

## Independent Study

**PHAR 7299**

**Spring 2025**

### Course Description

This elective course introduces third-year pharmacy students to the fundamentals of survey-based research. Students will learn to design, administer, and analyze surveys, with an emphasis on applying statistical techniques to interpret data and present findings. This course aims to develop students' skills in conducting meaningful survey research while addressing ethical considerations in data collection and analysis.

### Additional Course Information

In this research elective, third-year pharmacy students will delve into the design and analysis of survey-based research within the field of pharmacy and healthcare. Through a series of hands-on activities and projects, students will gain practical experience in crafting research questions, constructing survey instruments, and implementing data collection protocols. The course covers key statistical methods for analyzing survey data, including descriptive and inferential statistics, as well as effective ways to visualize and communicate findings to various audiences. Students will also explore ethical aspects of survey research, such as informed consent, confidentiality, and considerations in handling sensitive information. By the end of the course, students will be able to independently conduct survey-based research projects, analyze and interpret survey results, and critically evaluate the strengths and limitations of survey methodologies. This course prepares students to contribute to evidence-based practices and enhance their research competencies within pharmacy and healthcare contexts.

### Course Credit: 2 credit hours 7299

The students will be expected to spend a minimum of 6 hour per week conducting research (administering surveys, preparing written reports, analyzing data, etc.)

**Pre-Requisites:** The students must gain approval from the course coordinator prior to registering for this course.

**Co-Requisites:** None

**Class Meeting Days, Time & Location:** TBD

### Course Coordinator:

Takova D. Wallace-Gay, PharmD, BCACP, TTS

W.T. Brookshire Hall Room 248

Phone number: 903.566.6140

Email: [twallacegay@uttyler.edu](mailto:twallacegay@uttyler.edu)

Office hours: TBD, by appointment

Preferred method of contact: Email

### Fisch College of Pharmacy (FCOP) and UT Tyler Policies

This is Part 1 of the syllabus. [Part 2](#) contains UT Tyler and the FCOP policies and procedures. For experiential courses (i.e., IPPE and/or APPE), the Experiential Manual contains additional policies and instructions that supplement the Syllabus Part 1 and 2. Please note, the experiential manual may contain policies with different deadlines and/or instructions. The manual should be followed in these cases.

### Required Materials

Most course required materials are available through the Robert R. Muntz Library. These materials are available either online\* (<http://library.utt Tyler.edu/>) or on reserve.

1. Other required materials will be posted on the classes' Canvas site. The site address is: [utt Tyler.edu/canvas](http://utt Tyler.edu/canvas).

## Recommended Materials

## Course Format

The course may include, but are not limited to, the following activities:

1. Independent study of selected readings
2. Literature review
3. Lecture
4. Active learning strategies
5. Writing
6. Presentation
7. Data Analysis

## Course Learning Outcomes (CLOs)

CLOs	PLO(s) Assessed for this CLO (1-12)	ACPE Appendix 1	ACCP Didactic Toolkit	NAPLEX (1.1- 6.5)	MPJE (1.1- 4.7)	Assessment Methods (1-13)
1. Students will design a survey related to a pharmacy or healthcare topic, ensuring clarity, reliability, and validity in question construction and response options.	1,4,6,11					
2. Students will use statistical software to perform descriptive and inferential analyses on survey data, including measures of central tendency, correlation, and hypothesis testing.	1,4,6,11					
3. Students will interpret the findings from survey data, identifying significant trends and patterns, and will present their analysis in a professional report or presentation	1,4,6,11					
4. Students will demonstrate understanding of ethical considerations, including informed consent, data privacy, and handling sensitive information in survey research.	1,4,6,11					

5. Students will critically assess potential sources of bias, sampling errors, and other limitations in survey data and propose methods to address or mitigate these issues	1,4,6,11					
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### Course Summative Assessment Methods

	Assessment Method	Description
1	Individual/Team Project	Under the supervision of the course coordinator, the student will design an independent project in a pharmacy-related area of interest including specific goals and an action plan, conduct a systematic review, or analyze secondary data
2	Paper/Manuscript	The student will author a specified section of a paper/manuscript that is suitable for publication in a peer-reviewed journal. The student must meet several milestone thresholds, including but not limited to, the production of an outline, a comprehensive literature review, and appropriate citation formatting
3	Oral Presentation	At the end of the independent study, the student will communicate their research process, methods, and outcomes through an oral presentation suitable for pharmacy, medical, and basic science audiences
4	Abstract/Poster Presentation	The student will develop an abstract and/or poster presentation of their project that is suitable for submission to a local, regional, or national professional meeting
5	Other – Please specify:	Other necessary assessments specific to each project, defined by the course coordinator

### Grading Policy & Grade Calculation

Grades will be determined based on evaluation of assignments, formative assessments (for learning), and summative assessments (for mastery). For all intents and purposes, final examinations are synonymous with summative assessments. Assessments may consist of, but are not limited to, multiple-choice, true/false, fill in the blank, short-answer, essay, and problem-based questions. They may also include a variety of formats beyond the traditional question-based written examination, as each CLO may require different methods to determine student achievement.

Assignments, formative, and summative assessments may be **cumulative**. Students are responsible for material presented during prior courses. The grading scale for all graded material is below. The final course grade will be assigned according to the calculated percentage and the percentages will not be rounded upward or downward. For additional information, see [Part 2](#) of the syllabus.

During the time the course is in progress, students who obtain less than 75% on any summative assessment or a total course grade of less than 75% during a particular semester will receive an academic alert from the course coordinator and the Office of Academic Affairs and be subject to weekly in-course remediation with the course instructor(s).

Standard Grade Calculation*	
Individual Assessments: 95%	
Weekly assignments	60%
Manuscript or Poster	30%
Oral Presentation	10%
<b>Total</b>	<b>100%</b>

***\*The final course letter grade will be as follows:***

<b>A</b>	90 - 100 %
<b>B</b>	80 - 89.999 %
<b>C</b>	70 - 79.999 %
<b>D</b>	65.0 - 69.999 %
<b>F</b>	< 65.0 %

#### Course Schedule

Week	TOPIC	CLO
1	Orientation to course and project determination	
2-14	Design and execution of project	
15	Submission of abstract/manuscript and presentation of project	

## Appropriate Use of Artificial Intelligence

For this course,

### 1. AI is encouraged during the course, and appropriate acknowledgment is expected.

- a. Example 1: I encourage you to explore using artificial intelligence (AI) tools, such as ChatGPT, for all assignments and assessments. Any such use must be appropriately acknowledged and cited, following the guidelines established by the APA/MLA/Chicago Style Guide, including the specific version of the tool used. The submitted work should include the exact prompt you used to generate the content and the AI's complete response as an appendix. Because AI-generated content is not necessarily accurate or appropriate, you must assess the validity and applicability of any submitted AI output. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work.
  - i. [APA Style Citation Information](#)
  - ii. [MLA Style Citation Information](#)
  - iii. [Chicago Style Citation Information](#)
- b. Example 2: You can use AI programs (ChatGPT, Copilot, etc.) in this course. These programs can be powerful tools for learning and other productive pursuits, including completing assignments in less time, helping you generate new ideas, or serving as a personalized learning tool. However, your ethical responsibilities as a student remain the same. You must follow UT Tyler's Honor Code and uphold the highest standards of academic honesty. This applies to all uncited or improperly cited content, whether created by a human or in collaboration with an AI tool. If you use an AI tool to develop content for an assignment, you must cite the tool's contribution to your work.
- c. Example 3: Students can use AI platforms to help prepare for assignments and projects. You can use AI tools to revise and edit your work (e.g., identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or correct citations). When submitting work, students must identify any writing, text, or media generated by AI. In this course, sections of assignments generated by AI should appear in a different colored font, and the relationship between those sections and student contributions should be discussed in a cover letter that accompanies the assignment when submitted.

### 2. AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.

- a. Example 1: This course has specific assignments where artificial intelligence (AI) tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and all use of AI must be appropriately acknowledged and cited. Otherwise, the default is that AI is not allowed during any stage of an assignment.
- b. Example 2: During some class assignments, we may leverage AI tools to support your learning, allow you to explore how AI tools can be used, and/or better understand their benefits and limitations. Learning how to use AI is an emerging skill, and we will work through the limitations of these evolving systems together. However, AI will be limited to assignments where AI is a critical component of the learning activity. I will always indicate when and where the use of AI tools for this course is appropriate.
- c. Example 3: Most assignments in this course will permit using artificial intelligence (AI) tools, such as ChatGPT or Copilot. When AI use is permissible, it will be documented in the assignment description, and all use of AI must be appropriately acknowledged and cited. When using AI tools for assignments, add an appendix showing (a) the entire exchange (e.g., prompts used), highlighting the most relevant sections; (b) a description of precisely which AI tools were used, (c) an explanation of how the AI tools were used (e.g. to generate ideas, elements of text, etc.); and (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to

stimulate thinking, to experiment for fun, etc.). Students shall not use AI tools during in-class examinations or assignments unless explicitly permitted and instructed to do so.

- d.** Example 4: In this course, we may use AI tools (such as ChatGPT and Copilot) to examine how these tools may inform our exploration of the class topics. You will be notified as to when and how these tools will be used, along with guidance for attribution. Using AI tools outside of these parameters violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.