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. Originators:
   Edward Foote, PharmD, FCCP, BCPS
   Professor and Chair
   Department of Pharmacy Practice
   (570) 408-4293  edward.foote@wilkes.edu

2. Proposal Title: Independent Pharmacy Ownership Concentration (IPOC) for Pharmacy Students

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).

☐ New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
☐ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
☐ 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:

1. Course Addition Form (plus syllabi)
0. Course Deletion Form
0. Course Change Form

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.

There is a rising trend of specialty/concentration tracks within the U.S. schools of pharmacy. In 2013, the American Journal of Pharmacy Education published an abstract regarding the inclusion of specialty tracks in the curricula of pharmacy schools throughout the U.S. In 2013, just 16 schools of pharmacy of 104 respondents (80% response rate) had established concentrations. With the popularity of concentration programs growing, it is expected for that number to be higher.
Currently, the Nesbitt School of Pharmacy has one established concentration program, the Spanish Concentration. Concentration programs provide students with the opportunity to specialize and set themselves apart from other students. Concentration programs also make schools of pharmacy unique and more desirable to prospective students.

The purpose of the Independent Pharmacy Ownership Concentration (IPOC) would be to help prepare students interested in independent pharmacy ownership to own and run an independent pharmacy. It would also make students interested in community pharmacy postgraduate residency training be better qualified for residency programs. This is imperative as residency programs are becoming increasingly competitive.

In fall of 2015 an informal “clicker poll” indicated that approximately 15% of P1 students predicted they would be an independent owner 5-10 years post graduate. This was surprising since there has been a steady decline in independent ownership over the past few decades. With that said, Wilkes Pharmacy, although a relatively new program, does have a number of graduates who now own and operate an independent pharmacy.

In the first two weeks of the spring 2016 semester, a formal needs assessment was conducted in P1 through P4 students. The needs assessment revealed that 37 of 229 surveyed students agreed or strongly agreed that they would take or would have taken the IPOC if offered. Nearly all participants agreed or strongly agreed that the school of pharmacy should continue to pursue future concentrations. The most prevalent concerns of the students were money and time.

Of the competing schools of pharmacy (Albany, University of the Sciences, Temple, Jefferson, Fairleigh Dickinson, Rutgers, Duquesne, and University of Pittsburgh), only the University of Pittsburgh has a comparable concentration program (Pharmacy Business Administration) to the IPOC. The Pharmacy Business Administration Concentration only requires 16 credit hours of coursework and is a more broad concentration that is not as specific as the IPOC. This is an
opportunity for the Nesbitt School of Pharmacy to set itself apart from other schools of pharmacy. Offering the IPOC has great potential to attract students interested in independent pharmacy ownership who might otherwise attend a different university.

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.

The Nesbitt School of Pharmacy and Jay S. Sidhu School of Business and Leadership would be affected by the addition of this concentration. The courses needed to achieve the concentration are all currently offered at Wilkes University with the exception of a new elective “Independent Pharmacy Ownership”. The business plan competition is a co-curricular requirement and will be supported by current faculty and resources within the SOP. The school of pharmacy has excellent relationships with various independent pharmacies in the region who have already expressed support for the program and a willingness to mentor learners. All resources available are high caliber and are sure to provide high quality education and guidance to the students. The effects to other programs are non-consequential. The concentration has the potential to slightly increase the class sizes of the classes outlined below, however, not to the extent that additional space or instruction would be required.

The curricular requirements to individual’s students in the IPOC would be very modest. Students are required to take four professional electives within the professional curriculum. The accounting and management courses, which can be taken anytime prior to P3 year will count as two of them. Students will be required to take three additional electives (PHA 536 and 545 are required) such that any given student will only need to take one additional course. In the last year of the program, students must complete an Advanced Pharmacy Practice Experience (APPE) at an independently owned pharmacy. All students take an APPE in community/retail pharmacy so the only difference is that the IPOC requires it be in an independent pharmacy.
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.

In addition to the standard PharmD curriculum, the concentration program would require students to achieve the following courses and projects. The PharmD curriculum requires four professional electives. The five courses below (ACC-161, MGT-251, PHA-536, PHA 545, any other appropriate pharmacy elective) will fulfill all elective requirements.

**Any time Prior to Fall P3 Semester (including pre-pharmacy)**
Financial Accounting and Decision Making (ACC-161)\(^1\) 3 Credits
Management of Organizations and People (MGT-251)\(^1\) 3 Credits

**P2 Fall Semester**
Principles of Advanced Pharmacy Management (PHA-536) 2 Credits

**P3 Fall Semester**
Independent Pharmacy Ownership (PHA 545) 2 Credits

**P2 or P3 Year**
Any appropriate Pharmacy Elective 2-3 Credits

**Spring P2 through Fall P3**
Business Plan Competition\(^2\) 0 Credits

**P4 Academic Year**
The PharmD curriculum requires that all students complete PHA 512 (Community Pharmacy Advanced Pharmacy Experience). Students pursuing the IPOC would be preferentially placed in an independently-owned pharmacy (rather than a retail/chain/grocery pharmacy).

\(^1\)These courses can be credited towards students’ required elective professional courses for graduation regardless of concentration completion status. Recommended to be completed during pre-pharmacy and/or summers in the pharmacy program. May also count toward business minor. Students may earn the IPOC and a business minor concurrently.

\(^2\)Students would be required to be members of the Pennsylvania Pharmacists Association (PPA) and the National Community Pharmacists Association (NCPA). In the fall of the P3 year students will present their business plan in a campus-wide competition. Winners of the competition will compete at the Pennsylvania Pharmacists Association and/or the NCPA meeting (January P4 year). Students are encouraged to attend at least one professional meeting.
7. 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.

Edward Foote (Pharmacy Practice) 
Print Name/Title: Edward Foote (Pharmacy Practice) 
Department chair(s) of all potentially affected programs: 
Signature: Edward Foote 
Date: 11/16/16

Zbigniew Witczak (Pharmaceutical Science) 
Print Name/Title: Zbigniew Witczak (Pharmaceutical Science) 
Department chair(s) of all potentially affected programs: 
Signature: 
Date: 11/16/2016

Dean Frear (Sidhu School of Business) 
Print Name/Title: Dean Frear (Sidhu School of Business) 
Department chair(s) of all potentially affected programs: 
Signature: Dean Frear 
Date: 11/16/16

Bernie Graham (School of Pharmacy) 
Print Name/Title: Bernie Graham (School of Pharmacy) 
Dean (s) of any potentially affected College/School: 
Signature: Juice 
Date: 11/16/2016

Abel Adekola (Sidhu School of Business) 
Print Name/Title: Abel Adekola (Sidhu School of Business) 
Dean (s) of any potentially affected College/School: 
Signature: 
Date: 11/16/16

Susan Hritzak 
Print Name: Susan Hritzak 
Registrar: 
Signature: 
Date: 11/21/16

Anne A Skledar 
Print Name: Anne A Skledar 
Provost (For new programs, significant revisions and revisions to the General Education Program revisions only). 
Signature: 
Date: 11/23/16

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.

N/A 
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.
1. Course Title: Independent Pharmacy Ownership

2. Course Number: PHA 545
   Coordinate with Registrar to insure course number is available

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

4. Course Prerequisites: P3 Standing.

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 is designed to provide the student advanced knowledge and skills relating to owning a community pharmacy business. Areas of learning relating to finances, human resources, and legal issues will be covered. This course is mandatory for students pursuing an independent pharmacy ownership concentration but is open to all P3 pharmacy students.

6. Required Documentation:
   Proposed Syllabus Attach proposed syllabus 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) information, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
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:

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<th>Score Range</th>
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<tr>
<td>93 – 100</td>
<td>4.0</td>
<td>73 – 77</td>
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<td>88 – 92</td>
<td>3.5</td>
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<td>83 – 87</td>
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<td>61 – 65</td>
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<td>78 – 82</td>
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<td>60 &amp; Below</td>
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**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.**

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<tr>
<th>Date</th>
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<td><strong>Advanced Pharmacy Ownership 2017</strong></td>
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<tr>
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<td><strong>Week 1</strong> Introduction/Lease Evaluation</td>
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<td><strong>Week 2</strong> Purchasing an Established Pharmacy</td>
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<td><strong>Week 3</strong> Establishing a New Independent Pharmacy</td>
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<td><strong>Week 4</strong> Accounting Principles for Pharmacy Ownership (Joan McDonald, CPA)</td>
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<td><strong>Week 5</strong> Accounting Principles/Financial Ratios Con’t.</td>
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<td><strong>Week 7</strong> Drug Diversion Issues/Ethical Business Practices</td>
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<td><strong>Week 13</strong> Integrating Pharmacoeconomics and Pharmacy Management</td>
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<td><strong>Week 14</strong> Understanding Third Party Payers (Medicare/Medicaid/BCBS/etc) and Marketing Strategies</td>
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