

Implementation and evaluation of a marketing for pharmacists elective course

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Abstract

This manuscript evaluates the introduction and evaluation of a marketing for pharmacists course, an elective course offered to student pharmacists in the last year of the entry-to-practice program. A questionnaire, consisting of 24 items, centring on methods of delivery, course content, and outcomes was distributed to, and completed by, students on the final day of the course.

There was a strong sense of satisfaction with taking the elective course, with most stating he/she would recommend taking the course to future students. More support was given to keeping the course heavily focused on a project-based assessment of knowledge and learning, as opposed to reducing the project-based assessment weighting and including a final examination.

Overall there is robust support from those that have taken the course, and most find they will have a unique advantage in his/her career because of taking the course. There is also the added benefit of engaging pharmacy stakeholders, and in particular practitioners that work directly with student groups in creating a marketing plan.

Keywords: *Communications, Curriculum, Engagement, Pharmacy Marketing, Management*

Introduction

As educators one needs to be continually updating curricula in order to stay current and relevant, in order to best prepare students as they enter the profession. Whether one views educators as proactive in anticipating practice change or reactive to practice change, the need to continually evolve as educators is evident. With, in many respects, unprecedented change in pharmacy practice in the past decade, there is a growing recognition of the need for increased focus on social, administrative, and managerial (SAM) aspects of practice within the pharmacy curriculum. One could argue that overlooking the SAM aspects in the curriculum would be doing a disservice to students and the profession as a whole by not adequately preparing students for the realities of the practice setting. In professing this stance, it is not to disregard the importance of the foundational sciences and clinical aspects of preparing future practitioners in any way; it is simply to call attention to potential deficiencies in SAM areas of the curriculum.

Pharmacy leaders, current and future, without doubt require the necessary foundational sciences and clinical expertise in order to realise their own and others' potential. That being said, if one cannot make other stakeholders aware of the skills and expertise of pharmacists, and what is and can be done by pharmacists, then those skills and expertise are likely to be utilised in a suboptimal manner; it is acquaintance to, and involvement with, SAM that can aid leaders to realise not only their own potential, but the potential of others

around them (Kolawole *et al.*, 2002). Moreover, as the profession continues its evolution toward more clinically oriented services, with pharmacists being encouraged to develop, promote and implement new, innovative services, the 'soft skills' of management and marketing will aid in increasing the likelihood these innovations will succeed and be maintained long-term (Hermansen-Kobulnicky & Moss, 2004). As a result, if the profession desires to maintain some control over the practice environment and advance practice, educators must train student pharmacists to not only be experts clinically, but also in the ability to develop, promote, and implement novel services (Latif, 2004). As well, there must be acknowledgement to the fact that high performing leaders in the profession are relatively rare (Filerman & Komaridis, 2007) and unless further focus is placed on preparing students in the SAM areas of practice, this trend is likely to continue.

While didactic teaching/learning is a viable option in some areas of study, SAM subjects, like marketing, tend to benefit the learner more when there is a hands-on approach; this way of teaching/learning is similar to how statistics is 'just one of those subjects' that one needs to 'practice' in order to 'get it'. In respect to marketing, a common misconception is that marketing is synonymous with advertising and promotion, and therefore is hard for some to appreciate the nuances involved in the discipline. Just like managing others may seem to be common sense to those that have never managed people (Holdford, 2009), unless someone is engaged with marketing it may

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appear to be a subject that is simply advertising or promotion, and not include the aspects before (product, price, place) the promotional aspect. As a profession, there is a call to focus on three functional roles of pharmacists and the development of five abilities within the curriculum, including self-directed learning, and leadership and advocacy (Jungnickel *et al.*, 2009).

Once in practice, every licensed pharmacist is required to stay abreast on one's skill set and knowledge base through professional development activities; once the transition occurs from student pharmacist to pharmacist, the core aspect of self-directed learning and critical thinking are paramount. Taking the responsibility for that self-directed learning falls solely on the pharmacist, and for some it may be difficult to face the unstructured nature of continuing professional education if one has not been exposed to it previously, particularly through one's formal education (Garrison, 1992). Not surprisingly, there has been considerable attention given to the importance of self-directed learning in the profession (Brown *et al.*, 2001; Huynh, *et al.*, 2009; Jungnickel *et al.*, 2009).

This manuscript discusses the creation and evaluation of a Marketing for Pharmacists course at the University of Saskatchewan, Canada (UofS). For the first four years the course has been offered, students were surveyed to assess some of the perceived benefits, and shortfalls, of the new course. Ultimately, the desire to develop the course and receive feedback on it was to try and align the theoretical and core knowledge required in a university level course, with the pragmatic approach of hands-on learning; moreover, to understand if students were receptive and found value in the new course and its design.

Course Design and Learning Objectives

The Marketing for Pharmacist course was created due to the recognition that with changing practice there are times when the changes do not benefit the profession and/or patients. Furthermore, many students taking the mandatory Management in Pharmacy course at the UofS were requesting a more in-depth focus, in an elective course, on marketing. Added to these reasons for developing the course, the only SAM elective previously offered was narrow in focus (Community Pharmacy Management) and the instructor was set to retire (in 2011). With a complete re-design of the required Management in Pharmacy course the previous year (Perepelkin, 2012), there was recognition, in designing the course, that the didactic method of teaching/learning was not an option.

While the theoretical aspects of marketing were required, the pragmatic, hands-on approach to learning was to be a major component to the course; hands-on application has been shown to increase student learning, particularly in SAM subjects (Calomo, 2006). Before moving forward with proposing the new elective course to faculty in the College of Pharmacy and Nutrition, UofS, an environmental scan was completed. This scan included contacting instructors teaching a course in the area of marketing (none were doing so in Canada), discussing

with students what they liked and disliked in the Management in Pharmacy course, as well as talking to practitioners, in particular those that had been recognised as being innovative, and recent graduates.

While adopting some of the methods used in the Management in Pharmacy course that students found useful, this new course had a unique approach - pair student groups (two-three students) with a practicing pharmacist. Practicing pharmacists are solicited by having a call for participants sent out by the provincial advocacy organisation - Pharmacy Association of Saskatchewan; since the initial offering of the course in 2011, some pharmacists were aware of the course and project via word-of-mouth and also expressed interest. In this arrangement, the pharmacist agrees to work directly with the student group to help find a solution to a practice based solution; in pairing students with a pharmacist, the students learn about a unique practice environment, while the pharmacist learns about marketing and its application to practice.

Educational Environment

There are currently ten colleges/faculties/schools of pharmacy in Canada. All schools will convert to a Pharm.D entry-to-practice curriculum by 2020 (AFPC, 2010), similar to what is standard in the United States (US); there are currently a mix of Pharm.D and Baccalaureate entry-to-practice degrees, with the latter following a one year pre-pharmacy, plus four-year pharmacy model (Austin & Ensom, 2008). Regardless of how the curriculum is designed at a given school, all interns must complete various structured practical experiences (SPEPs), including community and hospital pharmacy rotations.

At the UofS, students complete at a minimum one year of pre-pharmacy courses at the university level, and then apply to enter the programme, ultimately leading to a Bachelor of Science in Pharmacy (BSP) degree; however, many students have completed more than one year of university courses, with several having already obtained a university degree. Entrance to the programme is very competitive, with approximately one-sixth (~16%) of applicants, on average, successfully receiving a spot in the incoming class of 90 students. Once in the College, students take three and a half years worth of courses, including eight weeks of experiential learning, with their last term in the College being three five-week experiential learning rotations.

The Marketing for Pharmacists course is a fourth-year elective (first term September-December, fourth year of the programme) developed and taught by the author. All students registered in the course attend class once per week for 180 minutes, with a break midway.

Course Focus

In designing this course, the goal was to have a strong andragogical (Knowles, 1980), learner-focused approach, while also incorporating self-directed learning (Knowles,

1975). This objective was based on the premise that students, as adult learners, will soon be practicing pharmacists that will require them to be self-directed in the required continuing education inherent in being a practicing member of the profession. This objective mirrored that of the re-design of the Management in Pharmacy course that the students take in the third year of the professional programme (Perepelkin, 2012).

The course (Marketing for Pharmacists) examines the theoretical concepts and applied techniques that are used in the delivery of professional pharmacy services in the for-profit and/or not-for-profit environment. Lectures focus on theoretical concepts and examples of strategies currently being used within the pharmacy and broader healthcare environment; these strategies are not restricted to Canada, but also explore strategies in use in other countries, including the US, Australia, and the United Kingdom. Students are expected to be actively involved in the course through interactive lecture/seminar techniques, including case studies and peer-reviewed, student-led article discussions.

In all pharmacy practice environments pharmacists are developing and implementing advanced practice models, focusing on the ideal role for pharmacists to play in the formal and informal health care system by delivering innovative services and goods. If there is a desire to have a long-term strategy in making the new services and goods sustainable, a working knowledge of marketing is vital. For instance, one can have the skill and expertise to provide the best diabetes education to patients and be an expert in the prevention and treatment of the disease, but if one's target market (patient population) has a low to negligible prevalence of diabetes, then offering these services is futile. Focusing on what one wants to provide instead of what is needed by patients will lead to suboptimal uptake and the likely failure of an otherwise sound clinical programme.

Organisations do not exist in isolation; pharmacy is no exception and various stakeholders have an interest in what one does and the actions of the organisation where the pharmacist practices. As an example, in community practice one interacts with patients, other healthcare practitioners, drug plans, *etc.* and in hospital practice one interacts with patients, other healthcare practitioners, administrators, *etc.* and each of these stakeholders has a distinct purpose. The course is not designed to make students marketing experts, but is designed to develop the knowledge for, and appreciation of, the role marketing plays in the appropriate provision of professional pharmacy services, regardless of practice setting.

Content

The required textbook for the course is Marketing for Pharmacists by Holdford (2015). There are also two supplementary textbooks - Essentials of Health Care Marketing by Berkowitz (2010) and Marketing Professional Services by Kotler *et al.* (2002). Furthermore, students are assigned readings (case studies, academic and management press articles, *etc.*)

that coincide with the course focus. At the beginning of each class, the instructor devotes approximately 20-30 minutes in order to have a discussion on current events in pharmacy and healthcare as it relates to marketing in particular, but also more broadly in regard to pharmacy practice. These current events come from a variety of sources including professional associations (advocacy, regulators, *etc.*), mainstream media outlets, and other sources. While the instructor ensures that there are at least four-five events to discuss, the students are strongly encouraged to stay abreast of current events and share what they have found with the class. Many times the stories discussed can be referred to during the lecture/seminar to provide context for the students. In fact, during the 2014-2015 offering of the course, six students and the instructor wrote and published an article 'Advocacy in Pharmacy: Changing "what is" into "what should be"' that led directly from the fruitful discussions in the course (Boechler *et al.*, 2015).

A variety of teaching and assessment methods are utilised throughout the course. For example, student groups lead a class discussion (worth 10% of their final grade) on a peer-reviewed article related to pharmacy/pharmacist marketing and/or marketing pharmacy/health services. This discussion allows students an opportunity to engage with classmates by asking questions of their classmates instead of simply responding to audience questions at the end of the discussion/presentation. Students are expected to have prepared a thorough evaluation of the article, including examining the methods and how it may apply to their career, as well as preparing discussion questions for the class. While ultimately the professor determines the grade each group earns, their colleagues/classmates also assess each group by completing an evaluation form.

The main way students are assessed (accounting for 65% of the students' final grade - proposed plan, final plan, and formal oral presentation of plan) in the course is through evaluation of the marketing plan each group prepares. Specific details of the marketing plan exercise were described above in the Course Design and Learning Objectives section. Marketing plans form the basis of an organisation's marketing strategy, and are used in all types of organisations (for-profit and not-for-profit). Marketing plans are commonly developed as an extension of an organisation's business plan. Of note is that all students that take the Marketing for Pharmacist course will have completed a business plan in their previous year in the Management in Pharmacy course. To show how the course content is to be applied in a pragmatic manner, lectures end with a slide or two called 'Application to Marketing Plan' in which the lecture is tied into the marketing plan and some considerations of how the topic of the lecture applies to the creation of their marketing plan. This is another opportunity to show students the relevance of the subject matter in the course to the 'real world'.

The other two methods of evaluation are a midterm exam (worth 15% of their final grade) and a marketing example (worth 10% of their final grade). The marketing

example is to show integration of course concepts and the application of the students' knowledge. Students are required to find an example, related to pharmacy practice, of course material 'in action'. The example can come from any source, including videos/commercials, newspaper articles, movie content, advertisements, *etc.* The students then critically analyse the marketing example and relate it back to the course concepts and discussions.

Methods and Results

At the end of the course a questionnaire was distributed to students in the Marketing for Pharmacists course (see Appendix A). The questionnaire was distributed/administered at the end of the term/course for each academic year, and therefore students must have been in

class the day the questionnaire was distributed in order to respond. The questionnaire centred on the methods of delivering the course content, as well as perceived outcomes. With the desire to obtain responses that were as truthful as possible, students were asked not to provide any information that would allow the author to identify individual respondents. The questionnaire was an adapted version of that used by Perepelkin (2012).

Once data were collected, descriptive statistics were run, as well as one-way ANOVA tests; if statistically significant differences ($p < 0.05$) resulted, cross-tabs were run to explore the differences. Table I shows responses to each item on the questionnaire.

All students ($n=45$) that were present at the final class session each year completed the questionnaire; out of the 45 students, just over half (51.1%) were female. The four

Table I: Student Level of Agreement with Course Structure and Methods

Item	Strongly Disagree (N, %)	Disagree (N, %)	Neutral (N, %)	Agree (N, %)	Strongly Agree (N, %)
Looked forward to taking this course	(0, 0%)	(0, 0%)	(2, 4.4%)	(23, 51.1%)	(20, 44.4%)
At end of this course, you have a better understanding of the events surrounding and affecting the profession of pharmacy	(0, 0%)	(0, 0%)	(1, 2.2%)	(19, 42.2%)	(25, 55.6%)
At end of this course, you have a better understanding of how marketing can be used to positively affect change in the profession of pharmacy	(0, 0%)	(0, 0%)	(0, 0%)	(16, 35.6%)	(29, 64.4%)
Group led article discussions helped me understand the concepts discussed	(0, 0%)	(0, 0%)	(16, 35.6%)	(25, 55.6%)	(4, 8.9%)
When my group led the article discussion, I learnt more about the concept being discussed than when our group was not leading the discussion	(1, 2.2%)	(0, 0%)	(2, 4.4%)	(15, 33.3%)	(26, 57.8%)
The group led article discussion increased my confidence in presenting to an audience	(1, 2.2%)	(0, 0%)	(17, 37.8%)	(19, 42.2%)	(7, 15.6%)
I feel the group led article discussion should <i>not</i> have been graded	(9, 20.0%)	(24, 53.3%)	(8, 17.8%)	(1, 2.2%)	(2, 4.4%)
When other groups led the article discussions it increased my understanding of the concept being discussed	(0, 0%)	(6, 13.3%)	(8, 17.8%)	(27, 60.0%)	(4, 8.9%)
Reading the articles helped me relate the concepts discussed in class to pharmacy practice	(0, 0%)	(0, 0%)	(17, 37.8%)	(24, 53.3%)	(4, 8.9%)
The discussion of current events to begin most classes was beneficial for me	(0, 0%)	(0, 0%)	(2, 4.4%)	(20, 44.4%)	(23, 51.1%)
I felt comfortable speaking my mind in class	(0, 0%)	(0, 0%)	(0, 0%)	(19, 42.2%)	(26, 57.8%)
There was sufficient opportunity to participate in class	(0, 0%)	(0, 0%)	(1, 2.2%)	(10, 22.2%)	(34, 75.6%)
The textbook helped me understand the concepts discussed in class	(0, 0%)	(3, 6.7%)	(4, 8.9%)	(15, 33.3%)	(22, 48.9%)
I feel the group marketing plan presentations were the right way to end the course sessions	(3, 6.7%)	(3, 6.7%)	(4, 8.9%)	(13, 28.9%)	(22, 48.9%)
I feel the group marketing plan presentations should <i>not</i> have been graded	(8, 17.8%)	(11, 24.4%)	(14, 31.1%)	(10, 22.2%)	(1, 2.2%)
Overall, the amount of work involved in this course over the term was too much	(5, 11.1%)	(17, 37.8%)	(10, 22.2%)	(11, 24.4%)	(1, 2.2%)
Given the amount of effort and time involved in completing a marketing plan in this course, in the future this course should <i>not</i> have a final exam	(16, 35.6%)	(3, 6.7%)	(4, 8.9%)	(13, 28.9%)	(8, 17.8%)
The way in which materials were used in this course (lecture slides, current events, discussions, article discussions, readings) helped me understand the concepts more than if the class only used formal lectures from the professor to deliver the course content	(0, 0%)	(0, 0%)	(5, 11.1%)	(21, 46.7%)	(19, 42.2%)
Overall I enjoyed this course	(0, 0%)	(0, 0%)	(2, 4.4%)	(14, 31.1%)	(29, 64.4%)
I am happy that I took this course	(0, 0%)	(0, 0%)	(2, 4.4%)	(16, 35.6%)	(27, 60.0%)
I would recommend this course 519 to future students	(0, 0%)	(0, 0%)	(1, 2.2%)	(18, 40.0%)	(26, 57.8%)
Given the knowledge gained by taking this course, I feel I will have a strategic advantage in my career over classmates that did not take this course	(0, 0%)	(0, 0%)	(5, 11.1%)	(14, 31.1%)	(26, 57.8%)

independent variables explored were whether the respondent: was happy they took the course; enjoyed the course overall; would recommend the course to future students; and felt they had a strategic advantage in their career over classmates that did not take the course.

The same percentage of respondents reported looking forward to taking the course at the beginning of the semester that reported they were happy they took the course (95.5%). Most respondents (97.8%) agreed they had a better understanding of how marketing can be used to positively affect change in the profession, and also agreed the discussion of current events at the beginning of each class was personally beneficial (95.5%). Slightly less than half of respondents (48.9%) disagreed the amount of work involved in the course was too much, with one-quarter (26.6%) agreeing the amount of work in the course was too much. Respondents were split with respect to whether the course should not have a final exam with just less than half (46.7%) agreeing there should not be a final exam with slightly fewer (42.3%) disagreeing that there should not be a final exam. A large majority (97.8%) would recommend the course to future students and felt they have a strategic advantage in their career over those that did not take the course (88.9%).

If the respondent was happy s/he took the course, they were more likely to: look forward to taking the course ($p=0.001$); report having a better understanding of the events surrounding and affecting the profession ($p=0.001$); have a better understanding of how marketing can be used to positively affect change in the profession ($p=0.001$); feel having groups other than his/her own lead class discussions on articles increased his/her understanding of the concepts being discussed ($p=0.045$); feel comfortable speaking his/her mind in class ($p=0.002$); report there was sufficient opportunity to participate in class ($p=0.008$); state the textbook helped him/her understand the concepts discussed in class ($p=0.046$); enjoy the course ($p=0.001$); recommend the course to future students ($p=0.001$); and feel s/he had a strategic advantage in his/her career over classmates that did not take the course ($p=0.001$).

If the respondent reported s/he overall enjoyed the course, they were more likely to: have reported looking forward to taking the course ($p=0.003$); report having a better understanding of the events surrounding and affecting the profession ($p=0.001$); have a better understanding of how marketing can be used to positively affect change in the profession ($p=0.008$); feel comfortable speaking his/her mind in class ($p=0.002$); report there was sufficient opportunity to participate in class ($p=0.003$); recommend the course to future students ($p=0.001$); and feel s/he had a strategic advantage in his/her career over classmates that did not take the course ($p=0.001$).

If the respondent said he/she would recommend the course to future students, they were more likely to: look forward to taking the course ($p=0.015$); report to having a better understanding of the events surrounding and affecting the profession ($p=0.002$); have a better understanding of how marketing can be used to

positively affect change in the profession ($p=0.002$); feel having groups other than his/her own lead class discussions on articles increased his/her understanding of the concepts being discussed ($p=0.049$); feel comfortable speaking his/her mind in class ($p=0.006$); report there was sufficient opportunity to participate in class ($p=0.031$); and feel s/he had a strategic advantage in his/her career over classmates that did not take the course ($p=0.001$).

Respondents that reported that s/he felt they had a strategic advantage career-wise over classmates that did not take the course, they were more likely to: report to having a better understanding of the events surrounding and affecting the profession ($p=0.001$); have a better understanding of how marketing can be used to positively affect change in the profession ($p=0.002$); and state the textbook helped him/her understand the concepts discussed in class ($p=0.013$).

Discussion

Despite relatively low enrolment in the course, after taking the course students appear to find it applicable to their preparation to enter the profession, and feel taking the course is advantageous; of note is that class size has been from a low of six students, to a high of 20 students. The course has a maximum enrolment of 20 students per academic year, as anything higher would result in a loss of the unique learning environment provided by the small size.

One observation from the link between students and practitioners is the opportunity to secure employment. During the 2014-2015 offering of the course, one group of three students completed a marketing plan with a practitioner with a grocery store chain. After seeing the group's final product and presentation, two of the three students were offered employment once they completed their degree, while the third student already had secured employment. Although better preparing students for the 'real world' is an objective of the course, being offered employment is just an added bonus.

This course is not 'the easy one' in regard to elective courses. In fact, anecdotal evidence, by way of talking with many students that did not enrol in the course has been that if it were not for the amount of work, they would have taken the course. While there is a lot of 'work' in the course, the course is primarily a project-based course and the students do not write a final exam. This came about after the initial offering of the course when there was a final exam scheduled and it quickly became apparent that the project itself was sufficient to warrant no final exam: the project itself was the best method for assessing student understanding and application of course concepts. It is a little surprising that almost half (42.3%) of respondents felt there should be a final exam at the end of the course. However, it may be that these students would welcome more control over his/her final grade, as opposed to relying on others, via completing the marketing plan project for a high percentage of his/her final grade (65%).

With many faculty never taking any form of marketing course, the 'need' for such as course continues to be questioned by some. While not high in numbers, the results from the assessment presented in this article highlight the benefits students that take the course perceive they obtain. Furthermore, once in practice a number of former students have contacted the author to provide feedback on the course now that they are in the 'real world' and how it has positively impacted his/her practice. However, acknowledgement must be given to the fact that those who have not provided feedback may have a different, less positive perspective on how the course has impacted his/her practice.

Conclusions

This paper provides an overview of a Marketing for Pharmacists elective course, along with results from student assessments of the course. Overall there is strong support from those that have taken the course, and most find they will have a unique advantage in their career because of taking the course. There is also the added benefit of engaging pharmacy stakeholders, and in particular practitioners, that work directly with student groups in creating a marketing plan. This arrangement allows students to gain experience in the 'real world', and allows practitioners the opportunity to not only receive a marketing plan in hopes of benefiting ones practice, but also learning about marketing through the hands-on work done with students.

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Appendix A: Marketing for Pharmacists End of Course Questionnaire

This questionnaire is meant to collect a general understanding of the thoughts, opinions and experiences of all students taking this course to gain a better understanding of the course content and structure; this is especially important this year as you are the first students to ever take this course. The goal is to use the feedback received to help enhance the course and build upon the strong foundation you helped shape. This will not reflect, in any way, on your personal standing in the course, so please be honest; your name or anything else identifying who you is not being collected so it is next to impossible to link responses to individuals.

Why did you decide to take this course (Marketing for Pharmacists) instead of other potential electives?

At the beginning of fourth year you looked forward to taking this course: Marketing for Pharmacists.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

At the end of this course, you have a better understanding of the events surrounding and affecting the profession of pharmacy.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

At the end of this course, you have a better understanding of how marketing can be used to positively affect change in the profession of pharmacy.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The group led article discussions helped me understand the concepts discussed.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When my group led the article discussion, I learnt more about the concept being discussed than when our group was not leading the discussion.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The group led article discussion increased my confidence in presenting to an audience.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I feel the group led article discussion should *not* have been graded.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

When other groups led the article discussions it increased my understanding of the concept being discussed.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reading the articles helped me relate the concepts discussed in class to pharmacy practice.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The discussion of current events to begin most classes was beneficial for me.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I felt comfortable speaking my mind in class.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

There was sufficient opportunity to participate in class.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The textbook helped me understand the concepts discussed in class.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I feel the group marketing plan presentations were the right way to end the course sessions.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I feel the group marketing plan presentations should *not* have been graded.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall, the amount of work involved in this course over the term was too much.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Given the amount of effort and time involved in completing a marketing plan in this course, in the future this course should *not* have a final exam.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The way in which materials were used in this course (lecture slides, current events, discussions, article discussions, readings) helped me understand the concepts more than if the class only used formal lectures from the professor to deliver the course content.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall I enjoyed this course.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I am happy that I took this course.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I would recommend this course to future students.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Given the knowledge gained by taking this course, I feel I will have a strategic advantage in my career over classmates that did not take this course.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Gender

Female Male

If you would like, please provide general comments in the space below regarding any aspect of the course, good or bad, including the course structure, evaluation components (grading), etc.