

TEACHERS' TOPICS

Teaching Pharmacy Practice Courses in a First-Professional Year PharmD Curriculum

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Since 1996, PHPR 312 (*Introduction to Pharmacy and Pharmaceutical Care*) and PHRM 301 (*Integrated Laboratory I*) have been included in the curriculum at Purdue University School of Pharmacy and Pharmaceutical Sciences. Unique features of these first-professional year, core curriculum courses are described. Additionally, how these courses evolved based on constructive feedback from the enrolled students (ie, what the students liked most about these courses) is discussed. Regarding PHPR 312, students appreciate an instructor who is caring and shows respect for the students. In terms of assignments, examinations, and the administration of the course, students appreciate an organized and detail-oriented course. Students appreciate the application of the PHPR 312 lecture material to the PHRM 301 laboratories and the organization of the laboratories. Based on the feedback from the students, it is the "little things" that mean a lot to these first-professional year students.

Keywords: students, teaching, feedback, laboratory instruction, pharmacy practice, pharmaceutical care, calculations, compounding

INTRODUCTION

In 1996, with the transition to a first-professional degree doctor of pharmacy curriculum, Purdue University School of Pharmacy and Pharmaceutical Sciences' pre-pharmacy curriculum was expanded from 1 year to 2 years. At the same time, curricular changes were underway as the School was phasing out the baccalaureate degree program. As a result of these curriculum and program changes, 2 first-professional year pharmacy practice courses, *Introduction to Pharmacy and Pharmaceutical Care* (PHPR 312) and *Integrated Laboratory I* (PHRM 301), were conceptualized and created. These newly developed courses were taught for the first time during the 1996 fall semester and continue to be offered today. The author served on the committee charged with developing these 2 courses and has served as an instructor and/or coordinator in both courses since 1996. This manuscript describes these first-professional year courses and their unique features. How these courses evolved through the constructive comments and feedback from students enrolled in them is also discussed. An important concept of the course evaluations is

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an open-ended response which requests that the students share what they liked most about these courses. It is the "little things" connected with the teaching and administration of the courses that mean a lot to these first-professional year students.

INSTRUCTIONAL DESIGN

Introduction to Pharmacy and Pharmaceutical Care, PHPR 312, is a 3-credit, core curriculum course taught during the fall semester of the doctor of pharmacy student's first-professional year. The course meets 3 times a week and each class period is 50 minutes in length. PHPR 312 is designed to provide the first-professional year pharmacy student with an introduction to the profession of pharmacy and the concept of pharmaceutical care, integrated with presentations on career preparation, pharmaceutical calculations, prescription processing and extemporaneous compounding, medical terminology and abbreviations, and effective communication (ie, communication with patients and health care professionals). There are 42 lectures in the course (see Table 1). The majority of the lectures are given by the course coordinator. However, 7 other faculty members participate in the course by giving at least one lecture. Average enrollment in the course is 165 students.

Table 1. Content of Lectures Given in *Introduction to Pharmacy and Pharmaceutical Care* (PHPR 312)

Course Topic	Number of Lectures	Content of Lectures
Pharmaceutical Calculations	10	Systems of Measurement; Reducing and Enlarging Formulas; Percentage Preparations; Ratio Strength; Dilution and Concentration; Stock Solutions; Alligation Alternate and Medial; Isotonic Solutions; Dosage Calculations; Intravenous Solutions
Extemporaneous Compounding	4	Pre-Laboratory Information; Prescription Processing
Career Planning	9	Curriculum Vitae and Resume Development; Interviewing Techniques; Invited Speakers from Various Practice Settings and Post Graduate Opportunities (ie, ambulatory clinic, community pharmacy, hospital, long term care, managed care, residency, graduate school)
Pharmaceutical Care	9	Drug Therapy Monitoring; Patient Interview and Medication History; Establishing Relationships with Patients; Patient Case Review; Overcoming Barriers to Pharmaceutical Care; Medication Safety; Cultural Diversity
Communications	4	Interactive Counseling Technique; How to Give an Effective Presentation; Communications with Health Care Professionals
Introduction to Course, School, and Profession	6	Course Introduction; Lifelong Learning; Experiential Program and Clerkship Practice experiences; Chemical Addictions/Drug Dependencies
Total Lectures	42	

The only required text for the course is *Pharmaceutical Calculations*.¹ Students are encouraged to have a medical dictionary. In addition, students are required to purchase the PHPR 312 course manual available at campus bookstores prior to the start of the semester.

There are 10 calculation and medical abbreviation/terminology homework assignments. In addition, there are 2 written assignments (a curriculum vitae assignment and self-assessment essay). Students also perform a patient interview/medication history exercise and prepare a write-up. There are in-class reflection papers due at the end of 6 of the lectures (those lectures given by invited practitioners from various pharmacy settings). There are 2 evening examinations in the course and a cumulative final examination.

Integrated Laboratory I

Integrated Laboratory I (PHRM 301) is a 1-credit, required laboratory course also taught during the fall semester of the doctor of pharmacy student's first-professional year. As one laboratory instructor explained, "PHRM 301 is an interdisciplinary laboratory course with 5 themes: (1) information retrieval; (2) laboratory analysis of pharmaceutical compounds; (3) introduction to pharmacy practice; (4) radiopharmaceuticals for treatment; and (5) biochemical aspects of pharmaceutical compounds. The important concepts presented in the core courses taught during this semester are integrated in this laboratory

course."² There are 5 divisions within PHRM 301 with a maximum of 32 students assigned to each division.

Three of the laboratories offered in PHRM 301 are linked to the PHPR 312 lecture course. During each of the 3 laboratories, the students utilize the prescription torsion balance, extemporaneously compound 2 prescriptions, and counsel the simulated patient or caregiver (ie, an instructor) using the interactive counseling technique (ie, open ended questions with final verification) for each of the compounded prescriptions. Students are responsible for calculating the amount of each ingredient needed to prepare the extemporaneously compounded prescription and for preparing a legally correct prescription label including selecting appropriate auxiliary labels to be affixed to the prescription container. Students are also responsible for documenting the appropriate information on the face of the prescription indicating that the prescription has been processed. Thus, concepts taught in the PHPR 312 lecture course are integrated into the 3 pharmacy practice laboratories included in the PHRM 301 laboratory sequence. Prescriptions that are extemporaneously compounded by the students in this first-semester course include 2 ointments, 2 suspensions, a dusting powder, and an emulsion.

There are 6 instructors (ie, a head instructor and 5 assisting instructors) assigned to each of the 5 laboratory divisions. Students are assessed on their ability to receive, prepare, and counsel a simulated patient or caregiver

regarding 2 extemporaneously compounded prescriptions, including appropriate prescription labels.

General Outcome Abilities were adopted by the School faculty in 1993 (revised 2000) and Professional Outcome Ability Goals were adopted in 1997. The professional curriculum of the School enables students to continue to achieve the general education outcomes while developing a well-rounded scientific and general education perspective as a framework for comprehensive analysis of societal issues as they affect health problems, health care, and social services.³ General outcome abilities associated with the 2 courses include conceptual competence (“the student will understand the theoretical foundations of the profession”), mathematical competence, integrative competence (“the student shall be able to meld theory and abilities to the practice setting”), and communication abilities. Professional outcome abilities associated with these 2 courses include outcome ability goal 1 (“the student is responsible for basic prescription compounding functions”); outcome ability goal 2 (“the student will be aware of and sensitive to different cultural attitudes”); and outcome ability goal 3 (“the student must be able to collaborate effectively with individuals in a variety of healthcare settings”).

DISCUSSION

Unique Features of PPHR 312

PPHR 312 is unique in that several lecture topics (Table 1) are blended into one cohesive, interrelated first-professional year lecture course. PPHR 312 was originally developed by integrating PPHR 212 (Prescription Services), which was primarily a pharmaceutical calculations course, with other topics related to pharmaceutical care. In addition, 2 deficiencies identified within the curriculum were introduced into PPHR 312 at the time of its development. For example, the curriculum lacked information on career planning; therefore, 9 lectures corresponding to career planning (Table 1) were added to PPHR 312. In addition, the experiential programs director suggested that pharmacy students would benefit from an early understanding of clerkship practice experiences served during the fourth-professional year. Therefore, 1 lecture dealing with clerkship was developed for inclusion in PPHR 312. This lecture is presented by the experiential programs director who describes the program along with 3 current clerkship students who discuss what they have done and learned during specific practice experiences that they have already completed. The experiential programs director selects clerkship student presenters who have completed a variety of practice experiences in different concentrated regions throughout Indiana to illustrate the diversity and

breadth of the program to the first-professional year students. The goal of this lecture is for the first-professional year students to begin learning about clerkships and enthusiastically look forward to completing practice experiences during their fourth-professional year. Corresponding to this, clerkship rotation presentations that build upon the information presented in PPHR 312 have subsequently been developed and included in the second-professional year curriculum. Therefore, by the time the students reach their third-professional year and are submitting preferences for clerkship practice experiences, the students have a better understanding of experiential programs and clerkship practice experiences.

Another unique feature of PPHR 312 is the in-class reflection papers that the students write and submit following presentations by invited practitioners. These invited presentations are associated with career planning and students are asked to reflect upon questions such as, “What qualities have made today’s speakers successful as community/ambulatory pharmacists?” “What are 2 things you learned today that will help you with your career planning?” “What do you see as advantages of working in pharmaceutical industry?” “What is the most important information you will take from today’s presentation and why is it important to you?” “Now that you have heard from practitioners in 4 settings, which area of practice appeals to you the most and why?” Reflection is a means of personal discovery and provides an opportunity for individuals to become aware of their insights, feelings, attitudes, values, and beliefs and can enhance their potential to succeed.⁴ The instructor provides comments on the reflection sheets and gives examples of students’ written reflections (anonymously) to the invited speaker as feedback. This helps the invited practitioners to become aware of their impact on these first-professional year students.

Unique Features of PHRM 301

The PHRM 301 integrated laboratory is unique in that the laboratories scheduled during the semester are linked to the lecture courses in the curriculum. The 3 pharmacy practice laboratories included in PHRM 301 require the students to apply concepts (eg, pharmaceutical calculations, extemporaneous compounding, patient interactive counseling technique) taught in PPHR 312. Based on recent student feedback, 2 compounded formulations (ie, suspension and emulsion) introduced to the students in a pharmacy practice laboratory in PHRM 301 have been integrated into another course in the curriculum, IPPH 362 (*Basic Pharmaceutics I*), in which students learn about dosage formulations, the stability of these formulations, and chemical properties of individual ingredients (eg, suspending agents, emulsifying agents,

preservatives). Because of this feedback, the suspension and emulsion laboratory is now scheduled later in the semester (ie, once lectures are complete in IPPH 362 regarding suspensions and emulsions) and discussion questions have been developed that link the suspension and emulsion extemporaneously compounded prescriptions to concepts taught in IPPH 362 as well. In addition, the pharmacy practice laboratories integrate information taught to the first-professional year students by the School's librarian regarding the use of pharmacy references.

PHPR 312 Student Feedback

Anonymous feedback is requested from the students at the end of each course. The constructive comments and feedback have been invaluable in terms of modifying and fine-tuning lectures, assignments, and the management of the course. As it is said, "the road to success is always under construction." For the purpose of this manuscript, the remaining discussion focuses on those aspects of the course for which the students have consistently shown appreciation. These items may seem to be common sense, but we have found that little things mean a lot to first-professional year students.

Attitude of the instructor. Based on course feedback, students appreciate an instructor who is caring. Former NFL quarterback and Congressman Jack Kemp aptly made this point when he said "people don't care what you know until they know that you care."⁵ Because this is a first-professional year course, it is particularly important to "connect" with the students and get them "off on the right foot." During the first PHPR 312 class, the instructor introduces herself and presents an orientation to the course. Barker, Ross, and Thorne have found that "the introduction which we give of ourselves to the class and how we approach the first 5 minutes of the first class session sets the tone for that class. Research has shown that many students will have formed an opinion of the class by the end of that first 5 minutes. We should do all we can to be welcoming to the students and to establish an atmosphere of initial rapport and caring."⁶ During the first class, "The Top 10 Ways to Succeed in PHPR 312" (Appendix 1) is presented to the students. These 10 suggestions for success in the course illustrate that the instructor is here to help the students succeed and she genuinely cares about their achievement in the class.

A caring attitude is demonstrated by being accessible to the students and always willing to help. In PHPR 312, the instructor has an "open door policy." Students are invited/encouraged to stop in anytime. If the instructor is not available, students are encouraged to leave a note with contact information or the student may contact the

instructor through e-mail. Many of these drop-in visits can be anticipated (ie, the day before an assignment is due or an examination is scheduled) and if at all possible, the instructor is in her office and available on those days. In those cases when instructors find themselves answering the same questions repeatedly, Wyrick suggests "holding a review session 1 or 2 days before the examination during which time common questions can be cleared up and the material resummarized and major points reemphasized."⁷

Accessibility to students is also associated with arriving to class as early as possible and interacting with students informally during the few minutes prior to the start of the class period. This is an excellent opportunity to connect with students and get to know them individually. During these interactions, students may have questions that can then be clarified for the entire class through an announcement at the beginning of the lecture. Instructors who care and aspire to make a difference in students' lives are motivated intrinsically when they relate, help, and connect positively with students.⁸

Being respectful to the students is part of a caring attitude. Expecting and maintaining high standards in a course is one way of showing respect. During the orientation lecture, course policies and expectations are thoroughly explained to the students. This information is also included in the course manual. By discussing this on the first day of class, and then adhering to this information, respect between the students and instructor is established. This respect is then reflected in the performance of the students in the course. According to Becker and Schneider, the 2 most important rules for motivating students are to treat students with respect and to hold students to a high standard. "Give students their dignity and they will give you their best efforts. In addition, maintaining high standards not only will motivate student learning, it also will be a source of student feelings of accomplishment when those standards are met."⁹

Displaying a caring attitude by the instructor is particularly important as instructors serve as role models for students. Popovich writes, "teachers are role models and how one treats students will be reflected in how the students will one day treat their families, patients, and acquaintances."¹⁰ Fjortoft summarizes this point as well in the statement, "our purpose as teachers and pharmacists is caring."¹¹

Course lectures. Much care is taken in developing the PHPR 312 lecture schedule so that the placement of each lecture is effective and appropriate and that each lecture is associated with one of the course objectives. At the beginning of each lecture, the instructor explains the importance and purpose of the presentation including

the course objective(s) satisfied by the lecture. This information facilitates the flow of the lectures from one class period to the next and is important because PPHR 312 covers a variety of topics and objectives. Additionally, the course coordinator respectfully introduces each invited speaker (faculty member or practitioner) at the beginning of his or her presentation. Students are also given the e-mail address for each invited speaker so that they may contact the speaker with questions following the presentation, if necessary.

Based on course feedback, students appreciate a lecture that is well organized and presented by an instructor who is well prepared and begins on time. Associated with this is the ability of the instructor to present difficult information in an easy to understand manner. Wyrick writes, "probably the most important facet of the lecture is the planning that was put into the lecture before class and the organized delivery during class time. If it appears that the professor hurriedly assembled the lecture notes before class, the students can tell this and are less likely to pay close attention and consider the material of importance to them."⁷

It is also important to take time to address and answer questions during the lecture as students are grateful for an instructor who is willing to answer questions during his or her presentation. This too is associated with instructor attitude and accessibility as discussed earlier. Based on a survey of a junior doctor of pharmacy class, Nahata found that, among other things, "good teaching includes giving appropriate amounts of information which can be understood and retained, being flexible during teaching, and answering questions which emerge during the presentation."¹²

Assignments and examinations. The assignments in PPHR 312 are carefully explained to the students during the lecture and detailed instructions are included in the course manual. If information needs to be clarified for the students, this is accomplished through an announcement at the beginning of a lecture. When due dates are determined for each of the assignments, the instructor carefully avoids having 2 assignments due in the same week. In addition, no assignments are due during the week of an examination. This is done out of respect for the students. Tomkovick writes, "the pace of our classes and the space in between our assignments are things within our control. Students are dependent on us to keep things on an even keel and to help them see the light at the end of the tunnel."⁵

At least 1 week prior to an examination, a memorandum is prepared and distributed to the students in PPHR 312 detailing information about the content to be covered on the upcoming examination. The information in the memorandum includes which lectures will be covered

on the examination, the number of questions associated with each lecture or topic, and the examination question format. Providing this information in writing is greatly appreciated by the students and avoids having the instructor answer examination content questions numerous times. The preparation of this memorandum also assists the instructor in developing an organized, fair, and straightforward examination in a conscientious manner. In essence, it helps to create a blueprint for the examination.

In PPHR 312, assignments and examinations are graded and returned to the students as soon as possible. There is a 1-week turnaround on all pharmaceutical calculation homework and medical abbreviation/terminology assignments. Generally, examinations are graded and returned within 1 week or less. Other assignments (eg, curriculum vitae, self-assessment essay, and patient interview/medication history write-up) are more time intensive to evaluate and normally require at least 2 weeks to grade. In these cases, it is important to keep the students informed of grading progress and an anticipated return date. Popovich writes, "every effort should be made to grade examinations fairly and quickly and to return them to the students as soon as is possible. After all, the most important concern for a majority of students, unfortunately, is the grade for the class and the status of their class grade to date."¹⁰ It is important that the students have their homework assignments "in hand" to help them prepare for an examination in a reasonable amount of time before the examination. Hopefully, this does not mean having the assignments returned the day before the examination.

PPHR 312 Course Administration

Course manual. The PPHR 312 manual/packet contains approximately 400 pages and includes the course syllabus, course policies, lecture schedule, directions for all assignments with due dates, notes/outlines for each lecture, and additional auxiliary information (ie, articles) that underpin and complement the various topics covered in the course. The manual is carefully assembled by the course coordinator and is available for purchase at campus bookstores (approximately \$17.00) prior to the start of the semester. The lecture schedule lists the pertinent pages in the manual that should be brought to each class. This is helpful to the students as it is not necessary to bring the entire manual to class each day. Reading assignments from the required text are listed on the lecture schedule as well.

Confidentiality of student grades. It is the instructor's responsibility to maintain confidentiality of student grades. In PPHR 312, all assignments are returned to the students in class by utilizing a seating chart. On the second day of class, students are asked to select a seat assignment for the entire semester. When returning papers, all

assignments are folded in half and stapled, with the grade on an inner page, and with the student's name and seat assignment on the outside (ie, back page) of the assignment. No part of the student's identification number (ie, social security number) is included on the assignments for return. Assignments for students who are absent from lecture are returned to the student(s) at a later date. This in-class method of returning assignments has been very efficient (ie, takes only a few minutes) in a large lecture setting and maintains the confidentiality of student grades.

Relevancy of information. In PHPR 312, students appreciate the relevance and practicality of the lectures to the practice of pharmacy. This is also why it is important for the instructor to introduce each lecture by explaining how the lecture ties into the course objectives. This helps the students understand why the content is important to learn. According to Tomkovick, teachers have to work to make the content relevant as its value is not easily apparent to students.⁵ Holdford and Lovelace write "student motivation can be enhanced when students see a clear link between what is being taught and their career paths."¹³

Communication with students. In PHPR 312, an organized and proactive effort is made to keep students informed regarding all aspects of the course and School. This is accomplished through announcements at the beginning of the class, and student comments regarding the course indicate this is greatly appreciated. Students, like instructors, appreciate being kept updated and informed. Examples of information communicated to the students associated with the School include reminders about the Pharmacy "First Nighter" Event (an evening showcasing all pharmacy student organizations), the White Coat Ceremony for first-professional year students, and dates for the School's American Pharmacists Association-Academy of Student Pharmacists (APhA-ASP) patient counseling competition. Likewise, announcements related to the course are communicated to the students as soon as the instructor is informed and include for example, changes to the lecture schedule, reminders regarding assignment due dates, and the date for the final examination (once scheduled), among others.

PHRM 301 Student Feedback

Anonymous feedback is requested from the students at the conclusion of the 3 pharmacy practice laboratories included in PHRM 301 (*Integrated Laboratory I*). As with the PHPR 312 lecture course, the constructive comments and feedback have been invaluable in terms of modifying and fine tuning the 3 laboratories. The following discussion focuses on those aspects of the laboratories for which the students have consistently shown appreciation.

Laboratory activities. Students appreciate the practicality and hands-on laboratory activities in terms of relevancy to the practice of pharmacy. Students also appreciated the efficiency and organization with which the laboratories are conducted. The prescriptions and laboratory activities are straight-forward, efficient, and well-organized. The students comment on the comfortable environment of the pharmacy-type laboratory and are not rushed for time to complete the laboratory exercises. In each laboratory division, there is 1 head instructor and 5 assisting instructors (graduate students or undergraduate doctor of pharmacy students). The students appreciate the helpfulness of the instructors and enjoy interacting with the graduate and undergraduate students serving as laboratory instructors and learning about their experiences. Students appreciate receiving individualized feedback and constructive comments from the instructors regarding their patient counseling technique. Regarding laboratory teaching, Herrington writes, "laboratory instruction is a corner stone of most science programs because it allows students to be actively involved in their learning." Laboratory courses offer students important learning experiences, ones often not found elsewhere in the curriculum. Given that potential, the instruction provided there should be effective.¹⁴

Modifications to the laboratories have occurred based on student feedback. For example, students suggested including additional pharmacy practice laboratories in PHRM 301. Because of this, one additional pharmacy practice laboratory was developed and added to the course during the 2004 fall semester, increasing the number of pharmacy practice laboratories from 2 to 3. This additional laboratory allowed the students to continue to practice and develop abilities in extemporaneous compounding and use of the torsion prescription balance, calculations involved with the prescriptions, and use the interactive patient counseling technique.

Application of PHPR 312 lecture material. Students appreciate the application and integration of the lecture material in the laboratory exercises. The activities in the laboratory help the students understand and apply the interactive counseling technique (ie, open-ended questions with final verification), pharmaceutical calculations, torsion prescription balance, prescription processing, and extemporaneous compounding principles. In addition, students appreciate the prelaboratory lectures given as a component of PHPR 312. This is an efficient way to ensure there is no difference between prelaboratory instruction and allows the students to enter the laboratory prepared with a conservation of valuable laboratory time. Corresponding to this, Popovich writes, "if there is a laboratory component to the course, it is planned to

complement the didactic instruction. The laboratory nurtures student problem-solving skills, reinforces student knowledge, and develops student manipulative and communicative skills.”¹⁰

Student confidence. At the end of the 3 laboratories, students are asked to respond anonymously to 3 questions aimed at assessing their confidence with 3 aspects of the laboratory (ie, pharmaceutical calculations, use of torsion prescription balance, and use of the interactive patient-counseling technique). Based on 138 completed surveys following the fall 2004 course offering, 137 students (99.3%) responded indicating that they were confident in their ability to perform the calculations involved with the compounded prescriptions. In terms of confidence with the proper use of the torsion prescription balance to weigh out chemicals, 129 students (93.5%) were confident in this ability. In terms of patient counseling, 136 students (98.6%) indicated they were confident with their understanding and use of the interactive patient counseling technique. The hands-on exposure and practice in the laboratory allowed the students to build confidence and become comfortable with these 3 course objectives.

SUMMARY

The author’s teaching philosophy is reflected in these 2, first professional-year courses. Offering an organized, detailed-oriented course and demonstrating a caring attitude has been appreciated by the students in PHPR 312 and the pharmacy practice laboratories, which are a component of PHRM 301. As pharmacy students are taught to always keep the welfare of their patients in mind, it is essential for instructors to be dedicated to their students and always keep the welfare of their students in mind. According to Knobloch, teachers who care can make a difference in the lives of their students. When this happens in a course, teachers and students develop trust and confidence in their relationships, and as a result, students start exhibiting leadership abilities, become problem-solvers, develop a desire for continuous self-improvement, and look for ways to serve others, in appreciation for the difference that their teachers created in their lives.⁸

Appendix 1. The Top Ten Ways to Succeed in PHPR 312

1. Read the PHPR 312 Manual. We actually spent a great deal of time collecting and organizing information to help you succeed in this course.
2. Come to each class and be on time. This ensures that you will hear the announcements at the beginning of the class and benefit from the class session. If you are late, you are responsible for finding out about the announcements. This can be done by checking the bulletin board outside RHPH G-18.
3. Bring the lecture note pages from your Manual to class with you. These pages are noted on the PHPR 312 lecture schedule.

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4. Be quiet in the classroom unless you are officially involved in a small group activity. Even if you don't want to hear what is going on, your classmates do.
5. Write the due dates of all assignments and tests in your Mortar Board (or other scheduling calendar). Late assignments are not accepted to be fair to all those who met the deadlines.
6. Take care of problems ahead of time. If you have to miss a class, contact the instructor in advance to make arrangements. Your credibility will be much higher this way.
7. Follow the instructions. Again, much time was spent in developing instructions for each of your assignments. Reading these instructions can answer many of your questions.
8. Seek help when you are stumped. Ms Krause is always willing to assist with questions dealing with calculations homework.
9. Keep track of your points on the sheet provided in the Manual. We will also be tracking your points, but mistakes can happen and it's good to have documentation to solve problems.
10. Review returned assignments. You can learn from reviewing your assignments to see what you missed and the assignments provide documentation in case of a grade error with this course.