

SYLLABUS

PPRA 0580

Medication Management in Primary and Secondary Schools Spring Quarter, 2006 Two Credit Hours

Meetings: Wed. 12:10-3:00, Alumni 158/160
Instructor: Thomas Reutzel, Ph.D.
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Office Hours: By appointment. Students are encouraged to visit the instructor with questions and comments and to supply questions/comments via e-mail.

Readings: There is not a required textbook for this class. Instead, a selection of required readings will be distributed the first day of class. Citations for these readings are presented in a subsequent section of this syllabus.

Important Note: Course Policies and This Syllabus

This syllabus describes most of the important policies and procedures of this course, including grading protocol, lecture topics, etc. It is each student's responsibility to obtain and read the syllabus. In addition, changes to the policies and procedures described in this syllabus as well as other policies and procedures not described in this syllabus will sometimes be announced and described in class. It is each student's responsibility to know what is announced in class whether or not they are present when an announcement is made.

Course Description and Goals

This elective course describes the process of medication management in schools, including transfer, storage, administration, use, and disposal. In so doing, it addresses five important related issues: documentation, delegation of medication management responsibility, liability concerns, therapeutic issues, and the availability of information needed to adequately perform medication management. The course reviews medication management guidelines and regulations as well as relevant conceptual frameworks, including rational drug therapy and polycentric authority. The course also provides a summary of the empirical literature in this important area of drug therapy. The course shows that pharmacy has been involved very little in this problem in the past. Finally, the course specifies ways that individual pharmacists and pharmacies, as well as the profession as a whole, can get involved in medication management in schools and improve the situation.

After taking this course, students should be able to:

1. describe the major components and current status of medication management in schools;
2. identify the most important problems related to medication management in schools;
3. explain how the concepts of rational drug therapy and polycentric authority help us to better understand and improve medication management in schools;

4. identify and use medication management guidelines developed by professional associations and governmental agencies;
5. identify ways that individual pharmacists and pharmacies can put their expertise to work to improve medication management in schools;
6. put their own expertise to work in the schools of the communities in which they choose to reside or practice;
7. identify ways that the profession of pharmacy, including colleges of pharmacy, can work to improve medication management in schools.

Course Methods

During scheduled class time, a variety of activities may occur, including traditional lectures, reading reaction discussions, group discussions, individual reflection times, debates, writing exercises, or other activities. At any time during the quarter, a student may be called upon to contribute to the class discussion. Every student will be called upon at least once during the quarter.

Topics, In the Order They Will Be Covered

- 1) The process of medication management in schools
- 2) Polycentric authority and rational drug therapy
- 3) Regulation and guidelines for proper medication management practices
- 4) What we know about medication management in schools, especially the drugs that are commonly used in schools and the mistakes commonly made
- 5) Potential roles for pharmacists, pharmacies, and Pharmacy in medication management in schools

Reading assignments will be announced in class.

Evaluation of Learning

Evaluation of the learning in this course will be based on:

Project (content)	40%
Presentation of project	30%
Class participation	30%

TOTAL	100%

Project (content): (40%) The class will be divided into 10-20 groups. Each student group will be required to construct a newsletter focusing on a specific medication management problem (e.g. a disease/drug focus like asthma/inhalers) that occurs in schools. The idea is that these newsletters could be distributed to local schools or physician offices on a monthly basis and would be aimed at educating school nurses, non-nurse personnel that handle medications pediatricians, parents, or students. Newsletter projects will be graded on the criteria of

organization, content, logic, and overall impact. Each group should ask one of our clinical faculty to review the newsletter for accuracy and completeness.

Students will be provided a list of newsletter topics. If the groups cannot agree on which topic each group will cover, the instructor will randomly assign topics to the groups. Topic suggestions from the groups will be considered as well. The major criterion is that the topic be school-related in a meaningful way. Newsletters produced by last year's class will be provided so that groups have an idea of how to approach this project.

Presentation of project: (30%) Each student group will present the substance of their newsletter to the class or, perhaps, even a larger audience. Students should provide sufficient background and explanation of their newsletter so that all audience members understand the issues and their importance and implications. Presentation grades will depend on the quality of the presentation, so students should try to ensure that the presentation is understandable, educational, and thorough. Style and organization are important.

Class participation: (30%) Completing the readings and attending class are necessary but not sufficient conditions for participation. At the beginning of each class, students will be asked to present their reaction to the readings assigned for that class. A useful approach in this regard is to take notes as you complete each week's readings and consider these questions: Is the material insightful or obvious? How does it relate to your experience? To other literature with which you are familiar? To other coursework you have taken? As the quarter proceeds, a cumulative analysis will evolve: How do the readings build the subject matter? How does the content of a later reading relate to that of an earlier reading?

If this oral format proves too cumbersome, a written reaction log will be used in its place.

Statement Regarding Academic Dishonesty

Exams and other assignments are intended to reflect the knowledge of the individual student. It is the policy of this instructor that when there is the slightest indication that a student may have engaged or may be engaging in academic dishonesty on any term paper, project, take home exam or other assignment (e.g. projects with similar content or language), the case will be referred to the University's due process system for disposition. See the student handbook for details. Also, please note that the instructor is obligated to intervene in any case of potential dishonesty and that such interventions are not of a personal nature. To avoid such incidents, it is crucial that you do not engage in any activity that even suggests the possibility of dishonest behavior. Any questions about academic dishonesty or the policies of this instructor regarding academic dishonesty should be asked immediately. Also, see CCP Exam and Quiz Policies section of this syllabus.

Statement Regarding Faculty and Student Responsibilities in the Classroom

Because students invest a great deal of time, effort, and money in the educational process, it is essential that the faculty member:

- treat students with respect
- be prepared for each class
- begin and end each class on time

provide fair evaluation of student performance
provide feedback regarding performance
be available to help outside of class time
be eager to motivate and encourage students
protect students' rights by enforcing course policies and procedures.

Likewise, it is essential that students not engage in any unprofessional behaviors in the classroom. Such behaviors include, among others:

being disrespectful to faculty or other students
making late or noisy entrances to class
talking in class, especially when someone else is speaking
making unsolicited public comments
displaying overt disinterest (sleeping, leaving)
exhibiting lack of awareness of acceptable behavior (e.g. passing notes)
doing something unrelated to the course in class
packing up books before class ends
leaving class early.

Repeated instances of these or similar behaviors cannot be tolerated and will be addressed via the policies of Midwestern University regarding unprofessional behavior on the part of students. See three sections of the Student Handbook: Conduct Code of the University; Code of Responsibilities and Rights of the Students of Midwestern University; Bylaws and Regulations of the Code of Responsibilities and Rights of the Students of Midwestern University. Any questions about classroom behavior or the policies of this instructor regarding classroom behavior, should be asked immediately.

Citations for Required Readings

2000 Illinois School Code and 2001 Supplement. Reprinted from the Illinois Compiled Statutes Annotated and 2000 Cumulative Supplement as amended through the 1999 legislation of the 91st General Assembly. Illinois Association of School Boards. Springfield, IL. Lexis Publishing. Charlottesville, VA. 2000. (Selected passages)

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Bates RD, Nahata MC. *Children's Medications: A Guide for Schools and Day Care Centers*. Cincinnati: Harvey Whitney Books, 1996.

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