

PHAR 125: PHARMACEUTICAL ACCOUNTING
1st Semester AY 2020-2021

COURSE GUIDE

COURSE DESCRIPTION

Welcome to Phar 125! In this course, we will focus on the **knowledge and skills of management and financial accounting as applied in the pharmacy practice**. As future pharmacy leaders and managers, it is essential that you understand and realize the importance of financial management in pharmacy. It will help you innovate in your field if you understand the operations behind a pharmacy. This will help you attain economic success of the pharmacy and expand your professional role as a pharmacist. As a pharmacy manager, you will be tasked to budget the resources of the pharmacy, determine and analyze the price for a pharmaceutical product or service, and decide the inventory to order among others.

COURSE LEARNING OUTCOMES

At the end of the course, the student must be able to:

1. Prepare books of accounts of basic financial transactions
2. Prepare financial statements
3. Explain proper accounting for inventory and cost of goods sold
4. Compute and interpret financial ratios
5. Prepare operating and cash budgets
6. Compute the price of pharmaceutical products and services based on their costs
7. Perform and prepare breakeven analysis
8. Apply differential analysis in various case situations
9. Prepare sources and uses of cash statements
10. Evaluate steps in improving cash flow in the operation of a pharmacy

COURSE OUTLINE

- I. Introduction to Financial Accounting
- II. Principles of Accounting
- III. Financial Statements
- IV. Preparing Financial Statements
- V. Accounting for Inventory and Costs of Goods Sold
- VI. Financial Ratio Analysis
- VII. Budgeting
- VIII. Cash Budgeting
- IX. Break-Even Analysis
- X. Pricing Pharmaceutical Products and Services
- XI. Differential Analysis
- XII. Capital Investment Decisions
- XIII. Sources and Uses of Cash
- XIV. Improving Cash Flow

MODE OF DELIVERY

Course Site/Learning Management System (LMS)

Phar 125 will implement remote learning. Remote learning (also known as distance learning) is a method to deliver lessons when students and teachers are physically separated from each other. The teaching strategy will be heavy on asynchronous learning. This will require students to responsibly utilize the materials that will be provided to them and accomplish the tasks/activities. The **VLE course site** will be the main course site while a **Google drive folder** will be the secondary platform in case the VLE course site will be difficult to access.

Communication Plan

Because of this course being conducted in a remote learning set-up, it is important that we maintain a constant line of communication. Both synchronous and asynchronous means of communication will be utilized for the course:

- **Synchronous Sessions**

Most topics will have synchronous sessions scheduled during the dedicated time for our course. The synchronous sessions will allow us to communicate in real-time. We will post the exact dates when a synchronous session will be held. This will be a chance for us to highlight important concepts per topic and address your queries as well as a chance for you, students, to raise questions or share insights. These sessions will be conducted on an individual, pair, small group, and class basis, depending on the topic to be discussed. We will utilize Zoom for the synchronous sessions. All synchronous sessions will be recorded. The recording will be made available to students for later and repeated viewing. Guidelines to be observed during synchronous sessions are available in the House Rules at the last part of this Course Guide.

Students who will not be able to attend any of the synchronous sessions should inform the instructor beforehand just to note the reason for absence. It is understandable that there will be challenges for synchronous sessions so steps will be implemented to ensure that they won't be at a disadvantage.

On weeks when there are no synchronous sessions scheduled to give you time to complete the asynchronous requirements, we will be available for synchronous consultation during our class hours if you prefer this mode of communication.

- **Course Site/LMS**

All announcements relevant to the course will be posted in the VLE course site under "Announcements." Discussion forum will be opened for each topic with guide question/s that are required to be answered by students as a form of participation. Aside from answering the guide question/s, the discussion forum for each topic could be an asynchronous tool for asking questions about the specific topic.

All feedback on your submitted output will be posted via the VLE course site as well. Expect that feedback are sent within 48 hours after submission.

- **Email**

Reminders and updates about the course and requirements will be sent through an email thread that will be maintained throughout the semester. You may email us about other questions or clarifications that you do not want to be posted in the VLE. Please use the email thread for the subject and limit the recipient to us

faculty to avoid having multiple, separate emails which could cause confusion. Urgent personal matters should be coursed through this means of communication.

- **Viber**
A Viber group chat will be created for the students of Phar 125. Quick announcements can be read through here especially if you cannot immediately access VLE or your email.
- **Class representative**
If the class prefers to have a class representative, we will coordinate with him/her on how to quickly communicate with us in case there are urgent matters related to our class. The class representative can help us disseminate announcements as well.

We understand that there are limitations for these forms of communication especially for those who have difficulty accessing the Internet. Kindly inform us of another mode, platform, or application that is more suitable for you so we can see how to manage the course for you. Utilizing these modes of communication are crucial for us as the faculty handling this course, for your classmates, and for you to maximize the learnings in this course and to show support for each other.

Teaching-Learning Strategies

Each topic for this course will start with our lectures and learning resources for you to get introduced with the topics. However, for us to achieve the higher learning outcomes, this course will utilize a number of learning strategies that will help you develop your accounting knowledge and skills. It will be valuable for you to develop an independent learner attitude to successfully complete this course. Also, we will be providing feedback on these outputs to ensure a collaborative and interactive implementation of the course.

This course will be divided into two modules. The first module will focus on financial accounting to be handled by Dean Balotro. The second module will focus on management accounting to be handled by Ma'am Kristine.

Assessment Methods

Each topic will have its corresponding assessment strategies to help us assess your progress in attaining the learning objectives and course outcomes. To ensure that your numerical grade from this course will not depend on a couple of major outputs, kindly expect several formative assessments to help you during the summative assessment. Aside from activities for each topic, the discussion forum will be utilized to check on your progress for each topic as well as initiate discussion among the class even asynchronously. Each assessment method will have its corresponding rubric to guide you in preparing for and accomplishing the activity. Since most of the assessment methods are done and submitted asynchronously, we hope you will still maintain honesty and integrity in accomplishing these tasks. The learning outcomes will only be truly achieved if you work on the outputs individually and ensure that you submit original outputs.

COURSE MATERIALS

This course will utilize several learning resources to help us achieve the learning outcomes for each topic. The course materials you will encounter in this course are the following:

- **Course guide**

This document you are reading is the course guide. It gives you an overview of the whole course from the outline to the schedule and requirements.

- **Study guides**

Each major topic will have a study guide. It is advisable that you read the study guide first before proceeding with the other materials for the topic. It contains the **learning objectives** for the session. The **narrative format of the audio lecture** is contained in the study guide for those who prefer this strategy or cannot download/access the audio lecture.

Learning resources are included. This could vary from e-books or journals you can read for further learning as well as sample problems you can use for practice. **Guide questions** are given to help you navigate the learning resources. These will help you synthesize and apply what is discussed in the learning materials and resources. You are not expected to submit answers to the guide questions as these are tools for you during your independent learning. Lastly, an overview of the **activities/tasks** you will need to accomplish in relation to the topic are listed in the study guide

- **Activity guide**

Each activity required to be submitted will have an activity guide. It will detail how you will accomplish the activity, resources you'll need, submission date, and assessment for the activity.

- **Learning materials**

These will include the audio lecture as well as other learning materials (references, audio or video files, sample problems) that will help you understand the topic for the session and accomplish the activity. The audio lectures will be PPT slides with inserted audio recordings for explanation and synthesis.

Recordings of the synchronous session will be made available for everyone to access.

STUDY SCHEDULE

The table below summarizes the topic each week as well as the corresponding learning outcomes, activities, assessment methods, and learning resources.

A 2-unit lecture subject translates to around 90 hours of student workload for the whole semester. Therefore, the teaching-learning strategies for the semester are made so students will spend around 90 hours in accomplishing. There might be weeks or topics with easier or harder tasks to do which will require lesser or more time from the estimated time. Rest assured that adjustments can be made accordingly (especially with the deadlines) depending on how the semester goes.

The time in hour and/or minute in the parenthesis after each learning activity is the estimated time for you to access and accomplish the asynchronous materials as well as the dedicated time for the synchronous session. Refer to the **Schedule of Activities** for the recommended and required schedule of submission dates for each activity/task.

Week	Topic	Target Learning Outcomes	Learning Activities	Learning Resources	Assessment Method
1 (09/16)	Orientation	At the end of the session, students should be able to: 1. Know the course flow, schedule and requirements	<u>Asynchronous</u> Review of course guide Enrollment to VLE course site Discussion thread for questions or clarifications Fill out: - Student information sheet <u>Synchronous</u>	Course guide Discussion thread Student information sheet Zoom credentials	Attendance Class participation

			Discussion of course outline, flow, and requirements and introduction with each other (1 hour)		
	Introduction to Financial Accounting	After studying this topic, the students should be able to: <ol style="list-style-type: none"> 1. Discuss the importance of financial management to pharmacists 2. Explain the goals of financial management and why they are relevant for pharmacist. 3. List and briefly describe the four most common financial statements. 4. Discuss the limitations of financial managements. 	<u>Asynchronous</u> Audio lecture Practice problems Worksheet (30 minutes) Discussion thread for learning log (20 mins)	PPT slides with audio Practice problems Study guide Activity guide Worksheet	Worksheet Class participation
2 (09/23)	Principles of Accounting	After studying this topic, the students should be able to: Describe the accounting principles and concepts and applications	<u>Asynchronous</u> Audio lecture (30 minutes) Discussion thread for learning log (20 mins)	PPT slides with audio Study guide Activity guide	Worksheet Class participation
	Financial Statements	After studying this topic, the students should be able to:	<u>Asynchronous</u> Audio lecture (30 minutes)	PPT slides with audio	Worksheet

		<ol style="list-style-type: none"> 1. Describe the primary financial statements used by pharmacies, 2. Describe the major sections and types of information found in each of the major financial statements, 3. Explain the differences between accrual-based revenues and expenses and cash flow, 4. Apply the cash and accrual methods of accounting, 5. Describe the methods of depreciation; 6. Apply the methods of depreciation in the computation of depreciation expense and accumulated depreciation 	<p>Assignment</p> <p>Practice problems</p> <p>Worksheet (30 minutes)</p> <p>Discussion thread for learning log (20 mins)</p> <p><u>Synchronous</u> Discussion of important points and opportunity to ask questions for Principles of Accounting and Financial Statements (2 hours)</p>	<p>Assignment</p> <p>Practice problems</p> <p>Study guide</p> <p>Activity guide</p> <p>Worksheet</p>	<p>Class participation</p>
<p>3 (09/30)</p>	<p>Preparing Financial Statements</p>	<p>After studying this topic, the student should be able to:</p> <ol style="list-style-type: none"> 1. Explain the general process by which financial statements are prepared. 	<p><u>Asynchronous</u> Audio lecture</p> <p>Practice problems</p> <p>Worksheet (30 minutes)</p>	<p>PPT slides with audio</p> <p>Practice problems</p> <p>Study guide</p> <p>Activity guide</p>	<p>Worksheet</p> <p>Class participation</p>

		<ol style="list-style-type: none"> 2. Create general journal, account, ledger of accounts, postings, transactions, debit and credit, trial balance, and adjusting entries, and 3. Create financial statements from the transactions. 	<p>Discussion thread for learning log (20 mins)</p> <p><u>Synchronous</u> Discussion of important points and opportunity to ask questions for Preparing Financial Statements (2 hours)</p>	Worksheet	
4 (10/07)	Accounting for Inventory and Costs of Goods Sold	<p>After studying this topic, the student should be able to:</p> <ol style="list-style-type: none"> 1. Explain the difference between the two systems used to measure inventory and cost of goods sold; 2. Explain the method used for accounting for purchases. 3. Discuss the three methods of valuing inventory; 4. Explain the effects of each method of valuing inventory on cost of goods sold, net income, income tax payments, 	<p><u>Asynchronous</u> Audio lecture (30 minutes)</p> <p>Assignment</p> <p>Practice problems</p> <p>Worksheet (30 minutes)</p> <p>Case study</p> <p>Discussion thread for learning log (20 mins)</p> <p><u>Synchronous</u> Discussion of important points and opportunity to ask questions for Accounting for Inventory and Costs of Goods Sold (2 hours)</p>	<p>PPT slides with audio</p> <p>Assignment</p> <p>Practice problems</p> <p>Study guide</p> <p>Activity guide</p> <p>Worksheet</p> <p>Case Report</p>	<p>Worksheet</p> <p>Class participation</p> <p>Written and recorded case analysis report OR participation in the discussion thread to critique</p>

		and cash flow during periods of inflation.			
5 (10/14)	Financial Ratio Analysis	<p>After studying this topic, the students should be able to:</p> <ol style="list-style-type: none"> 1. Explain the five basic management questions that ratio analysis addresses; 2. Evaluate financial performance using ratio analysis, common size statements, and the Du Point Model of Profitability; 3. Discuss how the firm can improve its financial performance based on the result financial analysis; 4. Explain the differences between solvency and liquidity between profitability and return on equity, and 5. Explain the the performance ratios used by managed care organizations 	<p><u>Asynchronous</u> Audio lecture (30 minutes)</p> <p>Assignment</p> <p>Practice problems</p> <p>Worksheet (30 minutes)</p> <p>Case study</p> <p>Discussion thread for learning log (20 mins)</p> <p><u>Synchronous</u> Discussion of important points and opportunity to ask questions for Financial Ratio Analysis (2 hours)</p>	<p>PPT slides with audio</p> <p>Assignment</p> <p>Practice problems</p> <p>Study guide</p> <p>Activity guide</p> <p>Worksheet</p> <p>Case Report</p>	<p>Worksheet</p> <p>Class participation</p> <p>Written and recorded case analysis report OR participation in the discussion thread to critique</p>

6 (10/21)	FIRST LONG EXAM				Written Exam
	Budgeting <ul style="list-style-type: none"> - Managerial accounting - Master budget - Sales budget - Production budget - Standard costs & variance 	After studying these topics, the student should be able to: <ol style="list-style-type: none"> 1. Understand the purpose of managerial accounting 2. Perform forecasting 3. Create different budget statements 4. Perform standard cost and variance analysis 	<u>Asynchronous</u> Audio lecture (2 hours) Practice problems (45 minutes) Worksheet (1 hour and 30 minutes) Discussion thread for learning log (20 mins)	PPT slides with audio Practice problems Study guide Activity guide Worksheet Discussion question	Worksheet Class participation
7 (10/28)	Cash Budgeting		<u>Asynchronous</u> Audio lecture (1 hour) Practice problems (30 minutes) Worksheet (1 hour) Discussion thread for learning log (20 mins) <u>Synchronous</u> Discussion of important points and opportunity to ask questions for Budgeting & Cash Budgeting (2 hours)	PPT slides with audio Practice problems Study guide Activity guide Worksheet Discussion question Zoom credentials	Worksheet Class participation

8 (11/04)	<p>Break-even Analysis</p> <ul style="list-style-type: none"> - Classification of costs - CVP Analysis 	<p>After studying these topics, the student should be able to:</p> <ol style="list-style-type: none"> 1. Understand different types of costs 2. Perform different methods of break-even analysis 3. Perform different pricing methods 	<p><u>Asynchronous</u> Audio lecture (2 hours)</p> <p>Practice problems (45 minutes)</p> <p>Worksheet (1 hour and 30 minutes)</p> <p>Discussion thread for learning log (20 mins)</p>	<p>PPT slides with audio</p> <p>Practice problems</p> <p>Study guide</p> <p>Activity guide</p> <p>Worksheet</p> <p>Discussion question</p>	<p>Worksheet</p> <p>Class participation</p>
	<p>Pricing Pharmaceutical Products and Services</p> <ul style="list-style-type: none"> - Components of price - Total cost concept - Product cost concept - Variable cost concept - Alternative pricing strategies 		<p><u>Asynchronous</u> Audio lecture (1 hour and 30 minutes)</p> <p>Practice problems (45 minutes)</p> <p>Worksheet (1 hour and 30 minutes)</p> <p>Discussion thread for learning log (20 mins)</p> <p><u>Synchronous</u> Discussion of important points and opportunity to ask questions for Break-even Analysis and Pricing (2 hours)</p>	<p>PPT slides with audio</p> <p>Practice problems</p> <p>Study guide</p> <p>Activity guide</p> <p>Worksheet</p> <p>Discussion question</p> <p>Zoom credentials</p>	<p>Worksheet</p> <p>Class participation</p>

<p>9 (11/11)</p>	<p>Differential Analysis</p> <ul style="list-style-type: none"> - Special orders - Make or buy - Process or sell - Repair, retain, or replace - Discontinue 	<p>After studying these topics, the student should be able to:</p> <ol style="list-style-type: none"> 1. Understand the purpose of differential analysis 2. Perform different types of decisions involving differential analysis 	<p><u>Asynchronous</u> Audio lecture (2 hours)</p> <p>Practice problems (1 hour)</p> <p>Worksheet (2 hours)</p> <p>Case study (4 hours)</p> <p>Discussion thread for learning log (20 mins)</p> <p><u>Synchronous</u> Discussion of important points and opportunity to ask questions (2 hours)</p>	<p>PPT slides with audio</p> <p>Practice problems</p> <p>Study guide</p> <p>Activity guide</p> <p>Worksheet</p> <p>Case report</p> <p>Discussion question</p> <p>Zoom credentials</p>	<p>Worksheet</p> <p>Class participation</p> <p>Written and recorded case analysis report OR participation in the discussion thread to critique</p>
<p>10 (11/18)</p>	<p>Capital Investment Decisions</p> <ul style="list-style-type: none"> - Average rate of return - Cash payback - Net present value - Internal rate of return 	<p>After studying these topics, the student should be able to:</p> <ol style="list-style-type: none"> 1. Explain the importance of capital investment analysis 2. Evaluate capital investment decisions 	<p><u>Asynchronous</u> Audio lecture (2 hours)</p> <p>Practice problems (1 hour)</p> <p>Worksheet (2 hours)</p> <p>Case study (4 hours)*</p> <p>Discussion thread for learning log (20 mins)</p> <p><u>Synchronous</u></p>	<p>PPT slides with audio</p> <p>Practice problems</p> <p>Study guide</p> <p>Activity guide</p> <p>Worksheet</p> <p>Case report*</p>	<p>Worksheet</p> <p>Class participation</p> <p>Written and recorded case analysis report OR participation in the discussion thread to critique</p>

			Discussion of important points and opportunity to ask questions (2 hours)	Discussion question Zoom credentials	
11 (11/25)	Sources and Uses of Cash - Statement of cash flow	After studying these topics, the student should be able to: 1. Identify the classification of cash flows 2. Prepare a statement of cash flows	<u>Asynchronous</u> Audio lecture (2 hours) Practice problems (1 hour) Worksheet (2 hours) Discussion thread for learning log (20 mins)	PPT slides with audio Practice problems Study guide Activity guide Worksheet Discussion question	Worksheet Class participation
	Improving Cash Flow - Ways to improve cash flow		<u>Asynchronous</u> Audio lecture (30 minutes) Worksheet (30 minutes) Discussion thread for learning log (20 mins) <u>Synchronous</u> Discussion of important points and opportunity to ask questions for Sources and Uses of	PPT slides with audio Practice problems Study guide Activity guide Worksheet	Worksheet Class participation

			Cash and Improving Cash Flow (2 hours)	Discussion question Zoom credentials	
12 (12/02)	SECOND LONG EXAM				Written Exam

*Case analysis on Capital Investment Decisions is tentative.

COURSE REQUIREMENTS

Grading System

(2) Long Exams	40%
Activities/Worksheets/Assignments	30%
Case Presentation	20%
Presentation (Written:40%, Recorded: 60%)	10%
Critique on Presenting Group	7%
Peer & Self Evaluation	3%
Class Participation	10%
Final Grade	100%

NO FINAL EXAM

Grade Assignment

Raw Grade (in %)	Equivalent Numerical Grade	Qualitative Grade / Descriptor
96 ≤ score ≤ 100	1	Excellent
93 ≤ score < 96	1.25	Excellent
90 ≤ score < 93	1.5	Very Good
86 ≤ score < 90	1.75	Very Good
82 ≤ score < 86	2	Good
79 ≤ score < 82	2.25	Good
76 ≤ score < 79	2.5	Satisfactory
73 ≤ score < 76	2.75	Satisfactory
70 ≤ score < 73	3	Passed
60 ≤ score < 70	4	Conditional
< 60	5	Failed

Long Exams

There will be a long exam administered by the end of each module. This will be the summative assessment for this course. The details of the administration of the written exam will be announced near the exam date to consider the different situations students are in.

There will be no final exam for this course since we have this summative assessment together with several formative assessments.

Activities/Worksheets/Assignments

These are the activities to enrich the discussion for each topic. It will be accomplished individually, by pair, or small group, depending on the extent of the requirement. Recommended dates for submission will be given for those who can submit online/through the LMS. Submission during these recommended dates will help you avoid having a lot of outputs pile up at the end of the semester. We can only provide feedback on worksheets once all students/groups have submitted their accomplished outputs. Otherwise, students can submit all outputs on the last scheduled meeting (Week 11), before the Second Long Exam. There will be no deduction when you do not submit during the recommended dates and opt for a one-time submission on the last meeting. This option of submission might be better for those with unstable Internet as they will only need to access the VLE once to submit the requirements. Refer to the file **Schedule of Activities** for the recommended and/or required date of submission.

Case Presentation

This will be accomplished as a small group. There are topics where a case report will be given to the class. The detailed guidelines for the case presentation are found in the document **Guidelines for Case Presentation**. The Case Presentation will be done asynchronously using the Discussion Forum in VLE. Assignment of groups and scheduled topic as Presenting Group will be given at the start of classes. Students with limited Internet access will be distributed to other groups with members who have stable Internet access. Refer to the file **Schedule of Activities** for the required date of submission/time period to accomplish the tasks. For each case report, each group will either be the Presenting Group or the Critique Group:

Presenting Group

The presenting group will upload a recorded case analysis report. It could be a pre-recorded video of the group members discussing the case OR PPT slides with audio clips to discuss each part of the case. There will be a required date of uploading the case analysis of the Presenting Group to give time for the Critique Groups to give/ask comments and questions and for the members of the Presenting Group to answer. Once the time period for the question-and-answer portion of the case presentation is done, the Presenting Group will submit a written case analysis report. The group can improve their previous case analysis in this written report. This will be disseminated to the rest of the class as additional learning materials.

Critique Group

The rest of the class who are not the Presenting Group will be the Critique Groups for each case report. Once the Presenting Group has uploaded their case analysis (pre-recorded or PPT slides with audio), the Critique Groups are expected to give comments or ask questions on how the Presenting Group analyzed the case. The Critique Groups can give follow-up comments/questions based on the answers of the Presenting Group. All comments and questions will be allowed only during a certain time period.

All Critique Groups are expected to submit their own case analysis report on the same submission date for the Presenting Group's case analysis report (pre-recorded or PPT slides with audio). This will ensure that the Critique Groups are able to conduct their own case analysis before giving/asking comments or questions to the Presenting Group.

Class Participation

- Asynchronous class discussion

This will be done through the Discussion Forum for each topic. A set of guide questions relevant to the topic will be posted in the LMS. All students will be given time to answer the discussion questions, so everyone is expected to answer through the discussion forum. This will be a way for us to check your progress in the asynchronous materials given as well as immediately answer any questions you have. You are encouraged to respond to the replies of your classmate or give follow-up questions for an enriching discussion.

The length of your answer to the discussion question is not the basis for the class participation. Instead, you are encouraged to give concise answers to the guide questions. You will be expected to answer the discussion questions on or before the start of the synchronous session for the topic.

For students who cannot access the Internet on a weekly basis for submission of their answers to the Discussion Forum questions, you will just submit a compilation of your answers on the last scheduled meeting (Week 11), before the second long exam, similar with the worksheets.

- **Synchronous class discussion**
Students who can attend the synchronous session will be given short activities to confirm attendance and class participation. Instructions for the short activities embedded in the synchronous session will be given during the session itself.

For students who cannot attend the synchronous session, an alternative activity will be given to them to be accomplished once the recording of the synchronous session has been sent.

ABOUT THE INSTRUCTOR

Here is our contact information:

Bienvenido S. Balotro, RPh, MBA, MS

Email: bsbalotro@up.edu.ph

Kristine Eves S. Garcia, RPh – Course Coordinator

Email: ksgarcia@up.edu.ph

Email is our preferred mode of communication especially through the email thread we will create for this course. As early as now we would like to tell you that we will not respond to messages sent through Messenger. Also, since we are using our Messenger for work and personal matters, it is likely that your message will go unnoticed. If you have specific reasons for an alternative mode of communication, kindly contact us immediately so we can make necessary arrangements.

HOUSE RULES

Even though we are not going to conduct the course in a typical classroom setting, we hope everyone will take note and abide from these house rules for the course:

1. Uphold the values of a UP student. Strive for excellence while maintaining honesty and integrity in all submissions. Respect intellectual property rights of the learning materials you will access. Do not distribute any learning materials from this course that are not yours to distribute. Any form of academic dishonesty will merit a final grade of 5.0.
2. Read and understand the guides and announcements thoroughly. As independent learners, we hope that you will maximize the guides and announcements we prepared for you. Ensure that you are able to read and understand the guides and update yourself with the announcements before asking for clarifications for an efficient communication and working relationship throughout the semester.
3. Actively participate in the learning process. Regularly check our communication lines for any announcements. Access and study the learning materials provided. Submit original outputs. Participate in class discussions, synchronously and/or asynchronously.
4. Communicate with us and your classmates. Since we are not able to be physically present with you throughout this course, we will highly rely on you communicating with us about any questions, clarifications, or concerns in accomplishing the course requirements. We hope that you will also work with your classmates so we can

- have an enriching semester.
5. Inform us right away if there will be circumstances that will hinder you from participating in the class activities or submitting requirements so we will know how to adjust accordingly.
 6. Observe netiquette guidelines for our synchronous and asynchronous sessions.
 - a. Observe appropriate choice of words and phrasing. Since most of our interaction is asynchronous, your choice of words will greatly affect how your message will be perceived by your audience. Use proper punctuation and spelling to avoid misunderstanding.
 - b. During synchronous sessions, ensure that your microphone is turned off if you are not yet expected to talk. This is to reduce background noise during a session. Also, allow others to finish talking before you start. Take note of the possible delays in sending and receiving messages during synchronous sessions.
 - c. Utilize the chat box and other functions of the online platforms (ie. Zoom) so you can still contribute to the discussion even when someone else is speaking.
 - d. Always think before you type or speak.
 - e. Maintain a respectful, kind, and professional tone during asynchronous and synchronous sessions.
 - f. Read previous questions and/or answers first in case your question/concern can be addressed by these previous interactions.

Note that the course pack provided to you in any form is intended only for your use in connection with the course that you are enrolled in. It is not for distribution or sale. Permission should be obtained from your instructor for any use other than for what it is intended.

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COLLEGE OF PHARMACY LIBRARY

University of the Philippines Manila
The Health Sciences Center

Pharmaceutical Financial/Managerial Accounting Ebooks

All resources are accessible on-campus. For remote access, install VPN on your laptop or desktop computers.

No.	Title	Author	Edition	Link	Year
1	10 Steps to Successful Budgeting	Oliver, Lianabel Nin, Eduardo		http://search.	2019
2	A Postmodern Accounting Theory : An Institutional Approach	Breton, G.		http://search.	2019
5	Constraints Management Applications in Healthcare	Bahadir Inozu, et al.		https://access	2012
6	Cost Accounting	Griffin, Michael P.		http://search.	2017
7	Driving Down the Cost of Drugs : Battling Big Pharma in the Statehouse	Castellblanch, Ramón		http://search.	2012
8	Essentials of Financial Management	Jason Laws		https://www.i	2018
9	Financial Accounting : Introduction to German GAAP with Exercises	Robert Nothhelfer		http://search.	2017
10	Financial and Strategic Management for Nonprofit Organizations	Bryce, Herrington J.		http://search.	2017
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