

UNIVERSITY OF WYOMING

PHCY 5160- 47

Graduate Problems Course

Fall 2026

August 31 - Dec 11



College of Health Sciences
School of Pharmacy

Course Description:

The Graduate Problems Course is a one or two-semester hour course designed to provide opportunities for students to discuss how specific articles, projects, or other learning vehicles impact the tracks they are in. Students and instructor meet upon registration in the course to establish the specific topic area to be covered, the number of credits, expectations, specific deliverables, and the overall schedule. **Please make sure to sign up for the appropriate number of credit hours.**

Instructors contact information:

Elliott M Sogol PhD, RPh, FAPhA

Email: esogol@uwyo.edu

Note: Responses to emails will occur within 48 hours.

Office hours: by appointment

David Brushwood PharmD, JD

Email: dbrushwo@uwyo.edu

Office hours: by appointment

David Nau PhD, PharmD

Email: dnau@uwyo.edu

Office hours: by appointment

Student Learning Outcomes:

- Develop the abilities needed to read, understand, and interpret published research or articles
- Develop a strategy for efficiently providing your track perspectives related to the articles provided, project, or other learning vehicle
- Develop a process to succinctly provide information in written format

Required text:

Articles will be provided in class or project outline will be developed with the faculty member

CLASS WEBSITE:

The WyoCourses site is accessible from the University website via WyoWeb. Class information will be posted or linked on this site. The student is expected to utilize the site and accept changes from this syllabus as amended on the site. You may not be able to see the course materials until two weeks prior to the course. Students are requested to set up their own cadence to meet with the professor.

DELIVERY METHOD / Live Sessions:

This is an asynchronous class where assignments are posted as noted in the syllabus with due dates for completion included. There is only one scheduled live session for the course in week one. Please reach out to the professor to discuss your project, goals, and objectives. **There will not be a live class for all students enrolled in the course this semester.** Individual sessions will be set for each student with the instructor at the start of the semester and as needed.

COURSE PREREQUISITES, CO-REQUISITES, ENROLLMENT RESTRICTIONS:

This course is required for students in the Master of Science in Health Services Administration program. Please check the catalog for a list of any prerequisites for the course. This course is a core component for all tracks.

COURSE PROCEDURES:

All students will join the class at the same time (synchronous) when the option is available. Most activities can be done at the student's selected times (asynchronous).

A class session/assignment is the time that includes the live session, the pre-session work, and any immediate post-session work. For this class, a session/assignment will become available as noted in the Syllabus with due dates listed for each item.

Instructional procedures consist of live lecture / discussions, discussion board, plus assigned readings.

The distance education model of this course requires some adaptation by the students and instructor from the traditional classroom setting. **You may be recorded with your face and name.** This recording will be placed on a password protected site (course website), but no guarantees are made on its security.

Different people have different learning styles. Lecture where the instructor talks and students listen is passive on the part of the student. Discussion requires active participation on the part of the learner. In this class, some topics are appropriate for lectures; some are appropriate for discussion; and some will be conducted through active participation such as analysis of case studies and or discussion boards.

DUTY TO REPORT:

While this is a safe environment and I want you all to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have some reporting obligations that are part of my faculty requirements at UW.

For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to those offices directly, you can contact Equal Opportunity Report and Response (Bureau of Mines Room 319, 766-5200, report-it@uwyo.edu, www.uwyo.edu/reportit). Additionally, you can also report incidents or complaints to the UW Police Department. You can also get support at the STOP Violence program (stopviolence@uwyo.edu, www.uwyo.edu/stop, 766-3296) (or SAFE Project (www.safeproject.org, campus@safeproject.org, 766- 3434, 24-Hour hotline: 745-3556).

Another common example is if you are struggling with an issue that may be traumatic or unusual stress. I will likely inform the Dean of Students Office or Counseling Center. If you would like to reach out directly to them for assistance, you can contact them using the info below or going to www.uwyo.edu/dos/uwyocares.

Finally, know that if, for some reason, our interaction involves disruptive behavior or potential violation of policy, I must inform the Dean of Students, even when you and I may have reached an informal resolution to the incident. The purpose of this is to keep the Dean apprised of any behaviors (by students or faculty) and what was done to resolve them.

As with other disruptive behaviors, we have the right to dismiss you from the classroom (Zoom and physical), or other class activities if you fail to abide by these COVID-19 policies. These behaviors will be referred to the Dean of Students Office using the UWYO Cares Reporting Form for Student Code of Conduct processes (https://cm.maxient.com/reportingform.php?UnivofWyoming&layout_id=5).

SUBSTANTIVE CHANGES TO THE SYLLABUS:

All deadlines, requirements, and course structure are subject to change if deemed necessary by the instructor. Students will be notified verbally in class or on our WyoCourses announcement page and/or via email of these changes.

HyFlex, Zoom, and WyoCourses expectations:

As with all UW coursework, this course will be educational and useful to you. I will respond to questions, concerns, and feedback in a timely manner.

Your responsibilities:

- Give and receive feedback from me and your classmates respectfully and constructively in all interactions. This includes in Zoom chats, on WyoCourses boards, and within physical classroom spaces.
- Actively engage in civil discourse in a respectful manner. Use professional language in all course related forums.
- Communicate professionally. Whenever you send class-related email or messages, please include a clear, specific subject line and use the body of the email or message to explain the purpose for the email and any attached materials. Conduct yourself professionally.
- Meet assignment deadlines. We expect that you're interacting with course material multiple times during the week.
- Ask for help when you need it. For academic assistance for this course please contact me for available resources. For Dean of Students assistance please see: <https://www.uwyo.edu/dos/student-resources/covid-19-student-resources.html>
- Please let us know if you notice another student who needs help in our (anonymous) WyoCares referral option (<https://www.uwyo.edu/dos/students-concern/index.html>).

Information Technology (IT): If you have any IT related challenges, please contact the UWIT Service Center:

<https://uwyo.teamdynamix.com/TDClient/1940/Portal/Requests/ServiceDet?ID=8890>

GRADES

The numbers assigned to the grades shall be A=90 and above,
B=80 to <90;
C=70 to <80;
D=60 to <70;
F=below 60.

Graduate students, including those enrolled in the Master of Science in Health Services Administration, must maintain a 3.00 GPA (B or better). Note: there is no rounding of grades – an 89.9 is not 90.

Assignments/Discussion boards:

Depending on the project, there may be an assignment each week or an agreed upon process update. Assignments may include progress reports for the problem that the student is investigating. Late assignments will incur a 2-point reduction in grade per day.

Course Calendar (example)

Week	Readings	Assignments Available	Assignment Due
1 – 3	Article / Project TBD	Set up meeting with Dr Sogol or. <u>Dr Brushwood</u>	By week 3
4 – 6	Article / Project TBD	Individual meetings – initial draft outline of project due	Initial draft outline submitted for review
7 – 9	Article / Project TBD	Individual meetings – updates on progress	Progress report
10 - 12	Article / Project TBD	Paper drafts	Draft paper for review submitted
13 - 15	Article / Project TBD	Final report	Final report due

Guidelines for Evaluating Participation

Outstanding Contributor: Contributions in class and discussion board reflect exceptional preparation. Ideas offered are always substantive; provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.
(A range of grade)

Good Contributor: Contributions in class and discussion board reflect thorough preparation. Ideas offered are usually substantive; provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.
(B range of grade)

Adequate Contributor: Contributions in class and discussion board reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.
(C range of grade)

Non-Participant: This person says little or nothing in class and provides little commentary in the discussion board (or large amount of commentary that is of low quality) . Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.
(D range of grade)

Unsatisfactory Contributor: Contributions in class and discussion board reflect inadequate preparation. Ideas offered are seldom substantive; provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, quality discussion time for others would increase. (Below D range of grade)