Module Study Guide

Module 2: Pharmaceutical Services and its Components

Contents

Introduction ............................................................................................................................................. 3
Objectives................................................................................................................................................ 4
  General objectives ................................................................................................................................. 4
  Specific objectives ................................................................................................................................. 4
Competencies........................................................................................................................................... 5
Teaching strategy ..................................................................................................................................... 5
  Required reading ................................................................................................................................. 5
  Further reading ................................................................................................................................... 6
  Videos .................................................................................................................................................. 6
Content development .............................................................................................................................. 6
Module assessment ................................................................................................................................... 9
Description of the activities ................................................................................................................... 10
  Activity 1 (M2A1): M2 Mandatory tutorial session (week 1) ............................................................ 10
  Activity 2 (M2A2): Group discussion—asynchronous discussion forum (weeks 1 to 4) ............... 10
  Activity 3 (M2A3): Characterization of a pharmaceutical services process (Week 1) ..................... 13
  Tutor office hours—M2 (Weeks 2, 3, and 4) ..................................................................................... 14
  Activity 4 (M2A4): Jigsaw puzzle (Week 3) ....................................................................................... 14
  Activity 5 (M2A5): Crossword (Week 3) ............................................................................................ 14
  Activity 6 (M2A6): Column matching (Week 5) ................................................................................. 15
  Activity 7 (M2A7): Synchronous discussion (Week 5) .................................................................. 16
  Activity 8 (M2A8): Definition and analysis of strategic proposals (Week 6) ................................. 16
  Optional activity 1 (OP1): Glossary building (Week 3) ................................................................. 17
  Optional activity 2 (OP2): Collaborative library (Week 3) ............................................................... 17
Acknowledgments/Liability Waiver

This course is being offered thanks to funding from the Ministry of Health of Brazil and the Canadian International Development Agency (CIDA) and the technical support from the Pan American Health Organization/World Health Organization (PAHO/WHO). The views expressed herein are the responsibility of the authors and can therefore in no way be taken to reflect the official opinion of the Ministry of Health of Brazil, CIDA or of PAHO/WHO.

2013
Introduction

Module two will address delivery of pharmaceutical services as a key process and an integral part of health care delivery directly to the people who need it.

We have used medicines for centuries. For centuries we have also behaved in ways that can make medicines a public health problem rather than a solution for the treatment and prevention of disease. Think: have you or your family members always used medicines as prescribed by the physician? Do medicines always have the expected effect? Are the processes involved in delivery of medicines to the patient always safe? Do current pharmaceutical services contribute to the success of pharmacotherapy? We now invite you to conduct a step by step evaluation of what actually happens in this key process related to the use of medicines.

It can be said that every change process and use of resources towards a specific goal requires planning and management. — Therefore, all professionals need to know and practice management, since they require an optimal handling of assigned resources to carry out the proposed objectives and making decisions to resolve possible problems.

The first part of this module consists of a brief discussion of some of the general principles of management and their importance: how management pervades the work of health professionals in their various roles; the importance of participatory management; the general characteristics of a management system; and the core functions of management.

Thus, organization and management are first described as essential elements of pharmaceutical services, through the use of process-based management. By “management”, we mean the ability or capacity to use resources in the best possible way to achieve the desired results. A process-based approach enables one to achieve a desired result in an efficient manner as long as activities and related resources are managed as a process.

One must bear in mind that a process is a set of interrelated work activities that require certain outputs and particular tasks that involve benefit to obtain specified results. The outputs of a process make up the inputs of other processes such that this approach allows the treatment of an organization as a whole, thus valuing interrelations. As an example, if we regard the dispensing of medicines as a process, the selection of medicines can be considered a strategic process that enables dispensing, whereas logistics plays an essential supporting role for this same key process. Therefore, processes are interrelated. This is the approach adopted herein, with planning of pharmaceutical services regarded not as something altogether different from the processes carried out by other professionals, but as one part of a whole, the health care system.

For this reason, it is absolutely essential to recognize that a variety of elements and services interact directly or indirectly with the users of the health system. Some activities are geared to the individual, while others target groups of individuals, i.e. the family and the community. The ultimate goal of pharmaceutical services is to achieve the best possible health outcomes and improve the quality of life of individuals, family, and community (IFC).

The operational and philosophical cornerstones for action are drawn from the proposal of PHC renewal and the concept of Integrated Health Service Delivery Networks (IHSDNs) as addressed in
the previous module, as well as from the tenets of pharmaceutical care and of process-based management.

This second module is a presentation of the latter two subjects. We hope that knowledge of the fundamentals of pharmaceutical services and some insight into the reality/practice sites of all other course participants will play a useful role in your daily practice. Additionally, another goal of this module is to carry out the second stage of development of the intervention proposal project. In this second module, as part of project development, you will conduct a strategic analysis. Using the theoretical framework of the SWOT analysis methodology, objectives and strategies for strengthening of pharmaceutical services within the PHC framework will be identified on the basis of the matrix completed in module 1.

We now invite you to assess whether we really should change the current focus of pharmaceutical services from medicines to people.

**Objectives**

**General objectives**

- Identify the components and management structure of the existing pharmaceutical services.
- Formulate a plan for shifting pharmaceutical services from medicines oriented to individuals, families, and the community.

**Specific objectives**

- Identify the concepts and the importance of proper organization and management of pharmaceutical services in Primary Health Care, within the framework of the process-based approach.
- Recognise the importance of the delivery of pharmaceutical services directly to IFC, - by means of high-quality procedures integrated into the health system of the country.
- Discuss operational aspects of the constituent elements of pharmaceutical services.
- Recognise the importance of treatment adherence and delivery of pharmaceutical services directly to IFC.
- Recognise that judicious selection of medicines plays an essential role in ensuring high-quality pharmaceutical services and is a key step for planning medicines’ procurement and logistics.
- Recognise the importance of/and the tools for implementation of family and community centred pharmaceutical services-based actions.
- Establish strategic proposals for the strengthening of pharmaceutical services within the PHC framework in your country and identify feasible means for achieving this objective.
Competencies

- Understand the components of people-centred pharmaceutical services related to management and regulation.
- Understand opportunities to develop pharmaceutical service activities that are committed to the people, the country’s health system, and the principles of PHC renewal.

Teaching strategy

- Review of required and further reading material.
- Group discussions (synchronous and asynchronous, discussion forum).
- Games:
  - self-assessment quiz on pharmaceutical services;
  - pharmaceutical services-related case studies to prompt reflection about the community.
- Videos

Required reading

Further reading


Videos

1. M2V1 – Thinking about pharmaceutical services and its components.


Content development

This module is structured into 3 units:

a) Process-based management within the context of pharmaceutical services;

b) Delivery of Pharmaceutical services: implementation of key processes (e.g. medicines dispensing, pharmaceutical care, education, and information), strategic processes, and supporting processes (medicines selection, patient safety, medicines surveillance, procurement, storage and distribution);

c) Development of intervention proposal (part 2).
### Week 1— Unit: Management within the context of pharmaceutical services

**Specific objectives**

Identify the concepts and the importance of proper organization and management of pharmaceutical services in Primary Health Care, within the framework of the process-based approach.

<table>
<thead>
<tr>
<th>Content</th>
<th>Learning strategies</th>
<th>Activities</th>
<th>Expected output</th>
</tr>
</thead>
</table>

### Weeks 2 and 3—Unit: Delivery of Pharmaceutical Services—part 1

**Specific objectives**

- Recognize the importance of the delivery of pharmaceutical services directly to IFC, by means of high-quality procedures integrated into the health system of the country.
- Discuss operational aspects of the constituent elements of pharmaceutical services and the importance of delivering them to IFC.
- Recognize the importance of treatment adherence as one of the objectives of the delivery of pharmaceutical services directly to IFC.

<table>
<thead>
<tr>
<th>Content</th>
<th>Learning strategies</th>
<th>Activities</th>
<th>Expected output</th>
</tr>
</thead>
</table>

### Week 4—Unit: Delivery of Pharmaceutical Services—part 2
### Specific objective

Recognize that judicious selection of medicines plays an essential role in ensuring high-quality pharmaceutical services and is a key step for planning medicines procurement and logistics.

<table>
<thead>
<tr>
<th>Content</th>
<th>Learning strategies</th>
<th>Activities</th>
<th>Expected output</th>
</tr>
</thead>
</table>

---

### Week 5—Unit: Delivery of Pharmaceutical Services—part 3

<table>
<thead>
<tr>
<th>Specific objective</th>
<th>Recognize the importance of/and the tools for implementation of family and community centred pharmaceutical services-based actions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Learning strategies</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

### Week 6—Unit: Design of an intervention proposal (part 2).

<table>
<thead>
<tr>
<th>Specific objective</th>
<th>Establish strategic proposals for the strengthening of pharmaceutical services within the PHC framework in your country and identify feasible means for achieving this objective.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Learning strategies</td>
</tr>
</tbody>
</table>
Module assessment

<table>
<thead>
<tr>
<th>Activities</th>
<th>Expected outcomes</th>
<th>%</th>
<th>Criteria for evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group discussion</td>
<td>Asynchronous discussion forum participation.</td>
<td>7</td>
<td>Ability of the participant to interact, exchange and build experiences with the rest of the group in a virtual environment. Ability of the participant to present, support and justify individual points of view. Ability of the group to assimilate concepts and make progress over 3 weeks. Use of recommended reading material, as well as other sources, to support arguments.</td>
</tr>
<tr>
<td>Characterization of a pharmaceutical services process</td>
<td>Pharmaceutical services process characterized.</td>
<td>4</td>
<td>Assess understanding of the concept of processes on presentation of the description or characterization, in a comprehensive and coherent manner, of the chosen pharmaceutical services process.</td>
</tr>
<tr>
<td>Game-based self assessment: puzzle</td>
<td>Completed puzzle.</td>
<td>2</td>
<td>Confirm completion of the puzzle.</td>
</tr>
<tr>
<td>Game-based self assessment: crossword</td>
<td>Completed crossword.</td>
<td>2</td>
<td>Confirm completion of the crossword.</td>
</tr>
<tr>
<td>Game-based self assessment: column matching</td>
<td>Matching exercise completed with rationales.</td>
<td>3</td>
<td>Confirm whether rationales are consistent with the texts.</td>
</tr>
<tr>
<td>Participation in synchronous discussion forum</td>
<td>Discussion forum participation.</td>
<td>4</td>
<td>Attendance and contributions to the discussion forum.</td>
</tr>
<tr>
<td>Definition and analysis of action strategies</td>
<td>Feasible strategies identified.</td>
<td>5</td>
<td>Confirm that strategic analysis is complete and assess whether it is consistent with the SWOT analysis matrix.</td>
</tr>
<tr>
<td>Participation</td>
<td>Student involvement.</td>
<td>3</td>
<td>Active participation in the compulsory synchronous discussion sessions for conceptual review and progress in the subject at hand (as assessed by each tutor). Fulfilment, in terms of time and quality, of the criteria agreed upon for the learning program. Involvement in optional exercises.</td>
</tr>
<tr>
<td>Module total</td>
<td></td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

CVSERFAPS_13_ENG—Module 2
Description of the activities

Activity 1 (M2A1): M2 Mandatory tutorial session (week 1)

Outline of the activity
This is an activity of the “Mandatory tutorial session” type, in which students, grouped by tutor, will take part in the opening session of Module 2—“Pharmaceutical services and its components.” The purpose of the session is to present the structure and outline of the module, as well as expectations of the student at the end of this module.

Activity 2 (M2A2): Group discussion—asynchronous discussion forum (weeks 1 to 4)

Week 1.
Step 1. Introduction: Watch the module introductory video M2V1.

Step 2. Read the text M2O1.

Step 3. Watch the video M2V2 closely

After carrying out these three activities, respond provide a brief and concrete answer to the following question:

Which are the advantages and disadvantages of a pharmaceutical service in which process-based management has been implemented?

Step 4. Start of the asynchronous discussion forum: post your answer to the question asked in step 3 on the forum.

Expected outcome of Week 1 discussion: individual and shared reflections on the advantages and disadvantages of process-based management in the pharmaceutical services.

Week 2 and 3.
Step 1: You will be asked to read the text M2O2, M2O3 and M2O4.

After reading these texts, return to the asynchronous discussion and talk about:

How is the delivery of medicines in your reality/practice site? Is it as described in “An everyday situation”? Could you provide a brief example of the process(es) that comprise(s) delivery of services to the people and the community?

And now, for the second question: Which is the likely therapeutic outcomes of processes limited only to sale or delivery of medicines? What are the possible consequences for a person, family, and the health system?

Step 2. Now, we come to one of the most important parts of the course: we will discuss the delivery of pharmaceutical services, and your contribution is essential so that a consensus can be reached and we can reflect on the path to follow. Thus, we invite you to read M2O5. After this reading, we’ll have some fun. Complete the puzzle (M2A4) and crossword (M2A5) activities as a self-assessment of your comprehension of the text.

After completing each one, take a screenshot and upload it at the specific slot M2A4 and M2A5.

Step 3. Now that you have read the text and completed your self-assessment, let’s return to the discussion forum and answer these questions:
You have commented on the delivery of medicines in your reality/practice site and the problems that can arise in these processes. What do you think of the proposal of key processes in the context of renewed Primary Health Care?

Do you think this change can help improve health outcomes? Discuss it.

In your opinion, is there a need to change or improve the existing pharmaceutical services in your country? Why?

**Expected outcome of Week 2–3 discussion:** individual and shared reflections on the realities of the current pharmaceutical services of every country and their consequences for IFC, as well as reflections on the proposed new approach to pharmaceutical services: from a medicines-focused approach to people, family, and community focused approach.

**Week 4.**

**Step 1.** Watch the video M2V3 of the interview with Dr. Lenita Wannmacher concerning the principles of medicines selection and her experience in the selection of essential medicines. As a supplement, read the text M2O6. After these preparatory activities, return to the discussion forum and report your individual findings:

- How is the medicines selection process in your country or workplace? How do you contribute, as a manager or teacher, to improve the use of tools for rational selection of medicines?

**Step 2.** After reading the text M2O7, reflect on the situation presented in Table 1 and suggest solutions for the problem described. Post your suggestions on the discussion forum and discuss the matter with your colleagues.

**Table 1. Indicators of pharmaceutical services**

<table>
<thead>
<tr>
<th>The quality of pharmaceutical services in the municipality of San Juan de Dios was evaluated by the Municipal forum of Health. Some of the relevant indicators were as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 60% of medicines in the institutional essential medicines list were available;</td>
</tr>
<tr>
<td>• 20% of the diseases prevalent in the population are not covered by the municipal formulary;</td>
</tr>
<tr>
<td>• 15% of stock damaged (mainly expired medicines);</td>
</tr>
<tr>
<td>• 75% user satisfaction with care provided; in a survey, patients reported a constant lack of medicines and dispensing of expired medicines by the pharmaceutical service.</td>
</tr>
</tbody>
</table>

Clearly, there are several problems presented. In the discussion forum, raise the following questions in your group of tutor:

What is the cause of these findings? What are your recommendations for improvement? What are the effects of the above mentioned problems on patient health and recovery?

The rapporteur should prepare a summary, according to the table provided in tool M2A2, on the identification of causes and recommendations for improvement suggested by the other participants.
Any controversies that arise must be debated. The rapporteur will not answer the question alone, will only write a critical summary and post it through the platform.

**Expected outcome of Week 4 discussion:** assessment of the medicines selection process in the context of the country of each student; assessment of the causes of problems revealed by indicators of a community situation presented by means of a vignette; identification of potential activities that could improve the problems identified by the participants.
Activity 3 (M2A3): Characterization of a pharmaceutical services process (Week 1).

This activity is carried out individually.

Take into account the different processes that are part of pharmaceutical services—which, in turn, include activities and tasks—and their respective interactions.

**PROCESS-BASED MANAGEMENT**

Organizations have several important phases. The first consists of defining the direction to follow by specifying its vision and mission, which will provide strategic guidance for the organization. The second phase consists of a redesigning of processes—specifically, documenting their scope and objectives, from input to output (from providers to the client or user), to fulfil their purpose with a focus on the client. The final stage is training: to turn methods into an organizational culture, personnel must be trained in said methods, in problem-solving, and in process improvement.

Process identification begins with inputs, followed by processing activities and outputs or products, and should include some form of feedback to provide an assessment of achievement of the purpose.

As a result, a good process has the following characteristics clearly defined and established:

- **Objective**: purpose of the process, i.e. what it intends to achieve; objective is related to output, or product.

- **Leader**: person who guides and observes the process, keeps it under control, and allocates the resources necessary for achievement of the objective.

- **Scope**: determination of responsibility for the process in such a way that facilitates execution of the task; this includes all activities that are part of the process, from the beginning to the very end. Scope can also provide guidance on any inclusions or exclusions that can affect the objective of the process. It refers to the first and last activities of a process.

- **Inputs**: everything that is required as a raw material to be turned into the end product. The process converts inputs into products, or outputs, through processing and resource utilization activities. Inputs include any information and feedback that enable adjustments to the process. It is important to determine who or what provides the inputs (another process, a supplier, a stakeholder with whom one interacts).

- **Products**: everything that the process delivers, whether internally or externally. Products should meet the needs of clients or users. A product can be a tangible good (if it is material) or an intangible good (if it is a service).

- **Physical resources**: the equipment, logistical means, or hard and soft technology required to produce outputs.

- **Human resources**: the human resources required by the process that will enable satisfactory delivery of the service or products.

- **Time**: timeliness, or the time taken to deliver the product or service, is important to users. Time here is defined as the time elapsed since the activity identified as the start of the process, i.e. the entry of an input (a prescription, a request for care), up to the activity identified as the end of the process, i.e. delivery of the service. It is also known as “cycle time.”
- **Capacity**: what the process can deliver in the time determined by its duration. Defined as volume or quantity of delivered units of the product provided.


**Step 1.** Choose a process within your scope of pharmaceutical services practice. You will characterize this process.

**Step 2.** Complete the table contained in the *Tools* section (Tool M2A3) and send it to your tutor. This table will be uploaded to the platform.

**Tutor office hours—M2 (Weeks 2, 3, and 4)**

**Outline of the activity**

As explained in the course outline, your tutor will be available online for two consecutive hours so that you can address any concerns that may arise during execution of the activities and any questions about the contents of the module. This is a dynamic course, and interaction is essential to ensure a good learning process. If you have any questions, ask your tutor.

**Activity 4 (M2A4): Jigsaw puzzle (Week 3)**

The activity is carried out individually. Assemble the jigsaw puzzle found on the link indicated.

How to play:

Simply drag and connect the pieces.

Pieces can be moved by using the left mouse button in two ways:

1. Place the cursor over the piece, press and hold down the left mouse button, and drag. You can now move the piece at will, as long as you hold the left mouse button down. When you find the right place, “drop” the piece by releasing the button.

2. Place the cursor over the piece and click the left mouse button. You can now move the piece without holding down the left mouse button. This is a better way of moving the piece if you wish to move it for a longer time. To drop the piece, click the left mouse button again.

You must connect the pieces properly. When pieces are connected correctly, a sound will play. You can then move the connected pieces as a single piece.

After completing the puzzle, take a screenshot and upload it at the specific slot M2A4.

**Activity 5 (M2A5): Crossword (Week 3)**

Complete the crossword puzzle.

Click on one of the numbers in the grid.

Read the description that appears above the grid square and write the answer you believe to be correct.

Write your answer without any marks or spaces between words.

Click “answer” and your answer will fill the crossword.

If you are unsure, click on “Clue” to see one or more letters.
Activity 6 (M2A6): Column matching (Week 5)

Beyond mere patient care.

In 1993, a meeting of experts—invited by WHO—took place in Tokyo, Japan. After assessing the principles of pharmaceutical care, they agreed that, although “this definition [of pharmaceutical care] focuses on medicines therapy for the individual patient, the Group chose to expand the beneficiary of pharmaceutical care to the public as a whole and also to recognize the pharmacist as a health care provider who can actively participate in illness prevention and health promotion along with other members of the health care team.” Thus, the role of the pharmacist goes beyond functions related to individual patients, extending to the community as well. Whatever their position (employee or owner of a pharmacy, staff member at any level of government), the role of the pharmacist can be to provide care and information, alongside medicines or otherwise, but all pharmacists should possess all the attributes (knowledge, abilities, and attitudes) inherent to a health-care worker. Therefore, it is essential that pharmacists be part of the team of health professionals and that pharmaceutical care “is not provided in isolation from other health care services, but in collaboration with patients, physicians, nurses and other healthcare providers.”

Step 1. Read these vignettes representing some situations that not only occur in the practice of pharmaceutical care, but also extend into the scope of pharmaceutical services.

- M2A6_Case_1.doc
- M2A6_Case_2.doc
- M2A6_Case_3.doc
- M2A6_Case_4.doc
- M2A6_Case_5.doc

After you have read the vignettes, we invite you to read some brief reflections about these situations and then match the column on the right (solutions) with that on the left (situations encountered in pharmaceutical practice). To do so, open the game “Matching pharmaceutical service situations with reflections about the community” (Tool M2A6).

Step 2. Once we have obtained the answers we consider adequate, please justify your agreement or disagreement with these reflections on the case. Select one of the cases and its corresponding solution and share your thoughts on whether you agree or disagree. Write this reflection in a Word document and upload it to the Virtual Campus in the space provided for this activity (M2A6).

Step 3. These brief reflections give us a glimpse into something beyond individual patient care: the family and the community. At the start of the course, we talked about the social determinants of health and how one might think that they only influence health at the individual level. Read this extract from an article on community health:

“This fact is easily understood if one bears in mind that the determinants of health have different levels, from those closest to the individual (the microenvironment [housing]) to those furthest removed (usually national or supranational policies), although nearly all have no direct relation with the actions of the health services”
On the other hand, it is beyond question that the behaviours of individuals, family members, and the community have an impact on the health of individuals, families, and the community as a whole.

In a series of situations, we find that pharmacists, in their role as health care providers, must work together with families, the community, and the health team, or even with other health professionals. In their article “Community-oriented primary care: a public health model in primary care”, Gofin and Gofin provide a proposal for more community-oriented actions.

**Step 4.** Please read the text M2O8.

**Activity 7 (M2A7): Synchronous discussion (Week 5)**

**Step 1.** Participation in a synchronous discussion forum (Elluminate). As some doubts may arise, we ask you to help us address them. To this end, you are invited to take part in a synchronous discussion (Elluminate session). Check the course Timetable for the date of the session.

Throughout our many reflections one key issue keeps emerging: What is the possibility of implementing a community-oriented primary care model that includes pharmaceutical services?

Your contributions are essential if we are to reach a solution to this dilemma. Therefore, we propose some synchronous discussion based on predefined questions.

This activity will assess the active involvement of students in the discussion forum (Elluminate session) so as to identify ideas that can help pharmacists incorporate the community-guided approach into their practice.

We will provide several time slots for this session so as to enable flexibility and adaptation to the schedule of each student. Each session will be led by a course educator and a tutor, and will take place in the main Elluminate room of the course. Students should register for one of the sessions.

Students are free to choose which session to take part in, but should bear in mind that their attendance of said session will be taken into account in the assessment of this activity (Table 6).

A limited number of places will be available for each session. Please make your preferred session known in the “Coordinator announcements” forum, under the appropriate topic. Should you choose a session for which openings are no longer available, you will receive a message asking you to reschedule.

The specific time and date of this session will be announced in the academic coordination announcement forum.

Issues for discussion in the Elluminate-based synchronous discussion session:

- Discuss the role of the pharmacist in a community-oriented model.
- What are the challenges faced by pharmacists in a community-oriented model, within your context? Describe the opportunities for pharmacists to act as health workers in a community-oriented model?

**Activity 8 (M2A8): Definition and analysis of strategic proposals (Week 6).**

The purpose of the next step of the country project (strategic analysis) is to identify the best way to take advantage of the positive aspects of the local context (Strategic Analysis—Tool M2A8) to strengthen them or address negative aspects.
Step 1. Organize yourselves into groups of countries, as for activities 4 and 5 of Module 1.

Step 2. Read the text of required reading M2O9.

Step 3. On the basis of the SWOT analysis matrix (tool M1A4, completed in Module 1), after transcribing the objective chosen for the project, identify and complete the strategic analysis matrix (Tool M2A8) with:
- no fewer than 1 and no more than 5 S-O strategies (Maxi-Maxi), i.e. strategies that maximize both strengths and opportunities.
- no fewer than 1 and no more than 5 W-O strategies (Mini-Maxi), i.e. strategies meant to minimize weaknesses and maximize opportunities.
- no fewer than 1 and no more than 5 S-T strategies (Maxi-Mini), i.e. strategies meant to maximize strengths and minimize threats.
- no fewer than 1 and no more than 5 W-T strategies (Mini-Mini), i.e. strategies meant to minimize both threats and weaknesses.

Optional activity 1 (OP1): Glossary building (Week 3)

Step 1. Identify terms of interest related to the key concepts addressed thus far and propose definitions for the glossary that will be built throughout the course.

Don’t forget to cite the source (reference) from which each definition was obtained. For instructions on how to cite bibliographic references, see http://revista.paho.org/uploads/1223320193.pdf.

Step 2. Send the selected term and its respective reference to your tutor through the VCPH message function, so that your contribution can be assessed.

Step 3. Await appraisal by your tutor.

Step 4. Make any corrections suggested by your tutor (if necessary) and upload your contribution to the glossary.

Optional activity 2 (OP2): Collaborative library (Week 3)

Step 1. Propose texts of interest to the subject at hand. Suggested readings should have the following characteristics:
   a) Type: reference texts, country documents, etc.;
   b) Format: preferably PDF, .doc or .rtf are also acceptable.

Step 2. Send the selected text and its respective reference to your tutor through the VCPH message function, so that your contribution can be assessed.

   c) The person who uploads the document is responsible for ensuring that copyright is respected.
   d) All minimum reference data (author[s], year, title, city, pages) should be identifiable.

Step 3. Await appraisal by your tutor.

Step 4. Make any corrections suggested by your tutor (if necessary) and upload your contribution to the collaborative library. For instructions, see
http://devserver.paho.org/virtualcampus/moodle/file.php/37/RECURSOS_DE_AYUDA/Como_subir_archivos_a_la_biblioteca_colaborativa.doc (Spanish only).