, and Relationships form**.* A self and peer assessment will be conducted for each student at the completion of each group case using the *attached form*. Average scores will be recorded for each student.

Ground Rules for Group Work

It is important to establish ground rules and consequences for behaviors when working together in groups. Each group will develop their own rules, which should be typed, signed by all group members, and turned in to the instructor for approval. The group may establish both rewards and punishments for specific behaviors (missing group meetings, not completing assigned work, doing extra work, etc.) as they deem appropriate; however, do not offer rewards or threaten punishment that you are unwilling or unable to enforce. Below is a suggested minimal list of ground rules.

Your group should establish similar (or other) ground rules by consensus. I suggest that group members also share phone numbers, E-mail addresses, etc., so that you may contact each other outside of class as needed. When the rules for your group are completed:

- 1) type them
- 2) have all group members sign them
- 3) turn a copy into the instructor for approval and signature
- 4) place approved copy in your group notebook

Examples of Possible Ground Rules

1. Attendance is mandatory. Problems, exercises and cases are designed to draw on the strengths of all group members and if one person is absent the group is incomplete. Notify another member of the group if you will be absent for any reason.
2. Come to class and to all group meetings on time. Notify a member of your group if you will be more than 15 minutes late for a group session (either during or outside of class).
3. Prepare for and participate fully in class activities as assigned by your group and dictated by your group role.
4. Share information freely with other group members and actively solicit and value the input and opinions of other group members.
5. Remind each other that the PROCESS of learning the material is just as important as the final PRODUCTS developed by the group. Help each other master the process as well as the content material.
6. There are no stupid questions.
7. Provide honest, constructive criticism of self, peers and group process during assessments-- giving any student a "perfect" or a "failing" score requires documented evidence.
8. Members who disrupt the group, interfere with the learning of others, or do not comply with group ground rules can be confronted by other members of the group and will be subject to the consequences that were agreed upon by the group at the beginning of the semester (**these consequences should be specified by each group in writing**).

Assessment

As professionals, you will receive annual performance reviews in your job and will probably be involved in reviewing the performance of others, including peers, those who work for you, and residents and/or students. Developing your skills for assessing your own performance and the performance of others during this course will empower you with the necessary skills to do performance assessments in the workplace.

Assessment Ground Rules

Keep in mind that one of the hardest skills for any of us to develop is that of accurate self and peer assessment! You will have many opportunities in this course to improve your ability to accurately assess your own work and that of your peers. Case assessment results will count 5% toward your final grade (**example of assessments forms attached**).

Special Notes:

Attendance is expected. Roll will be taken on random dates and will be considered when determining your final course grade. *Note:* Roll will be taken for Team Building Session on 8/29 and Residency Conference on 10/10.

Plagiarism by a group or an individual will not be tolerated. In this class students are encouraged to work in small groups to prepare most cases and/or exercises. In fact, you are *encouraged* to consult with other students, faculty members, pharmacists and other experts when researching cases. However, students are expected to prepare all **individual assignments** (see

syllabus) on their own.

Timed writings will periodically be used to improve students' critical thinking, to clarify thought processes, and to gain practice in real-time, professional writing skills. Each in-class writing assignment will focus on a specific topic and will usually involve both writing and peer review. Class notes and books may be used during in-class writings.

Peer review. In the spirit of collaborative learning, students will be asked to assess the content and quality of assignments completed by their peers in this course but will not assigned a grade. Any student who is uncomfortable with this process should contact me to make arrangements for an alternate assignment.

LEARN Team. Five to six members of this class are invited to form a LEARN team to help guide and evaluate the course during the semester. Interested students should contact the class president or the instructor during the first two weeks of class.

Writing Guidelines for Individual and Group Cases

NOTE: SPECIFIC INSTRUCTIONS WILL BE PROVIDED WITH EACH CASE.

- 1) Typed work is preferred, but work hand written **neatly in ink** are also acceptable. Computers and printers are available in the MSOP and around campus for student use. For maximum points be sure to follow format and length guidelines!!!

Typing Guidelines: **Professional memos** should be single-spaced on standard 8.5 x 11 inch paper, one inch margin on all sides and no longer than about 2 pages. For longer papers, prepare a **separate report** (double-spaced) and attach a brief explanatory memo (single-spaced).

Hand Written Guidelines: Professional memos should be single-spaced on standard 8.5 x 11 inch paper, approximate one inch margin on all sides and no longer than 4 pages. For longer papers, prepare a **separate report** (double-spaced, e.g., **leave one blank line between each written line**) and attached a brief explanatory memo (single-spaced).

- 2) **Staple all pages** of your summary together and be sure to include your name. Please do not fold papers and do not place them in folders or report covers.
- 3) Remember, the purpose of case material is to give students the opportunity to apply information to specific practice situations. There is more than one solution to each case!! Be creative and approach each case in a way that seems logical to you based on what you have learned in this course or previous experience.

Case Grading:

For each case discussion/presentation session, the student is expected to come to class

prepared to discuss possible solutions. To earn all points, students must attend and participate in scheduled group discussions and complete all required assessment forms appropriately.

Written cases will be graded on professional appearance (typed or neatly written, organization, neatness, completeness, following directions, quality of writing, references and meeting all requirements for each specific case. There will be **no make-up grades for final case discussion periods and papers will NOT be accepted AFTER the case discussion has begun.**

Portfolios:

A portfolio is a collection of evidence that demonstrates your progress in learning in the course accompanied by your self assessment and reflection on the content and the processes actually learned. It is intended to be used in this course as a representative compilation of the work done in the course and to help both the student and the instructor evaluate the student's progress toward learning. Portfolios have traditionally been used by artists, architects and others to demonstrate evidence of their progress in their work over time. The portfolio encourages active learning in that it provides an opportunity for students to help select the work that will be assessed, demonstrate understanding of the content material, identify gaps in his or her own learning or knowledge, document progress in skills and learning over time and prepare a reflective review of how the current learning fits into the students's larger knowledge base and future needs.

Your portfolio will contain both required and optional materials (see below). You are encouraged to include multiple drafts of assignments, perhaps reviewed by yourself or a peer, to demonstrate that progress was made on the final assignment that was turned in for grading. With each example of your work that you submit in the portfolio you should include a narration that explains why the work is evidence of what was learned and how it is an example of achievement or improvement for you in this area.

Your commentary should also address how the work provides evidence of or demonstrates that you truly understand the course material. This might be accomplished by including a new example of your work in which you have applied the knowledge or skills learned in the assignment to another problem or situation, other information that you would like to learn about the topic/subject areas included in the assignment, discussing the strengths and weaknesses of the evidence you have provided, your ideas of improvements in the assignment and/or ways that might have helped you to learn better.

Additional work may be submitted by the student for consideration, including **work in any medium** (photographs, drawings, graphs, charts, tapes, videos, or any other material that demonstrates your progress in learning during the course). The only limitation is your own creativity!

Requirements for the Portfolio (all must be included - 9 items total)

- 1) Executive Summary (described above)
- 2) Discussion of (compare/contrast) your group's performance on two FM group application exercises or Integrated Case Group Care Plan (with copies of work)
- 3) Discussion of (compare/contrast) your **group's** performance and learning on any two

group cases (FM Cases 1 or 2 or Integrated Cases 1 or 2) (*with copies of work*)

- 4) Discussion of (compare/contrast) your **individual** performance and learning on 2 group cases (*with copies of work*)
- 5) Discussion of (compare/contrast) any 2 self assessments (*with copies of work*) (may include regular self assessment, supervisor assessment or description of verbal public assessment)
- 6) Discussion of learning on Case 3 (individual case)
- 7) Optional element (see below)
- 8) Optional element
- 9) Optional element

What goes in the student portfolio?? (Examples on file in DIC; note that some may be in a different format or have different required elements).

- A) **TYPED executive summary** of the portfolio in the form of a professional letter or memo that describes:
 - a) what is in the portfolio and how you selected the items that are included
 - b) what you learned by completing the portfolio itself
 - c) an assessment of your strengths and weaknesses as they apply to learning of BOTH management AND group process skills and the specific course content on Fiscal Management
 - d) significance of the learning in this course, including:
 - 1) your life as a student (for example, how your learning in this course relates to what you have already learned/are currently learning at MSOP)
 - 2) your current personal life (how your learning in this course relates to your personal or family life or to your current job)
 - 3) your future professional life (how this learning will be used in your practice as a licensed pharmacist in the future)

- B) **A copy of all required assignments** and the optional assignments of your choice along with a **TYPED narrative commentary** (memos are ok, but are not required) addressing:
 - a) what you learned from EACH assignment that is included
 - b) an explanation of how/why the work submitted is evidence of such learning
 - c) how you might improve the work for EACH assignment if it were to be redone
 - d) how EACH assignment contributed towards the knowledge and/or skills that you feel are necessary for a good pharmacist and/or good manager

- e) anything else that you would like to include to demonstrate your learning from this assignment

Possible Optional Elements

- 1) Discussion of your group's performance and learning on *one additional* group case (*with copies of work*)
- 2) Discussion of (compare/contrast) your individual performance and learning on two 2 in-class writings or peer-reviewed individual Care Plans (*with copies of work*)
- 3) Discussion of (compare/contrast) any 2 assessments of you done of you by your peers. This may include regular peer assessment, supervisor skills assessment or public verbal assessment (*with copies of work*)
- 4) Assessment of process improvement within your group over the course of the semester (*with copies of supporting documentation*)
- 5) Discussion and reflection on Team Building session on August 29, 2001.
- 6) **Other elements will be considered - please see instructor for approval**

Portfolio Grading Criteria

Each student will prepare a portfolio to be turned in at the end of the course. There are no specific required page lengths; each student should submit as many (or as few) pages as are necessary to document the requirements of the assignment. The portfolio is worth 100 points, divided as follows:

- 10 points: **professional appearance:** typed, organization, mechanics, neatness, completeness, following directions, quality of writing, references (if appropriate)
- 50 points: **required content:** copies of all assignments required for the portfolio with your reflective commentary
- 30 points: **optional content:** copies of additional assignments chosen by the student with reflective commentary, how well chosen material demonstrates understanding of the subject, creativity
- 10 points: **executive summary:** descriptions of your personal growth as a learner in the course

Tips for Compiling the Portfolio

It is best to **work on your portfolio continually** so that work is distributed over the semester and so that you can show progress in your learning from assignment to assignment. I would suggest that you at least set aside materials each week that you think you may want to or need to include in the portfolio and consider other ways that you might demonstrate your understanding of the topics covered in class that week. The portfolio will represent you and your learning during this course and should provide evidence of what you have learning as well as your attitudes, skills development, and progress toward becoming a pharmacist. Some additional

suggestions for ways to provide evidence of individual student performance in groups include the following:

Summarize your five major strengths and the two areas that you would like to work on to improve your knowledge and/or skill in these areas. Provide/explain the criteria you used as evidence to determine your assessment

As an observer of a group, provide written suggestions on how the group can improve its ability to work together

Assess your personal contribution to the task and morale of your group during the semester

Make and watch a videotape of your group and assess the performance of each group member and the group as a whole. Note the five strengths of the group and two areas to work on next week.

Assess your current attitudes, knowledge and skill level, make a list of at least 3 opportunities for improvement and write out a plan to empower yourself to make these improvements by the end of the school year

Extra Credit Opportunities:

Points earned will be added into your final course average. Only one extra credit assignment may be completed per student for a maximum of 5 possible points (0-5 points may be awarded by the instructor).

Individual written report of your application of course content to your work site:

Prepare a typed report on how you applied something learned in this course to your work site. Students are responsible for developing their own idea and carrying it out in the workplace. Verification from your employer that the work was actually done will be required. See instructor if you are considering this assignment. **Minimum** typed length of 3 pages, excluding tables, figures, references.

Individual presentation on current literature:

Any current article (i.e., published in last 12 months) from professional journals, news magazines or newspapers that is **relevant to the course** may be presented by an individual student to the class. Students are responsible for finding their own article, which must be approved by the instructor. Presentations should consist of an informal discussion of the **major points** of the article as it relates to the course and should last approximately **5 minutes**. Class handouts or the use of audiovisual equipment are encouraged, but are not necessary. See instructor to schedule a date for your presentation.

Graded Activities and Assignments:

The grading scale published in the Samford University catalog will be used for this course:

92 - 100 = A

82 - <88 = B

70 - <78 = C

90 -<92 = A-
88 -<90 = B+

80 -<82 = B-
78 -<80 = C+

65 -<70 = D
<65 = F

Student participation in the course will be considered before rounding any final course grades.

FISCAL MANAGEMENT PBL CASES:

300 points (75%)

Group Case 1: Financial Analysis 100 points

Group written report	50
Group process report	10
Group discussion/presentation	10
In-class Application Exercise	25
Self/Peer Assessments	5

Group Case 2: Pharmacoeconomics 100 points

Poster and presentation	60
Group process report	10
In-class Application Exercise	25
Self/Peer Assessments	5

Individual Case 3: Financial Planning 100 points

Written report; individual work

P3 INTEGRATED PBL CASES:

No excused absences.

Loss of 1% of total course grade for each of the 10 days missed.

A grade of Incomplete will be given for the semester if the final verbal challenge portion of a case is not made up by the end of the semester.

INDIVIDUAL STUDENT COURSE PORTFOLIO:

(see description in syllabus)

100 points (25%)

Total possible points

400 points

Integration Weeks:

The third year faculty have been working this summer to incorporate integrated learning opportunities at various times throughout the year. This will involve no individual course meetings for the entire week, but the content of cases will be combined to provide "real world," comprehensive aspects of what it means to really take care of patients.

We believe that you will enjoy these weeks of learning; therefore, enthusiastic participation will be easy for you (if it is not easy, it is still expected). There will be two integrated weeks this fall semester – ten days of class time. This is a significant amount of time, considering all the material in the third year courses. We trust that you will make the most of this time.

As budding professionals, you know how important it is to be present and to actively participate in educational processes. This is especially true for these integrated weeks. To emphasize this, there will be a **1% deduction from EACH course's final grade for EACH day absent during the integration weeks**. If a student does not participate in the Friday afternoon discussion sessions, these sessions will need to be made-up (in addition to the 1% deduction from EACH course's final grade). If this is not done, the student will earn an "I" (Incomplete) for EACH course of the semester until it is made-up. More information is forthcoming.

Recommended Resources for this Course

Most of the resources below are on reserve for you in the MSOP DIC. However, there are there are many other resources available at the main library on campus, your local library or bookstore, and the Internet.

Journals

American Journal of Health System Pharmacy
Journal of the American Pharmacy Association
Drug Topics
Hospital Pharmacy
Pharmacoeconomics

Booklets

Crane V, Bruno C. Profitability Management for Hospital Pharmacists. Research Triangle, NC: Glaxo, Inc., 1994.

Draugalis JR, Bootman JL, Larson LN, McGhan WF. Current Concepts: Pharmacoeconomics. Kalamazoo, MI: The Upjohn Company, 1989.

Heinem L, Auvekas A, Pollard MR. Managed Care Contracting: Issues and Opportunities for the Community Pharmacist. Rorer Pharmaceuticals and APhA, 1989.

Texts (in addition to assigned readings)

Bootman JL, Townsend RH, McGhan WF. Principles of Pharmacoeconomics (2nd ed). Cincinnati, OH: Harvey Whitney Books Company. 1996.

Brigham EF. Fundamentals of Financial Management (7th ed). Fort Worth, TX; The Dryden Press, 1995.

Carroll NV. Financial Management for Pharmacists (1st ed). Philadelphia, PA: Lea and Febiger, 1991.

Cleverley WO. Essentials of Health Care Finance, 4th ed. Gaithersburg, MD: Aspen Publications, 1997.

Conner DR. Managing at the Speed of Change. New York, NY: Villard Books, 1992.

Wilson AL (ed). *Issues in Pharmacy Practice Management*. Gaithersburg, MD: Aspen Publications, 1997.

Drummond MF, Stoddart GL, Torrance GW. *Methods for the Economic Evaluation of Health Care Programmes*. New York, NY: Oxford Medical Publications, 1996.

Gold MR, Siegel JE, Russell LB, Weinstein MC (eds). *Cost-effectiveness in Health and Medicine*. Cary, NC: Oxford University Press, Inc., 1996.

Health Sciences Consortium, Inc. *Management Handbook for Pharmacy Practitioners*. Kalamazoo, MI: The Upjohn Company, 1983.

Kimmel PD, JJ Weygandt and DE Kieso. *Financial Accounting: Tools for Business Decision Making*. New York, NY: John Wiley and Sons, Inc., 1998.

Kirk KW (ed). *The Lilly Pharmacy Management Series*. Indianapolis, IN: Eli Lilly and Company, (no year given).

Knapp B. *From Budgets to Balance Sheets: A Manager's Introduction to Finance*. West Des Moines, IA: American Media Publishing, 1997.

Livingstone JL. *The Portable MBA in Finance and Accounting*. New York, NY: John Wiley and Sons, Inc., 1992.

McKay AB, Hepler CD, Knapp DA. *How to Evaluate Progressive Pharmaceutical Services*. Bethesda, MD: ASHP Research and Education Foundation, 1987.

Monroe PA. *Left-Brain Finance for Right-Brain People*. Naperville, IL: Sourcebooks, Inc., 1996.

Nelson B, Economy P. *Managing for Dummies*. Foster City, CA: IDG Books Worldwide, Inc., 1996.

Ormon, S. *Nine Steps to Financial Freedom*. New York, NY: Crown Publishers, Inc., 1997.
Rakich JS, Longest BB, Darr K. *Managing Health Services Organizations (2nd ed.)*
Philadelphia, PA: W.B. Saunders Company, 1985.

Sloane L. *The New York Times Personal Finance Handbook*. New York, NY: Times Books, 1995.

Talley CR (ed). *Applied Management in Hospital Pharmacy*. Bethesda, MD: ASHP, 1991.

Tootelian DH, Gaedeke RM. *Essentials of Pharmacy Management*. St. Louis, MO: Mosby-Year Book, Inc., 1993.

Tracy, JA. Accounting for Dummies. Chicago, IL: IDG Books Worldwide, 1997.

Williams R (ed). Hospital Pharmacy Management Primer. Bethesda, MD: ASHP, 1985.

Videos

Finance for Nonfinancial Professional: #1 Speaking Accounting
Finance for Nonfinancial Professional: #2 Reading Financials
Finance for Nonfinancial Professional: #3 Building Budgets

Websites

Finance/Economics

<http://exit109.com/~zaweb/pip/econ/htm>
www.cnnfn.com
<http://dacomp.hypermart.net/budget.html>
www.metlife.com/lifeadvi/advice.html
www.sbaonline.sba.gov
www.smalloffice.com
www.financialpeace.com

Writing Tips

www.wsu.edu:8080/~brians/errors/errors.html
<http://cctc.comnet.edu/mla.htm>

Student Portfolios

<http://coe.ohio-state.edu/cete/ericacve/docs/assessmt.htm>
<http://ericacve.org/docs/assessmt.htm>
<http://ericae.net/db/edo/ED388890.htm>

Software (available in Ingalls computer lab)

word processing programs (WordPerfect, Word)
spreadsheet programs (Access, Lotus 1-2-3)
communications (Simeon E-mail)

PHRD 524: Fiscal Management for Pharmacists Course Schedule - Fall 2001

Week One

T 8/28 Syllabus Review, Group Assignments
W 8/29 ****8am-12 pm**** Team Building Exercises

Week Two

T 9/4 Introduction to Pharmacy Management
W 9/5 Begin FM Case 3

F 9/7 **Group ground rules and Mission Statement due by 4:30pm**

Week Three

T 9/11 Begin FM Case 1

W 9/12 FM Case 1

Week Four

T 9/18 FM Case 1

W 9/19 FM Case 1

Week Five

T 9/25 FM Case 1

W 9/26 FM Case 1

Week Six

T 10/2 FM Case 1

W 10/3 *Mr. Stuart Benjamin, Personal Finance*
Continue FM Case 1 (as time allows)

Week Seven

T 10/9 **Application exercise #1 (in class)**

W 10/10 Attend Residency Showcase, 8:30am - 12:30pm, *includes free lunch*

Week Eight

T 10/16 No class - Fall Break

W 10/17 **FM Case 1 due** (written report and discussion/presentation)

F 10/19 **Case Process Report due by 4:30 pm**

Week Nine

10/22 to **P3 Integrated PBL Case #1 all week - see alternate schedule**

W 10/26

Week Ten

T 10/30 Begin FM Case 2

W 10/31 *Dr. Michael Kendrach, Introduction to Pharmacoeconomics*

Week Eleven

T 11/6 Case 2 - TBA

W 11/7 *Mr. Stuart Benjamin, Personal Finance*
Continue FM Case 2 (as time allows)

Week Twelve

T 11/13 FM Case 2

W 11/14 FM Case 2

Week Thirteen

T 11/20 FM Case 2

Application Exercise #2 (in class)

W 11/21 No class - Thanksgiving Holiday

Case 3 (Personal Finance) due no later than 4pm on this date.

(May be turned in early). (Emailed submissions are acceptable).

Week Fourteen

T 11/27 **P3 Integrated PBL Case #2 all week - see alternate schedule**

W 11/28

Week Fifteen

T 12/4 **Class will not meet - time available to prepare posters for 12/5**

W 12/5 **FM Case 2 (posters) and self/peer evaluations due**

F 12/7 **Case 2 Group Process Report and Portfolios due by 4:30pm on Friday, 12/7**

Miscellaneous PBL notes (from 524) 8/98

describe the process you went through to complete this assignment; what did you learn about pharmacy practice? pharmacy management? yourself? interpersonal skills? communication skills? conflict management skills?

Identify the most important issues in pharmacy practice management (3 part discussion) at end of exercise list top 3 for each group on board and discuss in jigsaw group to research an issue from different perspectives

use current articles to highlight current issues

what are the practice and management issues that a first year pharmacist must face?

philosophy of practice

basic understanding of management theories/motivation

pharmacy as a profession

diversity

In all that we do in this course we will use a simple learning formula: build, bridge and extend (ref=Donald Woods). In the first step, BUILD, learning of content of skills is built and students self-assess the degree to which learning or improvement has occurred. In the second step, BRIDGE, students reflect on the content and skills that have been learned or improved in the context of a real-world example problem that is specific to the subject area in the course. In the final EXTEND step, students reflect on the application of the content and skills that have been learned to a) their personal life and b) their future life as a pharmacist.

Individual case summary-assessed by instructor for completeness

Group case summary-assessed by instructor for completeness, scope, depth

Individual assessment-of individual performance, contribution to group

Assessment of peers- of group performance of others and contribution to group

Assessment of group functioning - group assessment of group performance

(individual and group assessments must be backed up with appropriate evidence and agreed to by instructor as being appropriate).