
BOOK REVIEWS



Mitchell J. Ghen and John R. Rains, *The Ghen and Rains Physicians' Guide to Pharmaceutical Compounding*. Green Bay, WI: IMPAKT Communications, Inc., 2000, 430 pp., incl. index. \$49.95 hardcover.

This text has been designed by the authors to act as a reference for physicians who might consider prescribing compounded products for their patients. The first few chapters are relatively short but do include a general discussion of the issues associated with the compounding of extemporaneous pharmaceuticals by a licensed pharmacist. Chapter 1 details the qualifications and training needed to be a compounding pharmacist, while Chapter 2 suggests equipment and supplies that would be useful to have in a compounding area of a pharmacy. Chapter 3 is very brief (three pages) and gives the physician reasons to make use of a compounding pharmacist. Chapter 4 discusses the legal issues. It can be the chapter most likely to be out of date because of court rulings and legislative or regulatory changes. Chapters 5-16 discuss types of products that can be compounded. They represent less than one-third of the book. The individual chapters do not carry a list of references tied to statements within the chapter. Some chapters have a list of references, but the references are often to information about the active ingredient and not to studies on the compounded products being discussed.

The seventeenth chapter is by far the largest, over 230 pages. It includes monographs of products that could be compounded. Each monograph includes the active ingredient or herbal products that have claims for efficacy. It also includes suggested excipients but no suggested formula for the product in terms of how much excipient or which of those

listed works best. The monographs also include a disclaimer that advises the physician to be sure he is using a well-trained pharmacist who knows how to compound the product. There is an implied message that these are products with an established record for use. The monographs also contain a limited number of references. The references are often to texts that would include information on the pharmacology of the active ingredient or general information about common pharmaceutical dosage forms. There are few, if any, references to any studies that demonstrate that the product made according to the very general outline of the monograph will deliver the active ingredient in a reliable way. This can be especially problematic when more complex dosage forms are recommended, such as controlled-release capsules (i.e., p. 216, clonidine HCl controlled-release capsules) without data or a reference to support the claim of controlled release. The monograph suggests that the drug be administered every eight hours. Clonidine has an eight-hour half-life, and an immediate-release capsule would only have to be given every eight hours to have the appropriate therapeutic effect. Why then does the author call this a controlled-release dosage form? It is unclear from the information in the monograph.

Overall, the book is not a good reference for the compounding pharmacist, as the information is very general in nature, the formulas listed are not specific in selection of excipient, and the formulas do not give detailed instruction as to the proper method of compounding. The book is intended to help experienced compounding pharmacists promote their service to physicians. Pharmacists who seek a first or authoritative reference to get them started in compounding will be greatly disappointed with this text.

The experienced compounding pharmacist might find the book useful to assist in building a practice. Even the experienced compounder would do well to consider the possible heightened expectation of the physician who has been given this text as a marketing tool. A gift of this text to a physician should be made with care to ensure that both the physician and the pharmacist have reasonable expectations for the use and impact of the text and the products listed in its monographs. Who stands behind the implied efficacy claim of products like burn cream (p. 206)? Can the pharmacist make all or most of the suggested products listed in the monographs? Would the pharmacist be comfortable recommending these products? Do any of the products listed in the monographs contain

active ingredients with known bioavailability problems? These are just some of the questions a compounding pharmacist or prescribing physician should ask when making use of any of the suggested products.

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Ann F. Lucas and Associates, *Leading Academic Change: Essential Roles for Department Chairs*. San Francisco: Jossey-Bass, 2000, 310 pp., incl. index. \$34 hardcover.

This book addresses a fundamental conflict facing the university today, namely, balancing teamwork and collaboration on the one hand with faculty autonomy on the other. Academic freedom and independence are among the most deeply held—and fervently guarded—values of faculty life. There was a time, not all that long ago, when the primary tasks of academic administrators (deans and chairs) were to hire “good” people, give them the necessary resources, and stay out of their way. This organizational model fits well with a teaching-focused, professor-centered university where the student’s education is merely the sum of its individual parts. But the university, in response to internal and external pressures, is becoming more learning centered and student centered. In this model, education is measured by student outcomes, specifically, the knowledge, skills, and attitudes acquired by students. Success is defined by what students gain, rather than what faculty do. The curriculum is evaluated as a single entity—as a set of integrated courses and experiences. The learning-focused model requires collaboration and cooperation among faculty. Academic units will be successful in this model “only when the members have formed a cohesive group, when they have learned to listen to and value each other, and when they can argue and still reach consensus” (from the preface).

This book focuses on the leadership needed to make this transition successfully. While the title singles out department chairs, the content is also relevant to deans (especially in pharmacy schools which have one primary curriculum) and faculty who are interested in the future of the university. The book consists of 12 chapters written by 11 authors (2 are

by Ann Lucas). They can be divided into two broad categories: general discussions of leading change in the university and specific issues that relate to the transition of the academy.

The chapters on leading change focus on the interpersonal aspects of leadership: building community, getting people involved, and fostering teamwork and collaboration. The emphasis is on transformational leadership (a topic on which Lucas wrote an earlier book). "Transformational leaders create a shared vision, energize others by communicating that vision at many levels, stimulate others to think in different ways and to excel, give individual consideration to others, and provide an organizational climate that helps others to accomplish activities of value and feel appreciated. In contrast, transactional leaders are managers who plan, organize, lead, staff, and control or monitor programs toward organizational goals" (p. 199). Topics in these chapters include: principles of leading a team, steps in the change process, strategies for overcoming resistance to change, and academic units as learning communities (the subject of two chapters). I think the chapters on the chair (or dean) as team leader (by Lucas) and the two on learning communities (by Thomas Angelo and Peter Senge) are especially relevant to pharmacy education.

The remaining chapters are issue specific. Three chapters deal with formal processes to clarify faculty work and reward faculty performance; specifically, the topics are promotion and tenure statements, post-tenure review (and faculty evaluation generally), and faculty reward systems. The emphasis is on how these processes can be used to enhance the contributions of faculty and the vitality of the academic unit. For instance, regarding post-tenure review, "Chairs who use post-tenure [to] . . . stress the importance of individual faculty contributions to the collective departmental effort can actually manage the review process in a way that leads to individual and departmental renewal and excellence" (p. 136). Other issue-specific chapters relate to leading change in the curriculum and teaching. The chapters include: monitoring and improving educational quality, leading curriculum renewal, service learning, and faculty ownership of technological change. I found the chapters on educational quality (by Lion Gardiner) and curriculum renewal (by Ann Ferren and Kay Mussell) to be especially relevant. Also of special interest was the chapter on post-tenure review (by Christine Licata) because it deals with an issue that is vitally important but under-discussed (and perhaps because it directly applies to me).

The chapter authors have impressive credentials related to their topic, and in many cases, this includes the authorship of a book on their

subject. Generally, each chapter is a summary of the available literature on its topic. In other words, these chapters are not case studies or the personal experiences of the authors (although Lucas uses her experience to illuminate the steps in a model of the change process). I found the material overall to be useful, but I suspect some readers may criticize the book for not being sufficiently “how to.” Such criticism is (or would be) unjustified. Leadership is a process rather than a structure. While delineating the steps and characteristics associated with success is certainly helpful, ultimately leadership cannot be reduced to a cookbook recipe. For instance, post-tenure review can be a process that fosters a sense of community and enables the productive use of human resources, or it can be a “bureaucratic hoop” disdained by all.

The book’s multiple authors are both a strength and a weakness of the book. On the negative side, the depth of the chapters is variable, and some redundancies occur. I would like more development of some issues, and in some cases, I think the background material is a bit too elementary. Despite these limitations, overall the material is presented with sufficient clarity, organization, and depth to be worthwhile. Positively, each chapter presents the necessary background information to be a stand-alone entity. The reader can pick and choose chapters and read them in any order. As one who did just that, I found the positive outweighed the negative. In addition, the references and bibliographies of several chapters are quite valuable. I found some chapters more useful than others, although this may be as much a function of my interests and experiences as it is the quality of the chapters.

In sum, anyone who wants to participate effectively in the transformation of higher education—or who merely wants to observe it more astutely—will find this book useful. As suggested in the preface, this book “provides a golden opportunity for discussions about strengthening the academic department. It encourages chairs and faculty members to consider . . . how they can continue to build their own learning community.” On this count, the book succeeds.

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P. Aarne Vesilind, *So You Want to Be a Professor? A Handbook for Graduate Students*. Thousand Oaks, CA: Sage Publications, Inc., 2000, 197 pp. \$43.95 paperback.

This book is intended primarily for graduate students who are interested in pursuing a career in academia. However, the author devotes the majority of this book to individuals who have already accepted a job in academia by providing helpful hints for improving teaching, research, and service. Written by a professor of civil and environmental engineering, the book describes the process a potential faculty member must go through from selecting and applying for an academic position to receiving tenure. This book is not a detailed narrative describing every minute circumstance a faculty member may encounter. Rather, it is meant to provide an overview of the pertinent issues a professor could face. As such, this book would probably not be appropriate for a tenured faculty member interested in how to enhance his or her academic career, with the possible exception of the supplemental readings provided at the end of the text.

There are essentially two parts to this book. The first section concentrates on gaining academic employment. This small portion of the handbook begins by describing the various types of institutions with their differing faculty expectations. Throughout the book, the author highlights distinctions between primarily research-driven institutions and teaching universities. As a graduate student, it was important for me to see both the advantages and disadvantages of the various sorts of academic institutions. Although the author currently teaches at a large research university, he presents a very objective analysis for all educational settings.

The second chapter of the book details the process of getting an academic position. While essential for all graduate students looking for that first position, the suggestions given by the author are also very helpful for those new faculty members who may be looking at changing jobs. The author provides valuable suggestions, including those graduate students who are "All But Dissertation (ABD)." A common temptation for these students is to take an academic position prior to finishing the dissertation. The author strongly discourages this practice, partly because only a small handful of individuals who begin a new job will be able to find the time and energy to finish a dissertation. The chapter concludes by describing the job interview both from the interviewer and interviewee points of view. The employer perspective is especially beneficial for graduate students because it alleviates some of the uncertainty

present during the crucial job interview. Furthermore, the author makes recommendations as to what materials to bring to the interview, the questions to ask of the interviewers themselves, and the best way to conduct a seminar for the faculty.

The second section of the book attempts to address many of the problems a new faculty member will encounter. Some of the topics include learning to teach, organizing and presenting a course, meeting a class for the first time, and writing exams. While this information may seem rudimentary, many recent graduates entering academia may not have had significant experience in the classroom. Although this book does not go into great detail about how to teach, it does provide some useful tips for faculty members. Also, the author does an excellent job of identifying potential problems that may arise and ways to prevent these situations from occurring. One such example is the writing of a class syllabus and how that document forms a “contract” between the students and the faculty member. If the syllabus is vague and ambiguous, enforcement of classroom policies will be much more difficult for the professor. Another suggestion made in the book involves the use of a student evaluation halfway through the course. While this information may be extremely valuable to the faculty member, it may be difficult to implement the students’ recommendations midway through the semester. If the recommendations are not implemented, the students may view this inaction as apathy by the professor.

The last few chapters address the essential components leading to every faculty member’s goal, the attainment of tenure. Before tenure is awarded to a new academician, the professor must actively participate in research, scholarship, and publishing. Depending on the institution, the weights given to these three categories will vary. The author offers some helpful hints for writing a proposal, such as “catching the attention of the reviewer.” One of the chapters in the book examines the trials and tribulations of getting one’s work published. For example, a suggestion is given when the dreaded “do not publish” letter is received. The author recommends not acting on one’s initial impulse to send back a fiery letter. Instead, a response should be written incorporating changes that address the reviewer’s concerns.

Once a professor’s work has been gathered and submitted for tenure, what takes place next? This is but one of the questions regarding tenure answered in the book. While the process may differ from institution to institution, some basics about the procedure are mentioned. The author also presents arguments against tenure. It would have been helpful to include a section supporting tenure so that both sides of the story could

have been heard. Although a tenured faculty member gains additional job security, there are ways a tenured professor can lose his or her job. The author describes six such categories that include: (1) dissolution of the department or program, (2) financial exigency, (3) gross incompetence, (4) willful neglect of duty, (5) moral turpitude, and (6) professional misconduct. Each of these is described further in the text.

One of the final chapters examines the issue of academic integrity. In this chapter, the author discusses what steps to take if a faculty member discovers a student cheating. While it is crucial to follow the institution's guidelines, steps are also given to help eliminate the temptation. The author also examines issues of dishonesty that can arise from a professor's conduct, such as plagiarism and conflicts of interest. One of the strengths of the book is the way potential issues are mentioned. While some issues may seem obvious, others are presented that may not have been considered before, especially by a new faculty member. The author concludes with some sound advice for all faculty members: "Develop a plan for making sure that you do not neglect your family."

So You Want to Be a Professor? A Handbook for Graduate Students is an excellent resource for anyone interested in pursuing a career in academia. Although the book is general in nature and not specific to pharmacy educators, it paints a clear picture of what future educators should expect. The author conveys a variety of academic issues in a text that is easy and enjoyable to read. For those individuals desiring further information about specific topics contained within the book, a list of supplemental readings is provided. Overall, this book is well worth the investment both for potential and newly ordained faculty. Faculty who have attained tenure and full professor status should keep this text on the bookshelf so that it may be loaned to students exploring the possibilities of a career in academia.

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