

## TEAM BUILDING / PBL

Howard University

School of Pharmacy  
College of Pharmacy, Nursing, & Allied Health Sciences  
Spring 2011, CRN: 16220, Section: 01, Course #: CLPS-311  
Fridays, 12:00 pm-1:00 pm  
Chauncey Cooper Hall, Rm 207 (*Louis Stokes HSL for last 3 class sessions*)  
Issued: January 12, 2011

### Course Coordinator:

Oluwaranti F. Akiyode, Pharm.D. , BCPS, BC-ADM  
Associate Professor  
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Office Hours (Spring 2011): Fridays 11am-12noon/By appointment

**Sequence:** Spring Semester 2011

**Year in Curriculum:** 1<sup>st</sup> professional year

**Format:** 1 credit hour

**Pre-requisite/Co-requisite:** None

**Required Textbook:** None

[Note: Students are responsible for **ALL** material **presented in class and on Blackboard**]

### Websites:

Blackboard: <http://blackboard.howard.edu>

Team Building: <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le2skill.htm> and  
[http://www.managementhelp.org/grp\\_skill/teams/teams.htm](http://www.managementhelp.org/grp_skill/teams/teams.htm)

Professionalism: <http://www.pharmacist.com>

**Course Description:** This course is supportive of all other coursework as it seeks to develop independent learners by using teamwork concepts and student-centered learning methodology. The first section of the course will include team-building activities, and the second section is designed to build students' problem based learning skills.

### Course Terminal Objectives:

Upon completion of this course, the student should be able to:

1. Work with a group of students toward a common goal.
2. Clarify a goal
3. Identify the barriers to goal attainment
4. Identify and apply solutions to attain the goal

5. Identify problems within a given situation
6. Access useful sources for needed information
7. Develop enhanced written communication skill
8. Develop enhanced oral communication skill

### **Relationship to Terminal Course Competencies:**

1. Identify the patient's primary complaint(s) and reason(s) for seeking medical care.
2. Assess patients' medical and/or pharmaceutical needs.
3. Identify public health problems and develop health promotion strategies to resolve them.
4. Effectively communicate in speaking and writing.
5. Function effectively in interactions with individuals and within group situation.
6. Identify and analyze emerging issues, products, and services that may impact patient specific therapeutic outcomes.

### **Course Relationship to NAPLEX Competencies:**

Upon completion of this course, the student should be able to demonstrate the following NAPLEX competencies;

#### **Area 1**

1.1.1 Identify and assess patient information including medication, laboratory and disease state histories.

1.1.3 Identify and define the terminology, signs, and symptoms associated with diseases and medical conditions.

1.2.1 Identify specific uses and indications for drug products and recommend drugs of choice for specific diseases or medical conditions.

#### **Area 2**

2.2.1 Identify drug products by their generic, brand, and/or common names.

#### **Area 3**

3.2.2 Provide health care information regarding nutrition, lifestyle, and other non-drug measures that are effective in promoting health or preventing or minimizing the progression of a disease or medical condition.

## **Topical Outline:**

### **1. Introduction to Team Building/PBL**

- a. Effective teamwork skills
- b. Self and peer evaluation
- c. Team assignment and activities

### **2. Team Building Activities**

- a. Professionalism [All Teams]
- b. Communication skills exercise [All Teams]
- c. Develop innovative public health solutions (**Written paper & oral presentation**), [Teams 1 &2]
- d. Contemporary Pharmacy Issues (**Written paper & oral presentation**), [Teams 3 & 4]
- d. Current and Emerging Pharmacy Issues (**Written paper & Debate**) [Teams 5-8]
- e. Top 50 Rx, 25 OTC, 25 Herbals Drug Information (*Team Feud*) [All Teams]

### **3. Introduction to Problem-Based Learning (PBL)**

- a. Definition of PBL
- b. Types of PBL
- c. Procedures of PBL
- d. Generation of productive learning issues
- e. Examples of PBL
- f. Writing SOAP notes, Care Plans
- g. Rules/Evaluation Procedures

### **4. Problem-Based Learning Activities**

- a. Case-based lecture
- b. Modified PBL
- c. Problem-based (Session #1)
- d. Problem-based (Session #2)
- e. Problem-based (Session #3)

## **5. Evaluations**

- a. Self/Peer evaluation
- b. Instructor evaluation
- c. Tutor evaluation
- d. Class participation & attendance

### **Instructional Methodology/Activities:**

Active learning processes will be emphasized utilizing small group interactives and problem based learning methodologies. The team-building portion of the course will be accomplished using cooperative educational techniques, such as small group assignments/projects (i.e. debates, team feud) as part of a larger class environment. The problem based learning portion will employ the use various PBL methodology such as case based lecture, modified pbl and problem based (under the direction of tutors/facilitators). The tutors are fourth year pharmacy students that have been trained to lead the problem based learning sessions. During the problem based learning sessions, two tutors will be assigned per small group of 7-8 students at the PBL classrooms in the Louis Stokes Health Sciences Library. The assignment descriptions and other course documents may be accessed via Blackboard.

### **Evaluation Procedures/Grading System:**

At the conclusion of the course, each student will be required to complete a self-assessment (using a scoring rubric) regarding his or her performance and experience. Each student will also be expected to conduct a peer assessment of team members. The course instructor will assess students' performance based on course assignments, both written and oral.

The PBL tutors/facilitators will complete a narrative evaluation of each student in the areas of: knowledge, reasoning process/decision-making, communication skills, assessment skills, professional behavior, and recommendation for growth and development.

There will be a non-graded final examination in the course. However, participation in the final examination is mandatory and expected in order to successfully complete the course.

### **Team Building/PBL**

Self Assessment ♣	5%
Peer Assessment*	5%
Instructor	60% [30% written, 30% oral presentation]
Tutor Assessment	10%
Class Participation & Attendance	20%
<hr/>	
Total	100%

Final Grade:

A	90-100%
B+	86-89%
B	80-85%
C+	76-79%
C	70-75%
F	<70%

♣ You are expected to be honest, fair and complete in the self assessment. Any evidence that supports falsification of your self assessment will result in a lower self assessment grade.

\* Collusion or agreeing amongst the team members to give everyone a good score is not fair to the members who have worked the hardest, and will not be tolerated. Evidence of collusion will result in a lower grade for every member of the team. Be honest, truthful and professional. Thank you.

### Course Policies:

1. The College/University policies concerning student Conduct and Cheating during examinations described in the SOP Student Handbook/Manual and the Howard University By-Laws on Student Code of Conduct and Judiciaries described in the H-BOOK shall apply to the course assignments and exercises.  
Just a reminder: **Academic dishonesty (including plagiarism) will result in a course grade of F.**
2. Each student is expected to complete an **evaluation of the course anonymously** as scheduled in the course plan. This evaluation will be conducted by the School of Pharmacy, Office of Student Affairs.
3. The deadline for **withdrawal from this course** is April 8, 2011.
4. Remediation is available **only to students that attend at least 90% of the course** sessions. The remediation activities for this course will include make-up of assignments and other additional projects based on case-by-case basis. The **maximum grade possible with remediation is a “C” grade**. Remediation is not available for students with grades higher than a “C” grade.

5. Students have the responsibility to **ATTEND ALL** scheduled class meetings **ON TIME**. A student who reports to the class late (**≥10 minutes**) shall be **penalized 1% of the class participation grade each time**.
6. A student, **who fails to attend a class session**, shall be **penalized 2% of class participation grade each time** unless his/her absence is considered “excused”.
7. An absence from a class session shall be considered “excused” if it occurs because of any of the following situation: (**a valid documentation must be submitted for proof**)
  - a. Hospitalization of the student due to illness or accident
  - b. Death in the student’s immediate family (ex. Spouse, parents, guardians, siblings, children)
  - c. Summon of the student to appear for Jury Duty or before a court
  - d. Attendance to professional meetingsThe absentee student shall submit documents supporting the above claims (hospital admission form, death certificate, or gov’t/court subpoena) to the course coordinator. *Upon satisfactory verification, the student shall be allowed to submit a makeup assignment.* The makeup assignment may be in any form (term paper, essay...), per the discretion of the course coordinator.
8. **American Disability Act Statement:** Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students in need of accommodations due to a disability should contact the Office of the Dean for Special Student Services for verification and determination of reasonable accommodations as soon as possible after admission to the University, or at the beginning of each semester. The Dean of Special Student Services, Dr. Barbara Williams, can be reached (202) 238-2420.
9. **ALL STUDENTS ARE EXPECTED TO ATTEND CLASSES REGULARLY, CONSISTENTLY AND PROMPTLY AT 12:00PM.**
10. Students who abstain from attending classes are **held responsible** for the course materials and the course grade.
11. The school policy concerning Dress Code as described in the SOP Student Handbook/Manual shall apply to this course.

**Special Notes:**

**NON REGISTERED STUDENTS**

A non-registered student is not authorized or permitted to continue in Team Building/PBL past the final day for registration. *No exceptions*

A student whose name does not appear on the official University course roster will **not** be allowed to remain in the class or participate in any class activity. If you have registered for the

course and paid your fees but your name is not on the class roll, you may show the instructor an official University paid receipt for the course to remain temporarily in class while you follow University procedure to be placed on the University Official class roster as quickly as possible.

**Registration printout is not acceptable.**

### **Note**

The Final Examination schedule is coordinated during the semester by the Office of the Associate Dean. Do not schedule travel arrangements at the end of the semester until after the end of the Final Examination Period. Final Exam times for this course will not be adjusted to accommodate any changes except in the case of emergencies.

### **Blackboard FAQs for Students**

Visit <http://www.cetla.howard.edu> for assistance on navigating Blackboard.

**Team Building / PBL**

**Course #: 16220-311**

**Pharm.D.**

**Coordinator: Oluwaranti F. Akiyode,**

**Lectures: Fri 12:00 pm-1:00 pm**

**Format: 1 credit hour**

**Location: CCH 207 (unless specified otherwise)**

**Sequence: Spring 2011**

<b>DATE</b>	<b>TOPIC</b>	<b>FACULTY</b>
Fri 1/14	Introduction to Team Building/PBL Effective Teamwork Skills	Akiyode
Fri 1/21	Team Building Activity <i>Professionalism</i>	Akiyode All Teams
Fri 1/28	Team Building Activity <i>Communication Skills</i>	Akiyode All Teams
Fri 2/4	Team Building Activity <i>Innovative Public Health Solutions</i>	Akiyode <b>Teams 1 &amp; 2</b>
Fri 2/11	Team Building Activity <i>Current/Emerging Pharmacy Issues</i> (Oral/Written Presentation)	Akiyode <b>Teams 3 &amp; 4</b>
Fri 2/18	Team Building Activity <i>Current/Emerging Pharmacy Issues</i> (Oral/Written Presentation)	Akiyode <b>Teams 5 &amp; 6</b>
Fri 2/25	<i>Current/Emerging Pharmacy Issues</i> (Debate/Written Presentation)	Akiyode <b>Teams 7 &amp; 8</b>
Fri 3/4	Team Building Activity <i>Top 50Rx/25OTC/25 Herbals</i> <b>(COURSE EVALUATION)</b>	Akiyode All Teams
Fri 3/11	<b>NO CLASS (HU CHARTER DAY)</b>	
Fri 3/18	<b>NO CLASS (SPRING BREAK)</b>	
Fri 3/25	Introduction to PBL: Case-Based Lecture	Akiyode
Fri 4/1	Modified PBL on PMR/MAP/SOAP notes	Akiyode
Fri 4/8	PBL Activity (Problem-Based)	Tutors Facilitated*
Fri 4/15	PBL Activity (Problem-Based)	Tutors Facilitated*
Fri 4/22	PBL Activity (Problem-Based)	Tutors Facilitated*
Thurs 4/28	Last Day of Formal Class	
Fri 4/29-5/1 Thur 5/5	READING PERIOD FINAL EXAMINATION	



## Self/Peer Assessment Rubric (Part 1)

Student Name: \_\_\_\_\_

Team #: \_\_\_\_\_

Teammates (clearly print names):  
\_\_\_\_\_

	1 (Low)	2	3	4 (High)	Scores
Researches and gathers information	Does not collect any information relating to the topic	Collects very little information- some relates to the topic	Collects some basic information- most relates to the topic	Collects a great deal of information- all relates to the topic	<b>My Score</b> _____ #2 _____ #3 _____ #4 _____ #5 _____ #6 _____ #7 _____ #8 _____
Shares information	Does not relay any information to teammates	Relays very little information – some relates to the topic	Relays some basic information – most relates to the topic	Relays a great deal of information- all relates to the topic	<b>My Score</b> _____ #2 _____ #3 _____ #4 _____ #5 _____ #6 _____ #7 _____ #8 _____
Completes duties	Does not perform any duties	Performs very few duties	Performs nearly all duties	Performs all assigned duties	<b>My Score</b> _____ #2 _____ #3 _____ #4 _____ #5 _____ #6 _____ #7 _____ #8 _____
Shares equally	Most often relies on others to do the work	Rarely does the assigned work- often needs reminding	Usually does the assigned work- rarely needs reminding	Always does the assigned work without having to be reminded	<b>My Score</b> _____ #2 _____ #3 _____ #4 _____ #5 _____ #6 _____ #7 _____ #8 _____
Listens to teammates	Is always talking- never allows anyone else to speak	Usually does most of the talking- rarely allow others to speak	Listens but sometimes talks too much	Listens and speaks a fair amount	<b>My Score</b> _____ #2 _____ #3 _____ #4 _____ #5 _____ #6 _____

					#7 _____
					#8 _____

### Self/Peer Assessment Rubric (Part 2)

Student Name: \_\_\_\_\_

Team #: \_\_\_\_\_

Teammates: \_\_\_\_\_

	1 (Low)	2	3	4 (High)	Scores
Cooperates with teammates	Usually argues with teammates	Sometimes argues	Rarely argues	Never argues with teammates	<b>My Score</b> #2 _____ #3 _____ #4 _____ #5 _____ #6 _____ #7 _____ #8 _____
Makes fair decisions	Usually wants to have things their way	Often sides with friends instead of considering all views	Usually considers all views	Always help team to reach a fair decision	<b>My Score</b> #2 _____ #3 _____ #4 _____ #5 _____ #6 _____ #7 _____ #8 _____
Dependability	Unreliable- generally poorly prepared, or skipped meetings	Dependability was unpredictable- sometimes not always well prepared	Generally prepared	Fully prepared always attended meetings and completed work	<b>My Score</b> #2 _____ #3 _____ #4 _____ #5 _____ #6 _____ #7 _____ #8 _____
Consideration of teammates	Not committed to team- overbearing or inconsiderate of team members	Contributed to tasks but not to team building- disrespectful or inconsiderate at times	Respected team members, considerate and cooperative	Exceptionally helpful, respectful and considerate of team members	<b>My Score</b> #2 _____ #3 _____ #4 _____ #5 _____ #6 _____ #7 _____ #8 _____

Overall Performance	Little, if any participation in team work	Contributed less than average to team work	Contributions were valuable to team	Outstanding contributions to team's work	<b>My Score</b> #2 _____ #3 _____ #4 _____ #5 _____ #6 _____ #7 _____ #8 _____
<b>Total Score</b>  (Maximum Score: 40)					<b>My Score</b> #2 _____ #3 _____ #4 _____ #5 _____ #6 _____ #7 _____ #8 _____

**PBL Tutor/Facilitator Evaluation**

Student Name: \_\_\_\_\_

Tutor Name: \_\_\_\_\_

Team #: \_\_\_\_\_

Use the performance criteria and behavioral descriptors of the 5 major student performance categories (knowledge, reasoning process/decision making, communication, assessment, and professional behavior) to assess student.

Please write a narrative evaluation for the abovementioned student based on the checklist for writing quality narrative evaluations (address each category separately, provide specific examples, individualize assessments, provide suggestions for improvement, and support assigned rating of 0-10).

**Narrative Evaluation**

Knowledge Base-

Reasoning Process/Decision Making-

Communication-

Assessment-

Professional Behavior-

Recommendations for Growth and Development-

Please assign a numeric *value that corresponds with the narrative evaluation* of student:  
Based on the scale of 0 to 10 [0-poor, 10-excellent].\_\_\_\_\_

### **Team Building Activities**

#### Activities Description

Professionalism Assignment/Exercise, January 21, 2011

1. Review of Oath of a Pharmacist (reading assignment)
2. Student Professionalism via APhA website (reading assignment)
3. Each team will write their own professionalism pledge with their signatures and submit to Dr. Akiyode
4. No more than 1 page, double space. Students should type it in class on their laptop and submit hardcopy under my office door no later than **January 24, 2011**.
5. Clearly print names of all team members on assignment paper.

Communication Skills Exercise, January 28, 2011

1. Overview on communication skills
2. Review of patient case scenarios and discussion of communication techniques
3. Each team participates in role playing exercise; the team members will play the role of pharmacist and patient. Each role playing exercise should last no longer than 5 minutes, and the counter team feedback/responses should last no longer than 2 minutes.
4. Students in the classroom must be ready to provide team feedback on the interactions and suggestions for improvement/response to scenario questions.

## **Innovative Public Health Solutions Assignment (Teams 1 & 2)**

### **Team Presentations (Written/Oral)**

Each team of 7-8 students will be assigned a single topic for writing a paper and oral presentation. The written presentation must be submitted on the day of presentation (**February 4, 2011**).

### **Written Presentation Guideline**

- 3-4 full-page length, 12 type font, double-spaced, with page margins set at 1inch. (Not to exceed 4 pages). Must include references using appropriate format-references not included in the 4 page limitation.
- Must include the names of all team members and identify the names of the 3-4 students that will deliver oral presentation.

### **Oral Presentation Guideline**

- 3-4 students per team will be allowed to deliver oral presentation (while the other team members provide support and assistance).

- Each team has 20 minutes to present and 2 minutes to answer questions.

Presentation Topics:

Describe the problem, the epidemiology and burden of the disease topic if applicable. Discuss the impact of the topic area on the U.S. population, health care cost, etc. Discuss **an innovative approach** to promoting disease prevention and health promotion on the topic area. Describe the role of pharmacists in the innovation. [Provide clarity of the problem statement, objectives, innovation proposal, project significance, potential for impact on a population]. Be sure to cite all references including journals, cdc reports, text books, associations, so forth. **Use creativity to enhance audience understanding of presentation concepts during oral presentation.**

Team 1	HIV in Black America
Team 2	Diabetes as an Epidemic

**Current/Emerging Pharmacy Issues (Teams 3, 4, 5, 6)**  
**(Written/Oral Presentation)**

**Group Presentations (Written/Oral)**

Each team of 7-8 students will be assigned a single topic for writing a paper and oral presentation. The written presentation must be submitted on the day of presentation **(February 11 or 18, 2011)**.

Written Presentation Guideline

- 3-4 full-page length, 12 type font, double-spaced, with page margins set at 1inch. (Not to exceed 4 pages, not including references). Must include references using appropriate format.
- Must include the names of all team members and identify the names of the 3-4 students that will deliver oral presentation

## Oral Presentation Guideline

- 3-4 students per team will be allowed to deliver oral presentation (while the other team members provide support and assistance).
- Each team has 20 minutes to present and 2 minutes to answer questions.

### Presentation Topics:

Describe the topic area: what, where, who, when, how, why; describe the impact of the topic on the pharmacy profession and practicing pharmacists; discuss practical steps to implement the topic area to improve patient care services rendered by pharmacists.–[You are expected to incorporate all of the above information in the paper. However, you are not limited to these points alone. Hence, you are expected to include any other pertinent information that would further crystallize the concept of the topic for the audience/reader to understand]. **Use innovation/creativity to enhance audience understanding of presentation concepts during oral presentation.**

Team 3	Medicare Part D
Team 4	Medication Therapy Management
Team 5	Health Care Reform and Pharmacists
Team 6	Pandemic Preparedness & Pharmacists

**Teams 7 & 8**  
**Current and Emerging Pharmacy Issues**

## (Debate)

Current and Emerging Pharmacy Issues, **February 25, 2011**

Debate each other on current pharmacy issues

1. Team 7- Pro on Behind the Counter Drugs
2. Team 8- Con on Behind the Counter Drugs

Faculty Moderator will facilitate the debate sessions. Each team must be ready to answer at the minimum the following questions or statements:

1. Provide support using literature or statistics on their stance on the topic, to demonstrate why they believe what they stand for.
2. Each team would give an opening and closing remark on their stance
3. Each team would be asked to address several scenarios
4. The student audience will decide the winner of the debate.

**Submit a 3-4 page written paper on due on day of debate [2/25/11]**

### Written Presentation Guideline

- 3-4 full-page length, 12 type font, double-spaced, with page margins set at 1inch. (Not to exceed 4 pages, not including references). Must include references using appropriate format.
- All members must be ready to participate in the debate. Hence, each student must be familiar with all aspects of the debate topic.
- The content of the paper must include literature and statistical references to support debate stance. Provide background information about the topic, implication of your stance on pharmacy practice, implication of your stance on health care in America. [At minimum, you must cover all of the stated information. However, you are not limited to them].



## Overall Grading Sheet for Written/Oral Presentations

Team # \_\_\_\_\_ Teammates \_\_\_\_\_

Team Topic: \_\_\_\_\_ Date \_\_\_\_\_

Criteria	Assessment	Evaluation	Team Evaluation
<i>Content (written)</i>	<ul style="list-style-type: none"> <li>* Completeness</li> <li>* Innovation/Creativity in Presentation</li> <li>* Clarity</li> <li>* Accuracy and legitimacy of information</li> <li>* Substance of presentation</li> <li>* Cogent facts and logical ideas</li> <li>* Use of grammar</li> <li>* Comprehension</li> <li>* Follow presentation guidelines</li> </ul>	<p>Written/Oral Communication (10pts)</p> <p>Knowledge (10pts)</p> <p>Teamwork (10pts)</p>	
<i>Presentation (oral)</i>	<ul style="list-style-type: none"> <li>*Ingenuity, originality</li> <li>*Innovative expression, creativity</li> <li>*Ability to keep audience interested</li> <li>*Ideas presented clearly, easy to follow</li> <li>*Professionalism</li> <li>*Delivery - eye contact, clarity, enthusiasm</li> <li>*Timeliness (15 minutes)</li> </ul>	<p>Accuracy (10pts)</p> <p>Innovation/Creativity (10pts)</p>	

**All TEAMS: Top 50 Rx, Top 25 OTC, Top 25 Herbal**

Instructions: Learn the **brand name, generic name, indication** for all the following Rx, OTC, Herbal products. [For herbals: Learn **common use, toxicities, and common drug-herbal interaction**]. Submit a table with the above information via hard copy to class 2 weeks before the team feud, **February 18, 2011**.

<b>RX</b>	<b>OTC</b>	<b>Herbal</b>
1. Lipitor	Robitussin	Ginseng
2 Norvasc	Mucinex	Garlic
3. Abilify	Phenylephrine, Pseudoephedrine	St. John's Wort
4 Zocor	Cromolyn	Echinacea
5. Premarin	Delsym	Saw Palmetto
6 Seroquel	Alavert	Yohimbe
7. Crestor	Alka-Seltzer	Gingko Biloba
8. Levitra	Calcium Polycarbophil	Kava Kava
9. Zetia	Dulcolax	Valerian
10. Vytorin	Maalox	Primrose oil
11. Xanax	Colace	Cat's claw
12. Ambien	Surfak	Glucosamine/Chondroitin
13. Bactrim	Metamucil	Feverfew
14. Allegra	Kaopectate	Melatonin
15. Nexium	Loperamide	Milk Thistle
16. Fosamax	Visine	Bilberry
17. Singulair	Debrox	Ginger
18. Neurontin	Anbesol	Black Cohosh
19. Viagra	Abreva	Goldenseal
20. Paxil	Coricidin	Hawthorn
21. Plavix	Naphcon-A	Licorice
22. Protonix	Prilosec	Green Tea

23. Onglyza	Zyrtec	Grapeseed
24. Actos	Alginic Acid	Cranberry
25. Cymbalta	Zostrix	Omega 3 Fatty Acid
26. Glucovance		
27. Lexapro		
28. Lotrel		
29. Glucophage		
30. Altace		
31. Diovan		
32. Coumadin		
33. Effexor		
34. Flexeril		
35. Cozaar		
36. Vytorin		
37. Flomax		
38. Aciphex		
39. Nasonex		
40. Evista		
41. Zyprexa		
42. Hyzaar		
43. Actonel		
44. Synthroid		
45. Tricor		
46. Concerta		
47. Valtrex		
48. Skelaxin		
49. Klonopin		

50. Singulair		