Curriculum Committee Revisions Proposal

Wilkes University Curriculum Committee
PROPOSAL SUBMITTAL FORM

1. Originator: Shelli Holt-Macey, Director or Experiential Programs
Pharmacy Practice
X4291

1. Proposal title: Introductory Pharmacy Practice Experience (IPPE): Program
Modification

2. Check only one type of proposal:

✓ Program Revision
☐ General Education Core Revision
☐ New Program
☐ Elimination of Program
☐ Course Revisions Only (i.e. none of the above)

3. Is this proposal linked to another originator's proposal?  o Yes   X No

If yes, then who? ____________________________

4. Indicate the number of course modification forms that apply to this proposal:

___1___ Course Addition Form

___1___ Course Deletion Form

___1___ Course Change Form

Note that new programs, program eliminations, and significant program and
general education core revisions must be reviewed by the
Provost and Academic Planning
Committee prior to submission
to the Curriculum Committee.
5. Required Signatures:

Edward Foote, Pharmacy Practice
Signature: ____________________________ Date: 1/12/2011
Agree/Disagree: Agree Circle Disagree Circle

Arthur Kibble, Pharm Sciences
Signature: ____________________________ Date: 1/14/2011
Agree/Disagree: Agree Circle Disagree Circle

Bernie Graham, Dean, SOP
Signature: ____________________________ Date: 1/16/2011
Agree/Disagree: Agree Circle Disagree Circle

Susan Hritzak
Registrar
Signature: ____________________________ Date: 1/7/2011
Agree/Disagree: Agree Circle Disagree Circle

Reynold Verret, Provost
Signature: ____________________________ Date: 1/17/2011
Agree/Disagree: Agree Circle Disagree Circle

Statements accompanying agreement or disagreement are encouraged to help the Curriculum Committee make more informed recommendations to the faculty.
Curriculum Committee Revisions Proposal

Wilkes University Curriculum Committee
DOCUMENTATION REQUIRED FOR A
PROGRAM OR CORE REVISION/ADDITION/ELIMINATION

Note: New programs, program eliminations, and significant program and general education
core revisions must be reviewed by the Provost and Academic Planning Committee prior to
submission to the Curriculum Committee. The following documentation is required when
proposing a new program, revising a current program, eliminating a program, or revising the
general education core. The Curriculum Committee Proposal Submittal Form and all
applicable course modification forms must be submitted with this documentation.

2. Title of Proposal: Introductory Pharmacy Practice Experience (IPPE): Program
   Modification

3. Summary of Proposal:
   Accreditation standards require that pharmacy students complete 300 hours of IPPE
during P1 to P3 years. The IPPE program at Wilkes is offered through a number of
courses. This revision will change 20 of the IPPE hours from a long-term care setting to a
self directed learning. This requires changing the current IPPE IV (PHA 555) to a 0.5
credit course and the addition of IPPE V (PHA 560) at 0.5 credits. There is no net change
in credits.

4. Academic Explanation for Proposal:
   Describe how this proposal relates positively to the mission and strategic long-range plan of the
University. This proposal supports the university mission of service-learning and life-long
learning.

5. Specific Issues to be Addressed:
   a. What would be the effect on the curriculum of all potentially affected programs if this
      proposal were adopted? Include any potential effects to the curriculum of current programs,
departments and courses. None.

6. Required Support Documentation:
   a. Proposal Submittal Form
   b. Any required course modification forms (e.g. Course Addition Form, Course Deletion Form,
      Course Change Form).
   c. A semester-by-semester program outline as it would appear in the bulletin for a new program
      or any modified program with all changes clearly indicated.
Program Outline Changes for Spring P3 year

OLD:

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<thead>
<tr>
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<th>Credits</th>
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<tr>
<td>P-3 Spring Semester</td>
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<tr>
<td>PHA 504 Longitudinal Care II</td>
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<td>PHA 526* Pharmacotherapeutics X</td>
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<td><strong>Total</strong></td>
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New: Changes are in **bold**

<table>
<thead>
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<th>Course</th>
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<td>Course Cr. Hrs: Classroom Hours Lab Hours Other</td>
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<td>4.</td>
<td>Course Prerequisites</td>
</tr>
<tr>
<td>5.</td>
<td>Course Description</td>
</tr>
<tr>
<td>6.</td>
<td>List All Potentially Affected Programs</td>
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7. Explanation of proposed change.
The current PHA 555 (1 credit) was an IPPE course that had two components: 20 hours in home health care (a visiting nurses association) and 20 hours in long-term care. The long term care component is no longer being offered and is being changed to a service learning experience. It was felt that these two distinct experiences are really two separate courses.
Curriculum Committee Revisions Proposal

Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: Introductory Pharmacy Practice Experience V

2. Course Number: Coordinate with Registrar to insure course number is available
   Existing: Proposed: PHA 560

3. Course Credit Hours: 0.5
   Classroom Hours___ Lab Hours___ Other _20 hours of experiential___

4. Course Prerequisites: Current Enrollment in Doctor of Pharmacy Program.

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e., every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course will provide introductory practice experience in a service learning environment. This experience consists of 3 components: participation in and development of service learning projects, reflection, and self-directed learning. A minimum of 20 service-hours are accumulated through the P1-P3 years. Course credit is awarded in Spring P3.

   List All Potentially Affected Programs: These include, but are not limited to, any program for which this course is required or an elective and any program for which this course is a prerequisite for program required or elective courses.

   This is a required course for the Doctor of Pharmacy Program.
6. Explanation for Course Addition:
   a. What is the need for this proposed course? Include whether the proposed course content overlaps content in existing courses and explain how this course will enhance any current or proposed program.

   This course will expand and enhance our commitment to service learning. Through experience and reflection students will gain a better understanding of diverse patient populations and needs. The 20 hours form this course also contributes to the required 300 hours of introductory pharmacy practice experience needed for accreditation.

7. Required Documentation:
   Proposed Syllabus  See attached.
Course Title: PHA 560 Introductory Pharmacy Practice Experience V (Self Directed)

Course Coordinator:
Jennifer Malinowski, PharmD, Associate Professor, Pharmacy Practice

Course Credit: 0.5 credits (credited in Spring P3 year)

Prerequisites:
Current Enrollment in Doctor of Pharmacy Program.

Course Description and Background:
The Self-Directed Introductory Pharmacy Practice Experience (SD-IPPE) course is designed to expose students to various service-learning opportunities throughout their P1 through P3 years. This experience consists of 3 components: participation in and development of service-learning projects, reflection, and self-directed learning. Students may develop their own experiences or participate in opportunities offered by the School or professional organizations.

Service-learning is an essential component to the education of future pharmacists. Service-learning allows for application of the curriculum to real patients, fosters development of self-confidence and assessment skills, exposes the student to leadership roles and promotes civic responsibility. Reflection is also an important part of this process. Reflection may result in new ways to accomplish a task or refine skills. Some believe that reflection is what transforms experiential education into learning. Last, one of the most challenging aspects of becoming a pharmacist is the skill of self-directed learning. The evolving and challenging nature of the practice of pharmacy requires pharmacists to be committed to lifelong learning. The transition from pharmacy student to pharmacist will be eased by developing this skill while still in school.

Class Time Requirements:
Requirements for service-learning hours will increase as the student progresses through the curriculum. Each student will need to complete a minimum of 2, 8 and 10 hours during the P1, P2 and P3 years, respectively (total 20 hours). Activities may be completed any time between the fall P1 and spring P3 years--this includes breaks, summer vacation, evenings and weekends. P1 students may complete their required hours anytime between the first day of school and the first day of final exams the following Spring. For P2 and P3 students, each academic year is defined as the last day of final exams of one year through the first day of final exams the following year. Students who complete more than the required SD IPPE hours within a given year are to be commended. However, excess hours from one year cannot "carry over" to the following year since the SD IPPE course is designed to allow increasing complexities of experiences over the years. SD-IPPE hours will be documented on E*Value and must be entered within 3 days of the actual experience. It is anticipated that P2 and P3 students will participate in more than one SD-IPPE per year to meet the total hour requirement.

If a student fails to complete the minimum levels of hours for a given year, the following will occur:

1. Any hours not completed in a given year will be doubled and rolled over to the following year.
2. A formal letter will be sent to Student Affairs for documentation.
3. If a P3 student fails to complete the required hours by the appropriate time (20 hours plus any additional hours incurred by failing to complete hours for the P1 or P2 year), the student will not progress to APPE’s which may result in a delay in graduation.
Identification of SD-IPPE Opportunities:

The SD-IPPE course is designed to allow students to independently identify and create their own SD-IPPE and/or to participate in opportunities offered through the School or one of its professional organizations. Each activity must be supervised by a Wilkes faculty or other registered health care professional (pharmacist, physician, nurse, social worker). Supervisors for each activity will establish limits for the numbers of students they can supervise. Examples of potential ideas for SD-IPPE are included in table 1 (p.7).

In general, activities should:

1. Provide a service to the community or patients.
2. Must be pharmacy or health care related.

Activities ineligible for this experience include tutoring, shadowing providers, pharmacists, surgeries, activities completed during work hours (ie it cannot be done during “paid” time), volunteering that is not directly health care-related (cancer walks, toys for tots, etc), service-learning hours earned by other service-learning courses (no double-dipping between courses). Students enrolled in other service-learning courses should choose different sites/activities than those of the other service-learning course.

Students are not required to get pre-approval for projects but if there are ANY questions about eligibility or the appropriateness of a project, you are encouraged to contact Dr. Malinowski at jennifer.malinowski@wilkes.edu or (570) 408-3294 for guidance.

Course Objectives
At the completion of the course the student should be able to:

1. Articulate the benefit of service-learning to his/her professional development.
2. Explain the pharmacist’s role in the provision of public health services.
3. Demonstrate social responsibility and global citizenship through the provision of health-related services to society.
4. Reflect on service-learning activities and describe how this impacts students’ behaviors, choices, and professional goals.
5. Enhance/develop advisor student relationships.

Learning Outcomes:
This course will contribute to the following educational outcomes (School of Pharmacy, 2008):

58. Provide broad-based educational programs regarding the prevention and treatment of diseases.
59. Provide care to large patient populations such as immunizations.
61. Advocate, develop and participate in programs to improve public health outcomes.
63. Relay and respond to information effectively and appropriately using verbal, non-verbal, written and technological methods of communication. (Ability to Communicate)
64. Demonstrate an ability to lead others and conduct oneself according to current professional standards. (Professionalism)
65. Demonstrate an awareness and sensitivity of social and cultural issues and actively participate in community and civic initiatives. (Citizenship)
66. Effectively self-assess and improve personal and professional abilities on an ongoing basis. (Continuous Professional and Personal Development)
67. Actively, effectively, and appropriately participate in group interactions to achieve common goals. (Group Collaboration)

68. Practice pharmacy (or carry out duties) in accordance with legal, ethical, social, economic, and professional guidelines.

Assessment and Course Grading
Grading will be done on a pass/fail basis. Student’s documentation of SD-IPPE hours and reflections will be reviewed by their advisor. Reflections will be assessed as acceptable/unacceptable. Acceptable reflections are structured and should address the three-part guided template listed in the next section under “Assignments”. Students need to respond to all three parts. Good reflections take practice. Revisions should not be viewed as a punishment. Rather, a deeper reflection is expected to enhance the learning experience. Advisors reserve the right to extend deadlines or limit excessive revisions. Late/incomplete assignments may affect future IPPE/APPE placements.

Reflections will be evaluated in the following areas: write up is organized, logical, professional, and grammatically correct; the reflection is complete and addressed all questions asked, and last, the reflection on the experience was thoughtful and appropriate to their grade level.

**Pass:** Meets or exceeds expectations for all hours, assignments and/or objectives and has completed all time requirements.

**Fail:** Does not meet expectations on one or more assignments and/or objectives, and/or has not met contact time requirements. Other causes of course failure include, but are not limited to, unprofessionalism related to the course as determined by the advisor, activity coordinator/liaison or Director of Experiential Education, failure to complete course assignments, and failure to attend assigned experience without a valid excuse.

Assignments
After each SD-IPPE event, all students are required to document their hours, location and time of the activity, supervisor for the activity and contact information for the supervisor (Phone number, email) using E*Value within 3 days. The “hours completed” must be documented in the Duty Hours section and the “details about the activity and brief reflection” will be documented in the Activity Log under Self-Directed IPPE in the MyFolio section of E*Value.

Participation in an approved activity does not necessarily allow the student to learn from it. A reflection component is required. The process of a guided reflection, accompanied by faculty feedback, enables the student to gain a directed approach of the experience as well as an enhanced appreciation for civic engagement. This course differs from just volunteering because there is an intentional integration of self-directed service tied to learning outcomes. Reflection is a bridge between the didactic curriculum and the community service provided.

The reflection entry will include a brief description and reflection on the event. Reflections will be reviewed by the faculty advisor for each student team.
For P2 and P3 students only, once the total number of designated hours is completed, the student is required to complete a final guided reflection. This must be documented in the Final Reflection folder under Self-Directed IPPE in MyFolio within 2 weeks of participation in the last activity (but no later than May 1). This minimum 2-page typed, double spaced paper consists of a three part reflection that addresses how the year's SD-IPPE activities promoted personal and professional development and enhanced patient/community care. Students should address the following questions, but response is not limited to the areas below:

- Describe what you accomplished during this experience, including some experiences that may have been confusing, interactions that took place, decisions you made, and any materials/activities/programs you developed. How did this experience benefit you, the patients, the community? What were the best and worst parts of the experience?
- What did you learn about preparing, advocating and/or participating in a community service activity? What will you do the same or differently the next time you provide a service? How will you incorporate these experiences when you become a pharmacist?
- Apply the influence of participation in this project to your professional development. Has it altered your goals, values, attitudes and beliefs toward service or certain economic/cultural populations? Why/why not?

For P1 students, since only 2 SD-IPPE hours are required and this provides only limited new experiences, the final reflection will include a discussion of other new learning experiences throughout the P1 year. This reflection should not be turned in before April 1 and should contain all three parts of the guided reflection below.

- Describe what you accomplished during this experience, including some experiences that may have been confusing, interactions that took place, decisions you made, and any materials/activities/programs you developed. How did this experience benefit you, the patients, the community? What were the best and worst parts of the experience?
- What did you learn about preparing, advocating and/or participating in a community service activity? What will you do the same or differently the next time you provide a service? How will you incorporate these experiences when you become a pharmacist?
- Apply the influence of participation in this project as well as the influence of the knowledge and skills gained in the P1 curriculum and any other new pharmacy-related experiences* to your professional development. Have they altered your goals, values, attitudes and beliefs toward service or certain economic/cultural populations? Why/why not? What experience(s) this year have had the most influence on your professional development and educational goals? Why/How?

*Other pharmacy experiences may include but are not limited to a new job in a pharmacy, participation in a pharmacy professional fraternity or service organization, new responsibilities as a pharmacy intern at your current work place...

Readings
There are no required readings for this course. Students are expected to prepare for each service-learning activity which may require additional reading at the discretion of the supervisor and/or advisor.

Attendance and Professionalism:
Once a student commits to a SD-IPPE, attendance is mandatory. Missed time and/or activities may result in course failure. In case of illness or tardiness, the Preceptor and the Director of Experiential Programs (408 – 4267) are to be notified immediately.
Students are expected to be professional, arrive on time, be respectful to preceptors, patients and all site personnel, and turn off cell phones and electronic devices during session time. Acts of unprofessionalism may result in a failure of the course. Unprofessionalism may include (but is not limited to),

- Being late or tardy
- Inappropriate attire
- Disregard for patient’s rights
- Falsification of any documentation in any part of this course
- Committing an illegal act within the scope of the law
- Disregard for policies outlined in the University and School student manuals
- Poor attitude

Students shall not receive financial or other considerations from the site while achieving course credit through the School of Pharmacy. Students may not use hours at a paid internship to count towards this course.

Dismissal from sites

Students who are dismissed by the Site/Preceptor/Venue must be forth coming and honest with the school regarding reasons for dismissal. Students who are dismissed or otherwise fail will be referred to Student Affairs. Academic progression may be delayed, which may delay graduation.

Dress Code

Professional dress is mandatory. This includes a clean, white, long-sleeved lab jacket and name badge.

- Mini skirts, jeans, sneakers, low-cut dresses, tee shirts, torn clothing, hats or caps (unless necessary for religious or medical reasons), etc are NOT professional dress. Professional dress also includes dress as mandated by the practice site (e.g.- scrubs) as required.

The following is considered appropriate attire:

- **Men:** slacks, collared shirt with tie, shoes and socks.
- **Women:** slacks, skirts, dresses, shoes (not sandals) and socks or stockings

Students who are considered not to be in appropriate dress will be asked to leave the site and return in appropriate dress. If any time is missed, the time is to be made up by arrangements with the preceptor. If the student does not return to the site or make up the time, it may result in a failing grade.

Academic Honesty

Any violation of the Academic Honesty Policy of the University, including creating, plagiarism, and other acts detailed in the current Wilkes University Student Handbook will not be tolerated. Violators will be subject to disciplinary action which may include failure of the course. Unless specifically stated otherwise, all course work must be competed individually. The policies of the Wilkes University College of Pharmacy and Nursing apply at all times (as defined in the current Student Handbook). Students who fabricate SD-IPPE hours may be subject to program dismissal.

Health and Information Requirements

All health requirements (physical exam, immunization records, tuberculosis screening, hepatitis vaccination), as well as proof of HIPAA training, criminal background check and first aid and BCLS certification must be completed prior to the end of the Semester directly before this course. All necessary forms are to be returned to the Department of Pharmacy Practice (SLC 336).
Malpractice Insurance Requirements

Participation in the group professional liability insurance policy arranged through the Department of Pharmacy Practice is required. Forms must be submitted prior to the deadline given by the Department of Pharmacy Practice.

Evaluations

As part of the quality assurance and improvement program for experiential courses, a course evaluation will be conducted at the end of the P3 year. Because of the nature of this course (spanning 3 professional years) students are encouraged to provide formal (written) and informal feedback to the course coordinator and/or the Director of Experiential Programs at any point necessary.
Table 1. Examples of Potential Projects

P1 Year and Up
Providing poison prevention education in a local school or daycare
Gathering health information for patients at a brown-bag, immunization,
camp, etc.
Providing support for smoking cessation patients
Assisting in inventories and setup at a free clinic
Setting up and assisting with workflow at a community screening
Assisting with adult or elementary nutrition class
Adherence lessons and presentations – storage discussions, pill box
distributions
Medicare part D enrollment sessions

P2 Year and Up
Assisting in blood pressure, cholesterol and other screening programs
Participating in a brown bag sessions
Counseling opportunities at a clinic
Physical assessments
Planned parenthood/sex education lectures at schools, clinics, etc.
Health fairs

P3 and Up
Brown bag events and med listings
Counseling/MTM and free clinics
Immunization clinics
Poster Sessions (health fairs or self-initiated)
Information sessions at nursing homes or other clinics
Discharge counseling at a hospital
Mend a helping heart or other hospital support groups or education events
Assisting with smoking cessation or diabetes education events
Screening events (DM, cholesterol)
Asthma clinic for counseling/education
Open airways training
Participating in health screenings and clinics for area companies and
employers
Public health and service poster presentations

* Note: Certain activities require additional training outside of class. Please
check with the faculty member or preceptor overseeing the activity for space
limits and training expectations. In addition, if screenings (involving blood)
are being conducted, the state of PA requires that the pharmacy have a
laboratory license.