

SYLLABUS OF THE EDUCATIONAL COMPONENT



TEAM BUILDING

for applicants of higher education of the 1st year of full-time education

Educational program "Pharmacy"

Specialty 226 "Pharmacy, industrial pharmacy"

Specialization 226.01 "Pharmacy"

Field of knowledge 22 "Health care"

Second (master's) level of higher education

TEACHER

Information about the teacher

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- 1. The name of higher education establishment and department:** National University of Pharmacy, Department of Management, Marketing and Quality Assurance in Pharmacy.
- 2. Address of the department:** 61121, 4 Valentynivska St., 3rd floor, Kharkiv, tel. 0572-67-91-72.
- 3. Website of the department:** <https://mmqaph.nuph.edu.ua/>
- 4. Consultations:** are held online in accordance with the schedule posted on the website of the Department of Management, Marketing and Quality Assurance in Pharmacy (at <https://mmqaph.nuph.edu.ua/grafiki-potochnih-konsultacij/>).
- 5. Abstract of the educational component:** Team building is a relevant and important direction in modern business, educational space and organizational environment where teamwork is present, as it creates favorable conditions for increasing productivity, efficiency and innovation of teamwork. The ability to effectively interact in a team and solve problems is extremely important in the professional and personal life of higher education students. The modern labor market often requires cooperation and teamwork. Team building helps higher education students understand how to work effectively in a group, use time and resources more efficiently, trust each other and achieve common goals. Team-building activities help students to better understand each other, interact and communicate, create a positive and friendly team, master the ability to work in a team and find non-standard solutions to problems. This ensures more fruitful cooperation in the future, both in education and in non-academic areas of life, and facilitates adaptation to university life.
- 6. The purpose statement of studying the educational component:** formation of theoretical knowledge and practical skills and abilities necessary for effective cooperation in a team environment; mastering competencies in the field of building and developing teams to achieve common goals.
- 7. Competencies in accordance with the educational program:**
Soft-skills / General competencies (GC):
 - GC 01. Ability to think abstractly, analyze and synthesize.
 - GC 02. Knowledge and understanding of the subject area; understanding of professional activities.
 - GC 03. Ability to communicate in the state language both orally and in writing.
 - GC 05. Ability to evaluate and ensure the quality of work performed.

GC 06. Ability to work in a team.

GC 07. Ability to realize one's rights and responsibilities as a member of society; awareness of the value of civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights and freedoms in Ukraine.

GC 08. Ability to preserve and enhance moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of development of pharmacy, its place in the general system of knowledge about nature and society and in the development of society, technology and technology, to use various types and forms of physical activity for active recreation and healthy lifestyle.

GC 09. Ability to use information and communication technologies.

GC 10. Ability to act in a socially responsible and civic-minded manner.

GC 11. Ability to apply knowledge in practical situations, make informed decisions.

GC 12. Ability to conduct research at the appropriate level.

Hard-skills / Professional (special) competencies (PC):

PC 1. Ability to integrate knowledge and solve complex problems of pharmacy in broad or multidisciplinary contexts.

PC 2. Ability to collect, interpret and apply data necessary for professional activities, research and implementation of innovative projects in the field of pharmacy.

PC 3. Ability to solve pharmacy problems in new or unfamiliar environments with incomplete or limited information, considering aspects of social and ethical responsibility.

PC 4. Ability to clearly and unambiguously communicate own knowledge, conclusions and arguments in the field of pharmacy to specialists and non-specialists, including students.

PC 15. Ability to apply communication skills in practical activities, adhere to the fundamental principles of pharmaceutical ethics and deontology based on moral obligations, values, ethical standards of professional behavior and responsibility in accordance with the Code of Ethics for Pharmacists of Ukraine and guidelines of international organizations.

8. The program learning outcomes (PLO):

PLO 1. Have and apply specialized conceptual knowledge in the field of pharmacy and related fields, considering modern scientific achievements.

PLO 2. Critically comprehend scientific and applied problems in the field of pharmacy.

PLO 3. To have specialized knowledge and skills to solve professional problems and tasks, including for the purpose of further development of knowledge and procedures in the field of pharmacy.

PLO 6. Develop and make effective decisions to solve complex/complex problems of pharmacy personally and based on the results of joint discussion; formulate goals of own and team activities, considering social and industrial interests, general strategy and existing limitations, determine the best ways to achieve goals.

PLO 9. To carry out professional activities using information technology, "Information databases", navigation systems, Internet resources, software and other information and communication technologies.

PLO 10. Carry out professional activities in social interaction based on humanistic and ethical principles; identify future professional activities as socially significant for human health.

PLO 25. Select, implement and apply management methods and functions in the professional activities of pharmacies, wholesale, manufacturing enterprises and other pharmaceutical organizations, argue the principles of personnel management and self-management, demonstrate leadership skills.

9. Status of the educational component: selective.

10. Prerequisites for the educational component: Team building as an educational component is based on the subjects studied by higher education students during the complete general secondary education, and also provides an understanding of the system of special theoretical knowledge on team building, the acquisition of practical skills in team building, the formation of skills to apply knowledge of team building in the process of further education and in professional activities.

11. The volume of the educational component: 4 ECTS credits: 120 hours of classes, including 8 hours of lectures, 12 hours of seminars, 20 hours of practical classes, 80 hours of independent work.

12. Organization of training:

Teaching methods:

- *explanatory (information and reproductive) method:* Lecture-based learning– lectures, video materials;
- *Reproductive method:* traditional practical and seminar classes;
- *problem-based teaching:* Brainstorming– method of "brainstorming"; Case-based learning– method of cases; Mindmapping - methods of interactive visualization of educational material (intellectual map of imagination); Word clouds - a cloud of tags;

- *a partially exploratory method*: Game-based learning– game-based learning methods (business games); Team-based learning– method of working in small groups; Project-based learning - project method; training;
- *research method*: Research-based learning– participation in research work, preparation of abstracts at conferences, scientific articles.

Content of the educational component:

Content module 1: Theoretical and methodological aspects of team building

Topic 1: Introduction to team building.

Topic 2. Team building.

Topic 3. Team leadership.

Topic 4. Team communication.

Content module 2. Practical principles and technologies of team building

Topic 5. Basic team building tools.

Topic 6. Team problem solving and decision making.

Topic 7. Emotional intelligence in team building.

Topic 8: Assessment and improvement of teamwork.

Organization of independent work:

Independent work includes the study of individual issues on each topic of the educational component that are not included in classroom sessions and the completion of tasks on these topics in order to consolidate the theoretical material.

13. Types and forms of control:

Types and forms of control:

Current control:

Knowledge control at each lesson: oral questioning, solving practical and situational tasks, solving cases.

Control of content modules: oral questioning, solving situational tasks, developing group projects.

Conditions for admission to the control of content modules: the presence of a minimum number of points for the content module classes, for the control of content module 1 (for the control of content module 2),

Semester control:

Form of semester control: semester credit.

Conditions of admission to semester control:

a current rating of more than 60 points, a minimum number of points for the control of content modules 1 and 2, no unexcused absences from practical classes, fulfillment of all requirements provided for in the work program of the educational component.

14. Evaluation system for the educational component:

Assessment of the acquisition of topics of the educational component during classes:

<i>Number of the topic of the educational component</i>	<i>Maximum number of points for the topic</i>	<i>Distribution of the maximum number of points per topic by type of work</i>	<i>Types of work for which the applicant receives points</i>
Content module 1			
Topic 1.	5	1	oral response
		3	solving practical and situational problems
		1	solving problems for self-study
Topic 2.	5	1	oral response
		3	solving practical and situational problems
		1	solving problems for self-study
Topic 3.	5	1	oral response
		3	solving practical and

			situational problems
		1	solving problems for self-study
Topic 4.	5	1	oral response
		3	solving practical and situational problems
		1	solving problems for self-study
Total points for content module 1:		20	
Content module 2			
Topic 5.	5	1	oral response
		3	solving practical and situational problems
		1	solving problems for self-study
Topic 6.	5	1	oral response
		3	solving practical and situational problems
		1	solving problems for self-study
Topic 7.	5	1	oral response
		3	solving practical and situational problems
		1	solving problems for self-study
Topic 8.	5	1	oral response
		3	solving practical and situational problems
		1	solving problems for self-study
Total points for content module 2:		20	
Total points per module:		40	

The study of the educational component by higher education students is possible through non-formal education. Instead of performing types of work on any topic of the educational component, the following types of work of a higher education applicant may be credited:

– participation in master classes, forums, conferences, seminars, webinars on the topic of the educational component (with the preparation of essays, abstracts, information messages, etc., which is confirmed by the event program, or abstracts, or a relevant certificate);

– Participation in research and applied studies on the topic of the educational component (in the development of questionnaires, conducting experimental studies, processing research results, preparing a report, presenting results, etc. as evidenced by the demonstration of relevant materials).

Assessment of applicants by type of work during classes:

<i>Types of work, for which the applicant receives points</i>	<i>Maximum number of points</i>
oral response	8
solving practical and situational problems	24
solving problems for self-study	8
Total points:	40

Assessment during the control of content modules:

<i>Types of work, for which the applicant</i>	<i>Distribution of the maximum number of points for the control of the content</i>	<i>Maximum number of points for the control of the</i>
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<i>receives points</i>	<i>module by type of work</i>	<i>content module</i>
<i>Content module 1</i>		
answers to theoretical questions	10	30
group work on the project	20	
<i>Content module 2</i>		
answers to theoretical questions	10	30
group work on the project	20	
<i>Total points for the control of content modules:</i>		<i>60</i>

Evaluation of the student's independent work:

during the current control: 8 points - solving self-study tasks for each topic;

during the control of content module 1: tickets for content module 1 include theoretical questions and practical and situational tasks on topics 1-4.

during the control of content module 2: tickets for content module 2 include theoretical questions and practical and situational tasks on topics 5-8.

Scale of evaluation of the semester test:

When studying the educational component, several grading scales are used: 100-point scale, undifferentiated ("passed", "failed") two-point scale and ECTS rating scale. The results are converted from one scale to another according to the table.

Total points by a 100-point scale	ECTS rating scale	Assessment by an undifferentiated scale
90-100	A	passed
82-89	B	
74-81	C	
64-73	D	
60-63	E	
35-59	FX	failed
1-34	F	

15. Educational component policies:

Academic Integrity Policy. It is based on the principles of academic integrity given in the Regulation “On measures to prevent cases of academic plagiarism in the NUPh”. Cheating when assessing the success of a higher education applicant during control activities in practical (seminar, laboratory) classes, monitoring of content modules and semester examinations is prohibited (including using mobile devices). Abstracts must have correct text links to the literature used. Identification of signs of academic dishonesty in the written work of a higher education applicant is the basis for its disregard by the teacher.

Class attendance policy. A higher education applicant is required to attend academic studies (Regulation “On the organisation of the educational process of the NUPh”) according to the class schedule (<https://nuph.edu.ua/rozklad-zanyat/>), adhere to ethical standards of behaviour.

Policy on deadlines, academic detention, improving the rating, and eliminating academic debt. Academic detention of missed classes by a higher education applicant is carried out in accordance with the “Regulations on academic detention of missed classes by applicants and the procedure for eliminating the academic difference in the curriculum in the NUPh” in accordance with the schedule for academic detention of missed classes set at the Department. Improving the rating and eliminating academic debt on the educational component is carried out by higher education applicants according to the procedure given in the Regulation “On the procedure for assessing the learning outcomes of higher education applicants in the NUPh”. Higher education applicants are required to comply with all deadlines set by the Department for performing types of written works on the educational component. Works that are submitted in violation of deadlines without valid reasons are rated at a lower rating – up to 20% of the maximum number of points for this type of work.

Policy on challenging the assessment on the educational component (appeals). Higher education applicants have the right to appeal the assessment on the educational component obtained during control activities. The appeal is carried out in accordance with the “Regulations on appealing the results of semester control of knowledge of higher education applicants in the NUPh”.

Policy on the recognition of learning outcomes obtained through non-formal and/or informal education by higher education applicants. Higher education applicants have the right to recognise the results of training acquired in non-formal and informal education in accordance with the Regulation “On the procedure for recognising learning outcomes obtained through non-formal and/or informal education by applicants for higher education in the NUPh”.

Within the framework of academic freedom of the teacher, instead of performing types of work on the topic of the educational component, it is possible to credit a non-formal education of a higher education applicant.

16. Informational and educational and methodological support of the educational component:

Required reading	<ol style="list-style-type: none"> 1. Team building [Electronic resource] : workbook for in-class and individual work for higher education applicants / V. V. Malyi [et al.] ; edited by prof. V. V. Malyi. – Kharkiv : National University of Pharmacy, 2024. – 108 p. 2. Team building. Course of lectures [Electronic resource]: educational manual / V. V. Malyi [etc.] ; edited by V. V. Malyi. – Kharkiv : NUPh, 2024. – 180 p.
Additional reading for in-depth study of the educational component	<ol style="list-style-type: none"> 1. Bondarieva I. V., Malyi V. V. Innovation in team building: changing the teaching paradigm in the educational component. Актуальні питання підготовки фахівців: реалії та перспективи: матер. міжнар. дистанційної наук.-метод. Конференції, 20 березня 2024р. / ред. кол.: Т.С. Прокопенко та ін. – Х.: Фаховий коледж НФаУ, 2024. С. 146-149. 2. Тімбілдінг [Електронний ресурс] : робочий зошит для ауд. та самот. роботи здобувачів вищої освіти / В. В. Малий [та ін.] ; за ред. В. В. Малого. – Харків : НФаУ, 2024. – 113 с. 3. Bondarieva I. V., Malyi V. V., Babicheva G. S. The vital role of team building in pharmacy. Індустрія 4.0 :сучасні напрями розвитку фармацевтичної галузі: збірник наукових матеріалів І Міжнародної науково-практичної конференції з нагоди 95-річчя І.М. Перцева (м. Харків, 16 травня 2024 р.). Х.: Вид-во НФаУ, 2024. –Р. 191-193. 4. Малий В. В., Бабічева Г. С, Пестун І. В., Рогуля О. Ю., Бондарєва І. В. Особливості методики викладання вибіркової освітньої компоненти «Тімбілдінг» на кафедрі фармацевтичного менеджменту та маркетингу. Менеджмент та маркетинг у складі сучасної економіки, науки, освіти, практики : матеріали ХІ міжнар. наук.-практ. дистанційної конф., м. Харків, 21 берез. 2024 р. / ред. кол.: В. В. Малий [та ін.]. – Харків : НФаУ, 2024. – С. 263-271.
Relevant electronic information resources (journals, websites, etc.) for in-depth study of the educational component	<ol style="list-style-type: none"> 1. www.https://lib.nuph.edu.ua - Library of the National University of Pharmacy. 2. www.https://pharmel.kharkiv.edu - Distance learning website of the National University of Pharmacy. 3. www.https://profpressa.com/ – Website of specialized professional publications. 4. www.https://psydliavsih.wordpress.com/ Electronic magazine "Psychological knowledge for everyone".
Moodle distance learning system	https://pharmel.kharkiv.edu/moodle/course/view.php?id=5186

17. Material, technical and software support of the educational component:

Technical support - computer, video camera, multimedia projector, screen.

Software: Microsoft Word, Excel, Power Point, Acrobat rider, Google Workspace for Education Standard, ZOOM, MOODLE.