Wilkes University Curriculum Committee
PROPOSAL SUBMITTAL FORM

Directions:

• Use this set of forms for all proposals sent to the Curriculum Committee.
• Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
• Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
• Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Name Jennifer Malinowski, PharmD
   Department Pharmacy Practice
   Phone and email 570-408-3294 jennifer.malinowski@wilkes.edu

2. Proposal Title: Elimination of Independent Pharmacy Owner Concentration for Pharmacy Students

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”). Each different type of proposal must be submitted on a separate form.
   • New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC. Major = minimum of 30 credits, minor = minimum of 18 credits.
   • New Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary. Concentration – minimum of 12 credits, certification, endorsement and track are discipline specific.
   • Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   • Elimination of Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary.
   • Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
   • General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
   • Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
   • Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
   • Change in course credit or classroom hours.
   • Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
   • Other (Specify)

Indicate the number of course modification forms that apply to this proposal:
   Course Addition Form (Attach Syllabi: refer to Faculty Handbook for requirements)
   □ 1 Course Deletion Form
   □ □ Course Change Form

Revised 4/30/2018
4. Executive Summary of Proposal.
   Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

   The Independent Pharmacy Ownership Concentration was approved early 2016. Since that time, no students have enrolled in the program. The implementation of the dual PharmD-MBA degree program in 2018 may have diverted students away from this specialized concentration to a more generalized area of practice.

   There is also a career trend away from independent community pharmacy ownership. The National Community Pharmacists Association (NCPA) Digest, the only publication available that provides a financial glimpse into independent pharmacy practice, provides industry observations over the past several years. Data indicate:
   - A decline in the average pharmacy owner’s salary to be at a level comparable to an employed pharmacist working for a chain store. The average independent pharmacist salary compensation has declined for the fourth consecutive year.
   - A decline in Independent pharmacies’ gross margins on prescription sales from 22.3% in 2013 to 20.9% coupled with a decrease in average per prescription revenues from $55.99 to $55.15.
   - A decline in the total number of independent community pharmacies

Lack of student interest, combined with industry trends, are prompting the School of Pharmacy to discontinue this concentration. A rebranding of the concentration is anticipated in the future to focus on community pharmacy practice leadership for students with an interest in community practice that allows for a broadened perspective. This will be an option for students that do not want to commit to the more credit-heavy PharmD-MBA dual degree track.


5. Other specific information. (Not applicable for incidental changes.)
   What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? 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.

No other programs should be affected by this proposal. The majority of courses and opportunities will still be made available to students with the exception of one course that never filled. Since there has been no students enrolled to date, there is no anticipated consequence to the curriculum.

6. Program Outline. (Not applicable for incidental changes).

Revised 4/17/2018
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.

The concentration is an elective track. Therefore, there are no anticipated changes in the required curriculum for student pharmacists in the Wilkes School of Pharmacy. Three out of four elective options along with the business plan competition remain as options for students interested in community practice. PHA 545 (Independent Pharmacy Ownership) has not run for several years and will be the only course removed from the course listings.

7. New Program Assessments: (For new programs ONLY) Not applicable.

All new major programs reviewed through the Curriculum Committee must complete this section. Please consult the following page for guidance in developing an assessment plan: https://wilkes.edu/about-wilkes/university-committees/assessment/assessment-planning.aspx

a. Please list program-level student learning outcomes (SLOs) that all program majors should be able to demonstrate upon graduation from the program. SLOs should be worded such that student performance can be measured directly.

Insert Text Here...

b. Please briefly describe current plans for how student performance on each program-level SLO will be assessed. Be sure to answer where (which courses), when (frequency), and how (assessment method) for each SLO.

Insert Text Here...

c. Please identify by name any external accreditation agency or agencies that will influence assessment planning. Include standards or requirements from that accreditor that must be followed when developing the program’s assessment plan. You are encouraged to share specific, current web links to relevant content when standards or requirements related to assessment are substantial.

Insert Text Here...

Revised 4/17/2018
8. Signatures and Recommendations. (please date)
   - Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal
     and that adequate resources (library, faculty, technology) are available to support proposal.
   - If a potential signatory disagrees with a proposal he/she should write "I disagree with this
     proposal" and a signed statement should be attached to this submission.

<table>
<thead>
<tr>
<th>Print Name/Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judith Kristeller, Chair</td>
<td>[Signature]</td>
<td>3/21/19</td>
</tr>
<tr>
<td>Department chair(s) of all potentially affected programs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Print Name/Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott K. Stolte</td>
<td>[Signature]</td>
<td>3/21/19</td>
</tr>
<tr>
<td>Dean(s) of any potentially affected College/School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Hritzak</td>
<td>[Signature]</td>
<td>3/21/19</td>
</tr>
<tr>
<td>Registrar</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Provost]</td>
<td>[Signature]</td>
<td></td>
</tr>
</tbody>
</table>

Provost (For new programs, significant revisions and revisions to the General Education Program
revisions only).
   Provost should check here ___ if this proposal is a program revision AND the significance of
the revision requires review and approval by APC prior to Curriculum Committee.

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Chair, Academic Planning Committee]</td>
<td>[Signature]</td>
<td></td>
</tr>
</tbody>
</table>
Chair, Academic Planning Committee. For new programs, program revisions sent via the provost.
Signature indicates that the proposal has been reviewed and approved by APC.

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Chair, General Education Committee]</td>
<td>[Signature]</td>
<td></td>
</tr>
</tbody>
</table>
Chair, General Education Committee. For revisions to General Education program only.
(Signature indicates that the proposal has been approved by GEC).

Revised 4/17/2018
Wilkes University Curriculum Committee
COURSE DELETION FORM

1. Course Title: Independent Pharmacy Ownership

2. Course Number: PHA 545

3. Course Credit Hours: 2
   Classroom Hours 2
   Lab Hours

4. Effective date of course deletion (semester/year) Fall 2019

Revised 4/17/2018
Nesbitt College of Pharmacy

Department of Pharmaceutical Sciences

PHA 545
Independent Pharmacy Ownership

Instructor: Marie Roke Thomas, Ph.D.
Office: 570 - 408-3290
Cell: 570 - 954-6308

E-mail: Marie.Roke@Wilkes.edu
Required Text: Undetermined

Objective: The purpose of this course is to provide the student with specific information needed to develop and maintain an independent pharmacy practice and to present the student with a advanced understanding of business.

Class Conduct: This class is to be a learning experience. It will require intelligent dialogue, questions, opinions and much class participation. Attendance is expected and can affect your overall grade point average.

Educational Outcomes:

To provide pharmaceutical care in cooperation with patient, prescribers, and other members of an inter-professional health care team based upon sound therapeutic principles and evidence-based data, taking into account relevant legal, ethical, social, economic, and professional issues, emerging technologies, and evolving pharmaceutical, biomedical, socio-behavioral, and clinical sciences that may impact therapeutic outcomes, upon graduation with a Doctor of Pharmacy Degree from Wilkes University.

The following educational outcomes are the focus of PHA 412:

1.1 Medication use systems management (Manager)
   1. Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.
   2. Identify drug distribution procedures in multiple healthcare settings
   3. Apply quality assurance and quality improvement methods to promote safe medication use and systems management
   4. Utilize available resources to optimize the medication use system

3.1 Problem Solving (Problem Solver)
   1. Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution
   2. Discuss a systematic process to solving a problem
   3. Demonstrate that systematic process to solve a problem
   4. Reflect on ability to approach and resolve problems

3.2 Educator (Educator)
   1. Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding
   2. Describe significant factors relating to audience understanding of communication (e.g. health literacy, cultural sensitivity)
3. Educate patients, caregivers, colleagues, and stakeholders

3.3 Patient Advocacy (Advocate)

1. Assure that patients’ best interests are represented.
2. Advocate, develop and participate in programs to improve public health outcomes.
3. Apply ethical principles in the conduct of human subject research.
4. Demonstrate the appropriate attitude and values necessary to provide care emphasizing awareness and sensitivity to social, cultural, and economic issues.

3.4 Interprofessional collaboration (Collaborator)

1. Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
2. Describe the patient care services provided by other healthcare providers (learn about)
3. Demonstrate patient care decisions as part of a healthcare team (learn with)

3.5 Cultural sensitivity (Includer)

1. Recognize social determinants of health to diminish disparities and inequities in access to quality care.
2. Identify factors that reduce access to care (Health literacy, cultural sensitivity)

3.6 Communication (Communicator)

1. Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.
2. Use interpersonal skills to build trusting relationships

4.1 Self-awareness (Self-aware)

1. Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
3. Use strategies to stay current with changing practices in pharmacy.
4. Effectively self-assess and improve personal and professional abilities on an ongoing basis. (Continuous Professional and Personal Development)

4.2 Leadership (Leader)

1. Demonstrate responsibility for creating and achieving shared goals, regardless of position.
2. Develop goals as part of a team
3. Provide leadership and advocate for the profession
4. Demonstrate an ability to lead others and conduct oneself according to current professional standards (Professionalism)
4.3 Innovation and Entrepreneurship (Innovator)
1. Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
2. Describe fiscal models for pharmacy operations
3. Apply entrepreneurial skills within a pharmacy activity
4. Develop new ideas and approaches to improve quality both personally and within the profession

4.4 Professionalism (Professional)
1. Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.
2. Describe characteristics of a healthcare professional
3. Practice pharmacy (or carry out duties) in accordance with legal, ethical, social, economic, and professional guidelines.
4. Demonstrate social responsibility and global citizenship through the provision of health related services to society

Grading:
The overall grade for this class will be reflected as follows:
Class Participation and Attendance (10%)
Test One (20%)
Test Two (20%)
Final Exam (20%)
Class Project (20%)
Quizzes (10%)

Grading Scale:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Score Range</th>
<th>Grade</th>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 – 100</td>
<td>4.0</td>
<td>73 – 77</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>88 – 92</td>
<td>3.5</td>
<td>66 – 72</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>83 – 87</td>
<td>3.0</td>
<td>61 – 65</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>78 – 82</td>
<td>2.5</td>
<td>60 &amp; Below</td>
<td>0.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Class Project: Each student will complete a project relating to independent pharmacy ownership. The project is independent of the PPA/NCPA business plan competition required as part of the independent pharmacy ownership competition (IPOC).
Attendance:

Class attendance is expected. Missing classes for unexcused reasons will result in a reducing in your final grade. There will be no makeup of any quizzes. The student is responsible to obtain all assignments, handouts, and announcements made during the class period. Attendance is required for all exams. Special permission can be obtained for any exceptions. Exceptions to required attendance will be made for campus-sponsored activities, illness verified by a note from a physician or nurse, or a death in the family. There will be makeup of any unexcused absences from examinations. A grade of zero will be given. Please notify your instructor as soon as possible before missing an exam.

Course Schedule:

The schedule is tentative and subject to change depending on the progress of the class.

Examination Policy:

1. No student will be allowed to enter the room once the first student has completed the exam and left the room.
2. All hats and sunglasses are to be removed.
3. All cell phones are to be turned off.
4. There will be no talking once you enter the room.
5. All students will separate as much as possible.
6. It is the student’s responsibility to keep all answers covered to the best of his/her ability.
7. All students must remain in the exam room for 30 minutes.
8. Exams will be based on class instruction, text and additional readings and handouts that may be distributed in class.

Cell Phones, Pagers & Other Communication Devices:

All cell phones, computers and pagers are to be turned to silent mode during class.

Professionalism:

Professional behavior and attitudes are expected for all students enrolled in this class. Professionalism is demonstrated through the following ways:

1. Use appropriate verbal and non-verbal communication.
2. Be respectful to each student.
3. Be punctual.
4. React in an ethical manner.
5. Be cooperative.
6. Be compassionate.
7. Act confident.
8. Dress in the appropriate attire.
9. Show respect for the professor.
10. Be non-judgmental. There are two sides to every story.
11. Be kind.
12. Study hard.
13. Use your time wisely and efficiently.
14. Have fun.

A lack of respect for other students and professors will not be tolerated. Be careful of your comments, tone of voice, and disruptive behavior. The professor retains the right to dismiss students from class if this policy is disregarded.

**Academic Honesty:**

Any student who violates the Intellectual Responsibility and Plagiarism Policy as stated in the University Student Handbook will be subject to disciplinary action which may include failure from the course or dismissal from the School of Pharmacy.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Advanced Pharmacy Ownership 2017</strong></td>
</tr>
<tr>
<td>Week 1</td>
<td>Introduction/Lease Evaluation</td>
</tr>
<tr>
<td>Week 2</td>
<td>Purchasing an Established Pharmacy</td>
</tr>
<tr>
<td>Week 3</td>
<td>Establishing a New Independent Pharmacy</td>
</tr>
<tr>
<td>Week 4</td>
<td>Accounting Principles for Pharmacy Ownership (Joan McDonald, CPA)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Accounting Principles/Financial Ratios Con’t.</td>
</tr>
<tr>
<td>Week 6</td>
<td>Legal Issues/Risk Management/OSHA/HIPPA</td>
</tr>
<tr>
<td>Week 7</td>
<td>Drug Diversion Issues/Ethical Business Practices</td>
</tr>
<tr>
<td>Week 8</td>
<td>Third Party Prescription Program Evaluation/Wholesaler Partnerships</td>
</tr>
<tr>
<td>Week 9</td>
<td>Purchasing and Inventory Management/Pricing Decisions for Products</td>
</tr>
<tr>
<td>Week 10</td>
<td>Human Resources/Family Leave/Labor Laws</td>
</tr>
<tr>
<td>Week 11</td>
<td>Human Development/Management Skills</td>
</tr>
<tr>
<td>Week 12</td>
<td>Conflict Management and Communication Skills</td>
</tr>
<tr>
<td>Week 13</td>
<td>Integrating Pharmacoeconomics and Pharmacy Management</td>
</tr>
<tr>
<td>Week 14</td>
<td>Understanding Third Party Payers (Medicare/Medicaid/BCBS/etc) and Marketing Strategies</td>
</tr>
</tbody>
</table>
Wilkes University Curriculum Committee
PROPOSAL SUBMITTAL FORM

Directions:

- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Name  Dr. Zbigniew Witczak
   Department  Pharmaceutical Sciences
   Phone and email  4276   zbigniew.witczak@wilkes.edu

2. Proposal Title: Neuropharmacology of Drug Abuse

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”). Each different type of proposal must be submitted on a separate form.
   □ New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC. Major = minimum of 30 credits, minor = minimum of 18 credits.
   □ New Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary. Concentration – minimum of 12 credits, certification, endorsement and track are discipline specific.
   □ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   □ Elimination of Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary.
   □ Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
   □ General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
   □ Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
   □ Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
   □ Change in course credit or classroom hours.
   X Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
   □ Other (Specify)

Indicate the number of course modification forms that apply to this proposal:
   ___ Course Addition Form (Attach Syllabi: refer to Faculty Handbook for requirements)
   ___ Course Deletion Form
   ___X___ Course Change Form

Revised 4/30/2018
4. Executive Summary of Proposal.
   Briefly summarize this proposal. The breadth and depth of this executive summary should
   reflect the complexity and significance of the proposal. Include an overview of the
   proposal, background and reasoning behind the proposal and a description of how the
   proposal relates to the mission and strategic long-range plan of the unit and/or university.
   For incidental changes a one or two sentence explanation is adequate.

   Change of Pre-Requisite to open up elective to both second and third year Pharmacy students.

5. Other specific information. (Not applicable for incidental changes.)
   What other programs, if any, will be affected by this proposal? Describe what resources
   are available for this proposal. Are they adequate? 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.

   N/A

6. Program Outline. (Not applicable for incidental changes).
   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.

   N/A

7. New Program Assessments: (For new programs ONLY)
   All new major programs reviewed through the Curriculum Committee must complete this
   section. Please consult the following page for guidance in developing an assessment
   a. Please list program-level student learning outcomes (SLOs) that all program majors should
      be able to demonstrate upon graduation from the program. SLOs should be worded such that
      student performance can be measured directly.

      N/A

   b. Please briefly describe current plans for how student performance on each program-level
      SLO will be assessed. Be sure to answer where (which courses), when (frequency), and how
      (assessment method) for each SLO.

      N/A

   c. Please identify by name any external accreditation agency or agencies that will influence
      assessment planning. Include standards or requirements from that accredditor that must be
      followed when developing the program's assessment plan. You are encouraged to share
      specific, current web links to relevant content when standards or requirements related to
      assessment are substantial.

      N/A

Revised 4/17/2018
8. Signatures and Recommendations. (please date)
   • Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
   • If a potential signatory disagrees with a proposal he/she should write “I disagree with this proposal” and a signed statement should be attached to this submission.

Dr. Zbigniew Witeczak
PROFESSOR & CHAIR
03/12/2019

Dr. Zbigniew Witeczak
03/12/2019

Print Name/Title
PROFESSOR & CHAIR
Signature
Date

Department chair(s) of all potentially affected programs

Dean Scott Stolte

3/21/19

Print Name/Title
Dean (s) of any potentially affected College/School.
Signature
Date

SUSAN Hritzak
3/21/19

Print Name
Signature
Date

Registrar

Print Name
Signature
Date

Provost (For new programs, significant revisions and revisions to the General Education Program revisions only).

Provost should check here if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.

Print Name
Signature
Date

Chair, Academic Planning Committee. For new programs, program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.

Print Name
Signature
Date

Chair, General Education Committee. For revisions to General Education program only. (Signature indicates that the proposal has been approved by GEC).

Revised 4/17/2018
Wilkes University Curriculum Committee
COURSE ADDITION FORM – page 1

1. Course Title:          **Official** title for course – as opposed to the popular title

2. Course Number:          
   Coordinate with Registrar to insure course number is available

3. Course Credits:   _____
   Classroom Hours _____   Lab Hours _____   Other _____

4. Course Pre-requisites:

5. Course Co-requisites:

6. Effective Date of Addition (semester/year)  

7. 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.

8. Required Documentation:
   * **Proposed Syllabus**  Attach proposed syllabi immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.

Revised 4/17/2018
Wilkes University Curriculum Committee
COURSE DELETION FORM

1. Course Title:  **Official title as listed in the most current University Bulletin**

2. Course Number:  **As listed in the most current University Bulletin**

3. Course Credit Hours:  **As listed in the most current University Bulletin**
   
   Classroom Hours_____    Lab Hours_____    Other_____

4. Effective date of course deletion (semester/year) ____________________________

Revised 4/17/2018
Wilkes University Curriculum Committee  
COURSE CHANGE FORM

**Directions:** Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

**Course Number:** PHA 450  
**Course Title:** Neuropharmacology of Drug Abuse

**Effective Date of Course Change (semester/year):** FALL 2019

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>PHA 450A</td>
<td>PHA 450A</td>
</tr>
<tr>
<td>Course Credit hours. (Indicate classroom, lab or “other” hours.)</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
| Course Prerequisites | PHA 421 | Remove PHA 421  
Change to P-2 or P-3 standing |
| Course Description (as proposed for Bulletin) | PHI-450. Neuropharmacology of Drugs of Abuse  
Credits: 3  
In-depth analysis of drugs of abuse, including pharmacokinetics, pharmacodynamics, tolerance, sensitization, physical dependence, and effects of drug use during pregnancy. Drug testing and substance abuse treatment strategies will also be discussed. Lecture: three hours. | PHA-450. Neuropharmacology of Drugs of Abuse  
Credits: 3  
In-depth analysis of drugs of abuse, including medicinal chemistry, pharmacokinetics, pharmacodynamics, sensitization, and long term effects of drug use during pregnancy. Scientific backgrounds of drug testing and substance abuse treatment strategies will also be discussed. Lecture: three hours. |

Revised 4/17/2018
Nesbitt School of Pharmacy  
Wilkes University  
Department of Pharmaceutical Sciences  

**PHA 450**  
Neuropharmacology of Drug Abuse  
Fall 2019  

Syllabus  

*Your Brain*  

*Your Brain on Drugs*  

Instructor:  
Dr. Zbigniew J. Witczak (Coordinator)  
Email: zbigniew.witczak@wilkes.edu
Course Title: Neuropharmacology of Drugs of Abuse

Course Number: PHA 450

Course Credits: 3

Course Prerequisites: P-2 or P-3 standing

Class Location / SLC to be announced

Time: Tues./Thurs. 9:30 AM – 10:45 AM

Course Description:

As stated by Katzung (2000), “Pharmacology can be defined as the study of substances that interact with living systems through chemical processes, especially by binding to regulatory molecules and activating or inhibiting normal body processes.” Neuropharmacology is the sub-discipline placing emphasis on drug interactions with the nervous system. The aim of this course is to review the pharmacological principles, behavioral paradigms, mechanisms of drug action and biochemical processes relevant to psychoactive drugs, those altering mood, thought processes and/or behavior as well as the Psychotropic drugs used in the treatment of mental illnesses. The focus will be directed towards drugs that are used recreationally or have a high liability for abuse. The materials emphasize the history of drug use, molecular mechanisms of action, medicinal chemistry, and both physiological and psychological effects.

Educational Outcomes:

Domain 1 – Foundational Knowledge
1.1 Learner1.1.1 Learner (Learner) - Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient centered care.
1.1.1.1 Develop and demonstrate depth and breadth of knowledge in pharmaceutical, social/behavioral/administrative, and clinical sciences.
1.1.2. Articulate how knowledge in foundational sciences is integral to clinical reasoning; evaluation of future advances in medicine; supporting health and wellness initiatives; and delivery of contemporary pharmacy services.
1.1.3. Integrate knowledge from foundational sciences to explain how specific drugs or drug classes work and evaluate their potential value in individuals and populations.
1.1.6. Identify and critically analyze emerging theories, information, and technologies that may impact patient-centered and population based care.

Domain 3 – Approach to Practice and Care
3.1 Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate viable solution
3.1.1. Identify and define the primary problem.
3.1.2. Define goals and alternative goals
Course Learning Objectives:

After this course, students should be able to:

1. List the structure and function of the primary components of the mammalian brain. (Learner 1.1)
2. Describe the process of neurotransmission and analyze how drugs alter the process. (Learner 1.1)
3. List prominent neurotransmitters and discuss their role in normal function and in the pathophysiology of disease. (Learner 1.1)
4. Describe the pleasure-reward pathway and its normal role in behavior and survival. (Learner 1.1)
5. Explain how drugs with seemingly opposite effects (stimulants and depressants) both activate the reward pathways. (Learner 1.1, Problem Solver 3.1)
6. Describe the mechanisms of action, at the molecular and physiological level, of various drugs with a liability for abuse. (Learner 1.1)
7. Identify structure activity relationships relevant to various drugs of abuse. (Learner 1.1)
8. Discuss short and long term effects of drugs of abuse at both the molecular and physiological level. (Learner 1.1)
9. Recognize prominent psychological effects of drugs with a high liability for abuse. (Learner 1.1, Problem solver 3.1)
10. Review treatments and strategies employed during detoxification and the maintenance of abstinence from drugs of abuse. (Learner 1.1, Problem solver 3.1)

Course Evaluation: Based on content from lecture 3 Exams @ 100 points each

Exams: All exams must be returned to the course instructor in class on the day on which it is made available for review. Failure to do so will result in a grade of zero for the examination. Students will have 5 school days to review an exam after grades are made available to identify problem areas, verify grading or contest answers to questions. Exams will not be available and grades will not be revised after this time period.

Class Participation: In order to earn the points for class participation you must contribute to the class discussion at least one time per week. This could take the form of a question, comment or other contribution to classroom discussions.

Class Projects: Students will be required to find one news article per month (i.e. one each for September, October, and November) relating to drugs of abuse. Each article will be accompanied by a written summary of the article. This summary should be at least 1 page (double-spaced) and include an explanation of how this article relates to drugs of abuse and a position statement (real or imaginary) regarding the matter presented in the news article.
Instructor Feedback/Communication:
1. Instructor will respond to emails within 48 hours of receipt, except for on weekends or holidays where it may take slightly longer. If traveling, there may be delays but students will be informed ahead of time. Office hours are posted on the office doors and are noted in individual handouts.

2. Instructor will return your assignments with feedback within 1 week of the submission due date. If late, students will be informed. Should you have a subsequent similar assignment due, please do NOT submit the second (or third) one until you receive feedback on the prior assignment. Instructor will always adjust your due date accordingly if his feedback is delayed to you.

Course Grade Scale:

92 to 100  4.0  
85 to 91  3.5  
80 to 84  3.0  
75 to 79  2.5  
70 to 74  2.0  
65-69  1.5  
60-64  1.0  
<60   0.0

Remediation:
**Students who fail this course will NOT have remediation options.

Textbook:
No textbook will be required for the course. For your information I have provided a list of texts consulted for the course.


**Attendance and Student Responsibilities:** Make up exams will be provided only in exceptional cases and at the discretion of the instructor. Attendance is expected in all lectures. **Academic Honesty:** Any violation of the Academic Honesty Policy of the University and plagiarism will not be tolerated. Violators will be subject to full disciplinary action (perhaps including, but not limited to, any of the following: flogging, firing squad, lethal injection, decapitation, impalement, 10 years’ service as a galley slave, exile, lycanthropy, and/or a stern talking-to).

**Professionalism and Civility Policy:** Consistent with the expectations of a professional program, professional behavior and attitude are expected for all students. Lack of respect for other students, professors or staff as demonstrated by comments, tone of voice, or disruptive behavior will not be tolerated. The use of cell phones and/or texting during class is prohibited without prior permission from the instructor. Students in violation of this policy may be subject to dismissal from class, and re-admission following completion of an essay on civility and professionalism.

**Accommodations Policy:**

Please see the technical standards policy in the student handbook regarding accommodations in accordance with the American Disability Act. Students requesting testing accommodations must have the appropriate paperwork on file with University College. The student should present the letter, that University College provides, to the instructor.

The information in this syllabus is subject to change in extenuating circumstances. Changes to the course syllabus will be provided to the student in writing.
The following schedule is intended as a guide for the course. Information and topics may be added or deleted based on the progression of a particular class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Lecture</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/27/19</td>
<td>Tuesday</td>
<td>Neuroanatomy, the Neuron, &amp; Synaptic Transmission</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>08/29/19</td>
<td>Thursday</td>
<td>Neurotransmitters</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>09/03/19</td>
<td>Tuesday</td>
<td>Pharmacodynamics &amp; Pharmacokinetics of Abuse</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td></td>
<td>Thursday</td>
<td>Psychoactive Drugs</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>09/13/19</td>
<td>Tuesday</td>
<td>Amphetamines</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>09/15/19</td>
<td>Thursday</td>
<td>Cocaine &amp; Crack cocaine</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>09/20/19</td>
<td>Tuesday</td>
<td>The opium analgesic abuse &amp; Receptor theory</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>09/22/19</td>
<td>Thursday</td>
<td>Opium Wars &amp; Narcotics/Opioids</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>09/27/19</td>
<td>Tuesday</td>
<td><strong>Exam # 1</strong></td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>09/29/19</td>
<td>Thursday</td>
<td>Fentanyl &amp; analogs</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>10/04/19</td>
<td>Tuesday</td>
<td>Naloxone &amp; Ibogane</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>10/06/19</td>
<td>Thursday</td>
<td>Cannabis (Marijuana)</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>10/11/19</td>
<td>Tuesday</td>
<td>Synthetic Marijuana</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>10/10-14/19</td>
<td></td>
<td><strong>Fall Break</strong></td>
<td></td>
</tr>
<tr>
<td>10/18/19</td>
<td>Tuesday</td>
<td>Psychedelic drugs</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>10/20/19</td>
<td>Thursday</td>
<td>Psilocibine</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>10/25/19</td>
<td>Tuesday</td>
<td>Mescaline</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>10/27/19</td>
<td>Thursday</td>
<td>LSD</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>11/01/19</td>
<td>Tuesday</td>
<td><strong>Exam # 2</strong></td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>11/03/19</td>
<td>Thursday</td>
<td>Street drugs abuse</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>11/08/19</td>
<td>Tuesday</td>
<td>Prescription Drugs Abuse</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>11/10/19</td>
<td>Thursday</td>
<td>Benzodiazepines</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>11/15/19</td>
<td>Tuesday</td>
<td>Barbiturates</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>11/17/19</td>
<td>Thursday</td>
<td>Ketamine &amp; Phenaclidine</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>11/22/19</td>
<td>Tuesday</td>
<td>Addiction &amp; overdose treatment</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>11/23-30/19</td>
<td></td>
<td><strong>Thanksgiving Break</strong></td>
<td></td>
</tr>
<tr>
<td>12/03/19</td>
<td>Tuesday</td>
<td>Sociological aspects of Cannabis use and Law</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>12/05/19</td>
<td>Thursday</td>
<td>Drug Abuse long term Symptoms</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>12/11/19</td>
<td>Tuesday</td>
<td>FDA Drug Recall/Diseases Strange Symptoms</td>
<td>Dr. Witeczak</td>
</tr>
<tr>
<td>12/13/19</td>
<td>Thursday</td>
<td>Final exam</td>
<td>Dr. Witeczak</td>
</tr>
</tbody>
</table>

*Modified on February 28, 2019.*