

PHARMACY 344: SOCIAL AND BEHAVIORAL PHARMACY FALL 2000

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Time: 11:30 – 12:20 Tuesday and Thursday
Place: 36 COP
Office Hours: Dr. Lambert — By Appointment
TAs – To Be Announced

Required Materials

Corbin, J. M., Strauss, A., 1988, *Unending work and care: Managing chronic illness at home*. Jossey-Bass, San Francisco, CA. (Available from the Health Sciences Bookstore, Chicago Illini Union)

Course notes handed out in class.

Readings from online, full-text journals via UIC Library web-page.

Recommended Readings

These readings are not required, but they are excellent sources of background material on many of the topics discussed in class. Unless specifically noted, material from these readings will not be covered on the quizzes or exams. They will be put on reserve in the Health Sciences Library.

Conrad, P., Kern, R. (Eds.), 1994, *The sociology of health and illness: Critical perspectives*. St. Martin's, New York, NY.

Smith, M. C., Wertheimer, A. I. (Eds.), 1996, *Social and behavioral aspects of pharmaceutical care*. Pharmaceutical Products Press, Binghamton, NY.

Taylor, S. E., 1999, *Health psychology*. McGraw Hill, Boston, MA.

Course Description

This course is an investigation of chronic illness from the perspective of the chronically ill person and his or her spouse and family. The goal of the course is to give you a deeper and more detailed appreciation for the challenges and obstacles chronically ill people face. Roughly two-thirds of the course is devoted to reading and discussing Corbin and Strauss's classic study of chronic illness. This book introduces the trajectory model of chronic illness and explains the various stages chronically ill people move through as their illnesses progress. This part of the course is primarily based on qualitative (i.e., non-numerical) evidence. The last third of the course briefly surveys three core topics in contemporary social and behavioral science as applied to health: the theory of planned behavior, stress and psychoneuroimmunology, and multi-modal behavior change. The course emphasizes the patient's perspective in the context of chronic illness. We will discuss the relationship between the mind and the body, the nature of chronic illness, death and dying, mental illness, patient cooperation, patient counseling and communication, and several other topics. There will also be some discussion of the broad, social factors that influence the health of populations, including gender, ethnicity, income, education, and occupation. In addition to traditional lecture/discussion formats, we will hear from guest speakers, view video tapes, and do in-class learning exercises.

Course Requirements

The major requirement for this course is that you read the assigned material and come to class prepared to discuss it. You must also monitor an illness-related Usenet newsgroup and be ready to provide examples from the newsgroup of concepts discussed in class. Some of you may already know what the Usenet discussion groups are. For those who don't please go to www.deja.com and register as a user. After you register, read the help files related to discussion groups to familiarize yourself with how things work. Send a test message to the group called misc.test. Then search for a group to monitor. Try

searching for alt.support or misc.health at the bottom of the discussion page where you search for discussion groups by name. Pick an illness that matches your interests. Read the group every day. Wait a week or two to learn the “local culture” of the group before you participate. If you do participate, be professional, polite, and respectful. These are international groups, and whatever you post will be available to people all over the world, including your classmates, teachers, family, and future employers.

Lecture notes are provided as a convenience to students. They are not a substitute for the assigned reading. They are an abridged summary. Material discussed in class or mentioned in the reading may or may not be in the notes, but you will still be held responsible for such material. In addition, there are two internet assignments, one resource sheet assignment, three quizzes, a midterm exam and a final exam. Exams consist of 40-50 multiple choice, true-false, short answer, short essay, and matching items. The final exam will be cumulative but the emphasis will be on material presented after the midterm. Complete descriptions and due dates will be provided as the semester progresses. Opportunities for extra credit are also described below.

Adult Learners and Life-Long Learning

It is impossible in 15 weeks to provide a thorough overview of all of the social and behavioral science that is relevant and important to pharmacists. Therefore a 15 week course is necessarily a selective summary. Frequently, topics will be mentioned in class but not discussed at length. Just because we cannot go into every topic in depth does not mean those topics are unimportant. Rather than teaching you this additional material, I will provide you with skills and resources to learn this material on an “as needed” basis. If you are interested in the social and behavioral sciences, you must do a great deal of learning on your own. This means identifying relevant journals and reading them, identifying professional associations and joining them and attending their meetings, finding online discussion groups, email lists, and other resources, and seeking out classmates and professors who share your interests.

Course Policy

Late work will not be accepted, and make-up exams will not be administered without a valid and documented excuse. See Dr. Lambert with any questions regarding this policy.

Grades

Internet Assignments	10% each X 2 = 20%
Quizzes	5% each X 3 = 15%
Resource Assignment	15%
Midterm Exam	25%
Final Exam	25%
Extra Credit	8%

Extra Credit Options (Maximum = 8%)**READ DIRECTIONS CAREFULLY!****EXTRA CREDIT WILL NOT BE GIVEN IF DIRECTIONS ARE NOT FOLLOWED.**

1. Volunteer for at least eight hours at a nursing home, senior citizens' center, hospital, homeless shelter, or other human services center. Recreational activities for charitable causes do not count as human services for the purpose of extra-credit. Document your experience and provide a one page description of your volunteer activities. (+2%)
2. Compose and type 10 short essay questions about the content covered in class. Identify the source of your question, and identify the correct answer and where the correct answer can be found. Each essay question must have a short essay answer. You can receive credit for at most one set of questions for the midterm and one for the final. (+2% each, total of 4% possible if questions are written for both midterm and final)
3. Read and write a book review of an autobiographical book about chronic illness or disability. For examples of the proper style and format of a book review, see the Book Review section of any recent issue of the journal *Social Science & Medicine*. (+2%)

NO MATTER WHAT YOU DO, YOU CANNOT GET MORE THAN 8% EXTRA CREDIT.

Questions for the midterm must be due one week before the date of the midterm exam. Questions for the final are due one week before the date of the final exam.

All other extra credit must be turned in by the last day of class.

Fall 2000 Course Schedule (Subject to Change)

Date	Day	Class	Topic	Reading	Activity
8/22	Tues	1	Introduction and Overview; Effect of Chronic Illness	None	Lecture/Discussion
8/24	Thurs	2	Illness Onset	pp. 1-32	Lecture/Discussion
8/29	Tues	3	Illness Trajectories; Body Failure	pp. 33-67	Lecture/Discussion
8/31	Thurs	4	Body Failure & Self-Image		Lecture/Discussion
9/5	Tues	5	Putting Life Back Together Again	pp. 68-98	Lecture/Discussion
9/7	Thurs	6	Putting Life Back Together Again		Lecture/Discussion
9/12	Tues	7	Personal Accommodation to Illness Internet Assignment #1 Due	pp. 99-126	Lecture/Discussion
9/14	Thurs	8	Personal Accommodation to Illness		Lecture/Discussion
9/19	Tues	9	Working Together to Manage Illness	pp. 127-166	Lecture/Discussion
9/21	Thurs	10	Working Together to Manage Illness Quiz #1		Lecture/ QUIZ
9/26	Tues	11	Managing Chronic Illness	pp. 167-205	Lecture/Discussion
9/28	Thurs	12	Comeback Phases		Lecture/Discussion
10/3	Tues	13	Midterm Exam		EXAM
10/5	Thurs	14	Stable Phases	pp. 206-235	Lecture/Discussion
10/10	Tues	15	Stable and Unstable Phases	pp. 236-252	Lecture/Discussion
10/12	Thurs	16	Unstable Phases		Lecture/Discussion
10/17	Tues	17	Downward Phases Quiz #2	pp. 253-288	Lecture/ QUIZ
10/19	Thurs	18	Downward Phases		Lecture/Discussion
10/24	Tues	-	How the Spouse is Affected	pp. 289-317	Lecture/Discussion
10/26	Thurs	-	How the Spouse is Affected		Lecture/Discussion
10/31	Tues	19	Unending Work and Care	pp. 318-336	Lecture/Discussion
11/2	Thurs	20	Unending Work and Care Internet Assignment #2 Due		Lecture/Discussion
11/7	Tues	21	Theory of Planned Behavior	TBA	Lecture/Discussion
11/9	Thurs	22	Theory of Planned Behavior		Lecture/Discussion
11/14	Tues	23	Stress and Psychoneuroimmunology	TBA	Lecture/ Discussion
11/16	Thurs	24	Stress and Psychoneuroimmunology Quiz #3		Lecture/ QUIZ
11/21	Tues	25	Multi-modal Behavior Change Techniques	TBA	Lecture/Discussion
11/23	Thurs	26	Thanksgiving Holiday		No Class
11/28	Tues	27	Multi-modal Behavior Change Techniques Resource Sheets Due		Lecture/Discussion
11/30	Thurs	28	Human Error	TBA	Lecture/Discussion
12/5	Tues	29	Final Exam Week	NONE	EXAM
12/7	Thurs	30	Final Exam Week	NONE	EXAM