PYPC 7870
Social, Behavioral, and Administrative Aspects of Pharmacy Practice

Credits: 3.0

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Brief Description:
Theories and applications in social, behavioral, and administrative aspects of pharmacy practice and medication use systems

Course Description:
This course provides an overview of social, behavioral, and administrative aspects of pharmacy practice and medication use systems. It is designed to develop students' understanding of the past development of pharmacy practice and foster students' abilities to analyze current issues and resolve problems by using theory-based frameworks. This course reflects a dual focus on theory and practice; it emphasizes not only the need for an analytical understanding of the concepts covered in class, but also their application in real world situations.
Course Objectives:
1. Explain the past development of pharmacy practice
2. Discuss future directions of pharmacy practice
3. Identify critical issues facing pharmacy practices at individual, organization, and societal levels
4. Evaluate theories, models and frameworks used in pharmacy practice research
5. Apply theories, models and frameworks to pharmacy practice phenomenon

Course Format:
Students and the course instructor will meet once a week. The class is organized in a manner that encourages active participating and group discussion.

Course Content/Topics:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Course overview</td>
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<td></td>
<td>• Course logistics</td>
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<td>• Goals</td>
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<td>• Assignments and students’ responsibilities</td>
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<td>2</td>
<td>Theory and unit of analysis</td>
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<td></td>
<td>• What is a good theory and why do we care?</td>
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<td>• Unit of analysis: why it is important</td>
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<td>• Overview of social and behavioral sciences in pharmacy</td>
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<td>3</td>
<td>Past, present, and future of the profession</td>
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<td></td>
<td>• The profession of pharmacy: from compounding to caring</td>
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<td>• Pharmaceutical care</td>
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<td>• Reprofessionalization of the profession</td>
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<td>4</td>
<td>Pharmacists, pharmacy and the U.S. health care system</td>
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<tr>
<td></td>
<td>• Overview of the U.S. health care system</td>
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<td>• Understanding of medication use process</td>
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<td>5</td>
<td>Issues related to patients’ and providers’ behaviors</td>
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<td></td>
<td>• Medication adherence</td>
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<td>• Prescribing behaviors</td>
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<td>• Lifestyle modifications</td>
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<td>6</td>
<td>Models used to explain patients’ and providers’ behaviors</td>
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<td></td>
<td>• Health Belief Model</td>
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<td>• Theory of Reasoned Action</td>
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<td>• Theory of Planned Behavior</td>
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<td>7</td>
<td>Models used to explain/change patients’ and providers’ behaviors</td>
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<tr>
<td></td>
<td>• Transtheoretical model</td>
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<td>• Motivational Interviewing</td>
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<td>• Self efficacy</td>
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8 Practice change in complex organizations
   • Introduction to organizations
   • Perspectives on organizations

9 Organizational change: Adoption of innovations
   • Diffusion of innovations
   • Characteristics of innovations

10 Organizational change: Adoption of innovations
   • Characteristics of adopters
   • Research in health care

11 Sustainability and abandonment of innovations
   • Definition of sustainability
   • Models used to predict sustainability and abandonment
   • Current research

12 Informatics
   • Overview of pharmacy automation
   • Technology Acceptance Model (TAM)
   • TAM Variants.

13 Informatics II
   • Unified Theory of Acceptance and Use of Technology (UTAUT)
   • Current research in informatics in health care

14 Medication errors
   • Medication systems
   • The nature, frequency and consequences of the problem
   • Current research attempting to address the problem.

15 Other emerging topics in pharmacy practice research
   • Workforce
   • Pharmacy education
   • Reengineering the role of the pharmacist to meet societal needs

16 Final Exam (as scheduled by the University)

Readings:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</table>
| 1    | Course overview
      | • Syllabus |
| 2    | Theory and units of analysis
3 Past, present, and future of the profession

4 Pharmacists, pharmacy and the U.S. health care system

5 Issues related to patients’ and providers’ behaviors

6 Models used to explain patients’ and providers’ behaviors

7 Models used to explain/change patients’ and providers’ behaviors

8 Practice change in complex organizations

9 Organizational change: Adoption of innovations

10 Organizational change: Adoption of innovations

11 Sustainability and abandonment of innovations

12 Informatics

13 Informatics II

14 Medication errors
• TBA

15 Other emerging topics in pharmacy practice research
• TBA

16 Final Exam

Grading:
Grades for this course will be based on a total of 500 points.

<table>
<thead>
<tr>
<th>Points</th>
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<tr>
<td>In-class participation</td>
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<tr>
<td>Weekly readings</td>
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<td>• Addressing instructor's questions</td>
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<td>• Posting own questions</td>
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<td>In-class presentation</td>
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<td>Assignment 1</td>
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<td>Assignment 2</td>
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<tr>
<td>Two Think Pieces</td>
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<td>Final Exam</td>
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<td>Total</td>
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Final grades will be based on the following:
A = 450 or above
B = 400-449
C = 350-399
D = 300-349
F = <300

Course Materials:
Assigned readings are from refereed journals and relevant book chapters. Readings, responses to
instructor’s questions and written assignments will take a substantial portion of your time. Students
MUST complete all assigned readings and be prepared to participate in class discussions.

Students’ Weekly Responsibilities:
In addition to completing all assigned readings, students must answer instructors’ questions posted on
the course’s Blackboard. The purpose of these questions is to help students critically analyze the assigned
readings. The instructor will post questions 2 weeks prior to the scheduled topic. Further, students are
required to post 1-2 questions related to the assigned readings/topics. Students’ questions will also be
used in in-class discussion. Each student will be awarded up to 50 points for their answers to instructors’
questions and for posting their own questions.

Each student will be awarded up to 75 points at the end of the semester for class participation. The
following questions will be used to evaluate each student for class participation: 1) does the student come
to class regularly and promptly? 2) does the student contribute to the class discussions on a regular basis,
3) what are the quality of his/her contributions to class discussion?, and 4) does the student appear to read
and analyze the assigned readings. Based on participation in class, each student will be assigned to one of
five levels of discussion contribution.

A. Outstanding contributor (67.5-75)
   Contributions in class reflect exceptional preparation. Questions and answers during the
discussion are insightful and indicate thoughtful analysis of the issues.

B. Good contributor (60-67)
   Contributions in class reflect thorough preparation. Questions and answers during the discussion
usually provide some insight and are typically well thought-out.

C. Adequate contributor (52.5-59.5)
   Contributions in class reflect minimally adequate preparation. Questions and answers during the
discussion reflect some thought but rarely provide any major insight.

D. Unsatisfactory contributor (45-52)
   Contributions in class, when presented, reflect little or no preparation. Questions and answers
during the discussion provide little insight.

E. Non-contributor (<45)
   The student does not contribute enough to make evaluation possible or is consistently unprepared.

In-class Presentation, Assignments and Think-Pieces:
You are required to make a 15-20 minutes presentation of an optional article. You will be responsible for
selecting an article, obtain approval from the coordinator/instructor, and make the optional article
available to other students at least 2 weeks prior to your scheduled presentation. Presentation will be
evaluated by the course coordinator and/or the instructor of the session. You will be awarded up to 25
points.
Both assignments are designed to help students apply theories, research models and frameworks to pharmacy practice phenomenon. The first assignment focuses on the application of theories to improve patient adherence and/or outcomes. The second assignment will ask you to apply organizational theories to issues related to pharmacy operations and innovations. Due dates for both assignments will be announced on the first day of class.

There is no specific dateline for submissions of Think Pieces. However, students are required to submit a total of two Think Pieces. Both cannot be submitted in the same week. Students are individually responsible for finding articles or news items from business publications and/or newspapers. Students are asked to use these articles to comment upon, to critique, or to apply ideas from the course material. Students should be creative and present your ideas as clearly as possible. Think Pieces should be typed and be no more than two double-spaced pages. For each Think-Piece, students should include a copy of the article/news reports they are writing about with the Think-Piece submission. Also, students should be prepared to discuss their articles/news reports in class. A total of 50 points will be awarded for the Think Pieces.

Professionalism And Academic Honesty:
A professional demeanor is expected at all times. For the benefit of your classmates, all cell phones, pagers, and other electronic communication devices that may disrupt the class must be turned off prior to the start of class. Failure to do so may result in confiscation of the disruptive item(s). Students engaging in disruptive behavior may be asked to leave the classroom. Using laptops during class for purposes other than class exercises is prohibited.

Plagiarism is not acceptable and will not be tolerated. It occurs when another person’s work is used without attribution or when it is copied without attribution. A student is responsible for reporting to the course coordinator any student whom he/she observes engaging in one of these activities.

Class Attendance Policy:
• Participation each week is mandatory. An unexcused absence may result in failure of the course. Students must request and obtain an excused absence prior to the class session they will miss. In the case of absences for medical reasons, students must notify the course coordinator of their illness at the earliest possible time. The instructor may require medical documentation of illness if he/she believes this to be necessary.
• Students are expected to complete all assignments and evaluative assessments at the time and place designated by the instructor.
• A method and timetable for making up assignments missed during excused absences will be determined by the instructor within one week of the end of the excused absence.
• According to the Auburn University approved calendar, classes are scheduled on the last day before and the first day after holiday periods designated by the University.
• Unresolved problems regarding class attendance or procedures should be addressed according to the process outlined in the Student Academic Grievance Policy found in the Tiger Cub.

Late Assignment Policy:
Assignments turned in past the deadline date and time will receive a mandatory 10%-point reduction in grade for each day late.

Regrade Policy:
If you have any question concerning the grading of any assignment, think-piece, or examination, you should submit in writing the evidence-based challenge and re-submit the assignment, think-piece, and
exam to the course coordinator within one week following the return of the item. An assignment, think-piece or exam will not be regraded after this time. The entire piece will be regraded by the instructors and the regraded score will be entered into the class whether it is higher, lower, or does not change.

Students may challenge any graded element by:

1. Submitting a written evidenced-based challenge with appropriate supporting documentation to back up the challenge. The appropriate supporting documentation consists of a photocopy of the reference that was used as a basis for the challenge with the applicable text highlighted.

2. The course coordinator must receive the challenge within one week following the return of the graded material.

3. The item in question along with the evidenced-based challenged will be reviewed by the question/assignment author and one other faculty member. The review committee may DECREASE the points awarded for the original response, MAINTAIN the points awarded for the original response, or INCREASE the points awarded for the original response based on the evidence provided. The decision of this committee will be final.

4. Only serious, professionally worded, evidence-based challenges will be considered.

Special Needs:

It is the policy of Auburn University to provide accessibility to its programs and activities and reasonable accommodation for persons defined as having disabilities under Section 504 of the Rehabilitation Act of 1973, as amended, and the American with Disabilities Act of 1990.

Students should contact the Program for Students with Disabilities 1244 Haley Center, 334-844-2096 (Voice/TT) and must receive this approval before individual instructors grant any special circumstances.

Students with defined special needs should see the instructor at the beginning of the quarter so that accommodations can be scheduled.