PHR 244C — PERSONNEL MANAGEMENT AND PATIENT BEHAVIOR
UNIQUE # 61215
SPRING 2014 Syllabus
(Monday and Wednesday, 10:00 – 11:00 AM, PHR 2.110)

Instructors: James P. Wilson, PharmD, PhD
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Office Hours: Monday and Wednesday 11:00 to 12:00 noon or by appointment

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Carolyn M. Brown, PhD (Course Coordinator)
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Office Phone: 471-6892
Office Hours: Monday and Wednesday 1:00 pm to 2:00 pm or by appointment

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


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

Grading: Exam I (March 5th) - 100 pts.
Exam II (April 23rd) - 100 pts.
Quizzes & Assignments - up to 50 pts.
Final Exam (optional) - 100 pts.
[Date during finals week, May 7th – May 13th]

A = 93% to 100%
A- = 90% to 92%
B+ = 87% to 89%
B = 83% to 86%
B- = 80% to 82%
C+ = 77% to 79%
C = 73% to 76%
C- = 70% to 72%
D+ = 68% to 69%
D = 66% to 67%
D- = 65%
F = below 65%
STUDENT POLICIES AND PROCEDURES FOR PERSONNEL MANAGEMENT AND PATIENT BEHAVIOR, PHR 244C

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

1. No electronic devices of any type (including cell phones, iPads, hand-held scanners, cameras, calculators, or other electronic devices) may be used during an exam or exam review. Students who use, hold, or otherwise display an electronic device during an exam or exam review will receive a grade of zero for the exam. Please either do not bring electronic devices to an exam or exam review or store your electronic devices in a purse or backpack. Also, please turn all electronic devices off during an exam or exam review.

2. Tardiness to class will not be tolerated. Class will start on time. Since quizzes may be given at the beginning of the hour, it pays to be on time.

3. No tests or quizzes will be dropped!

4. It is your responsibility to attend class and conduct yourself in a manner respectful to both faculty and fellow students in the classroom. If you miss a class for any reason, you will be held responsible for all material covered and announcements made in your absence. Although lecture attendance is neither required nor checked, it is highly encouraged, and it is your responsibility to be on time and remain for the entire class period so as not to be inconsiderate of your colleagues in learning. This class is too large for chit-chat, so please do not; you may be unaware of how far your voice may carry and disrupt others.

5. Students with an unapproved absence from an examination will be given zero points for that exam.

6. For approved absences from lecture exams, the student has one week from the day of the test to make up the exam unless a prior arrangement has been made with the instructor(s) responsible for that exam. If the test is not made up in the specified period, zero points will be awarded.

7. If the student cannot attend an exam, it is the student's responsibility to notify the instructor before the test. Each student must submit a “Student Request for Alternate Examination Time” form when he or she wishes to request for consideration an alternate time for an exam. Forms are available through division secretaries and the Student Affairs Office.

8. Students have up to 7 days after exam grades are posted to review and appeal their grades in writing. No exam grades will be changed after the 7-day period has lapsed.

9. The final exam will be optional. The students requesting the optional final exam must notify Dr. Brown in writing by Wednesday, April 30, 2014 at 4:00 PM.

10. The optional final exam will be cumulative.

11. Re-examination on the final exam (as described in the University’s policy on “Re-Examination Petition”) will not be an option in this course.

12. Exams will cover information from lectures, readings, handouts and assignments. No “old”
exams are available.

13. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. Also, you should refer to the Student Judicial Services web site at http://deanofstudents.utexas.edu/sjs/ to access the official University policies and procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

14. After the first student leaves an exam room, no other student will be allowed to enter the room to start the same exam.

15. The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. All University rules concerning accommodations must be followed, including the student arranging for special accommodations prior to each examination. In the absence of such prearrangement, it will be assumed that the student is not requesting special accommodations for that exam, and the student will be expected to take the exam with the rest of the class at the regularly scheduled exam time. For more information, contact the Office of the Dean of Students at 471-1201 or http://deanofstudents.utexas.edu/.

16. Class Recordings: If video recordings of a class are made available by the College of Pharmacy, they are intended solely for the purpose of review by students currently enrolled in that class. Faculty and students utilizing class video recordings should be careful to not compromise the privacy of either themselves or other users (http://registrar.utexas.edu/students/records/ferpa) or the rights of the presenter. Students are free to make their own recordings of lectures unless specifically prohibited from doing so by the presenter. Any additional distribution of College- or student-generated recordings (regardless of format) is prohibited without the written and signed permission of the presenter and students identifiable on the recording.

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Course Objectives
PHR 244C – Personnel Management and Patient Behavior

Section on Pharmacy Personnel Management
James P. Wilson, Pharm.D., Ph.D.
Instructor

Paradigms
1. Discuss what happens when a paradigm shifts.
2. Discuss what are some of the paradigms in pharmacy that you perceive.

History of Management Theory and Pharmacist as a Knowledge Worker
1. Define the term management.
2. Explain why management is both an art and a science.
3. Describe why management can be called a profession.
4. Compare the three levels of managers and their use of conceptual, human and technical skills.
5. Discuss the different management theories that have been utilized over the last 100 years and what effect society has had on these theories.
6. Discuss a knowledge worker.

Management Functions and Authority in Management
1. List and describe the five management functions.
2. Describe and give examples of the differences between authority and responsibility.
3. When would an increase in political behavior be expected within an organization.
4. Describe the positive and negative use of power and influence.
5. Given a situation describing political behavior decide if inducement, persuasion, coercion, or obligation can best define that form of manipulation.
6. Describe how a manager can reduce uncertainty and competition within an organization.

Know Yourself
1. Select the strengths and limitations of each personality type described in the SELF profile.
2. Explain how you would manage each personality type described in the SELF profile.
3. Describe techniques you would use in working with each personality type described in the Self profile.

**Theory X vs. Theory Y**

1. Explain how you might apply McGregor's Theory of X and Y to different classes or groups of workers.

2. Describe how a manager's assumptions about the nature of people will change their management style.

3. How does Theory X and Y differ.

4. Apply McGregor's Theory X and Y to a management problem in a pharmacy setting.

5. Discuss Theory Z, Six Sigma and Balanced Scorecards and how they are applied in pharmacy.

**Motivation Theories: Maslow & Herzberg**

1. Describe Maslow's hierarchy theory.

2. Given a description of an employee explain where that person would fit into Maslow's hierarchy.

3. Apply Maslow's theory to a pharmacy setting.

4. Explain the Hawthorne studies.

5. Describe Herzberg's hygiene theory and apply it to a pharmacy setting.

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

**Leadership Differences Based Upon Sex-Role Orientation**

1. Define leadership.

2. Define and compare the five theories of leadership.

3. Describe the elements of the leadership style characterized as "Androgynous Leadership."

4. Discuss the advantages for men and women to become androgynous leaders.

**Customer Service**

1. Explain the purpose, importance and basic facts relating to quality customer service.

2. Discuss the importance of quality customer service to the success of any organization.

3. Define quality customer service and discuss the four basic guidelines for providing it to customers.
4. Explain and distinguish between external and internal customers.

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

**Effective Time Management**
1. List and explain the "Top Ten Time Eaters."
2. Compare and explain efficiency and effectiveness.
3. Explain and demonstrate the theory and application of Pareto's Principle (80/20 rule).
4. Identify and explain the three essential steps to planning your day.
5. Briefly discuss task management, a planning tool for project management.

**Managing your boss: Generational issues**
1. Given different core values select which generation has that specific core value.
2. Describe how you would work with each of the Generations described in class.
3. Describe the different attributes of each Generation.
Section on Patient Behavior and Public Health
Carolyn M. Brown, Ph.D. and Kentya Ford, Dr.P.H.
Instructors

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

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

Public Health and Pharmacy Practice (Dr. Ford)
1. Understand public health’s role in preventing disease, disability and premature death.
2. Describe the role of pharmacists in public health promotion and planning.
3. Describe pharmacists’ contributions in micro- and macro-level public health activities.

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

Special Populations: The Elderly
1. Describe the changing U.S. demographics regarding the elderly.
2. Understand issues related to health among elderly persons and how these issues impact their use of medications.

**Self-Care**
1. Understand the history of self-care and reasons why self-care practices have been increasing.

2. Identify types of self-care practices and the benefits and barriers to self-care.

3. Describe the role of the pharmacist in self-care.