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: Jennifer Malinowski, PharmD, RPh
   Pharmacy Practice
   5704083294 jennifer.malinowski@wilkes.edu

2. Proposal Title: PHA-526. Pharmacotherapeutics X: Endocrine Disorders & Women's/Men's Health Issues

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.
   ☐ New Concentration, Track, or Certificate. The Provost determines if review and approval by APC is necessary.
   ☐ 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)
4. Indicate the number of course modification forms that apply to this proposal:

   ______ Course Addition Form (plus syllabi)
   ______ Course Deletion Form
   ______ 1 Course Change Form

5. 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.

This course is the 10th in a twelve module sequence that integrates pharmacology, medicinal chemistry, pathophysiology and therapeutics. This team taught course is designed to provide students with an opportunity to learn, observe and apply concepts of these four content areas in an integrated manner. Concepts in each of these content areas will be emphasized to provide the necessary information for pharmacy management of endocrine and women’s/men’s needs. Active learning techniques will be employed throughout the module.

This course has evolved over the years to address additional content area needs such as men’s health, infertility, menstrual disorders, and LGBTQ+ health care needs. The change in the course title helps to better reflect the content areas within the course.

Additionally, therapeutic discovery in the area of endocrine disorders specifically diabetes has significantly developed since the course was introduced almost 20 years ago.

6. Other specific information. (Not applicable for incidental changes.)

   No other programs will be affected by this proposal. An additional classroom day is not needed because the additional material will be covered online. The course will be considered a “hybrid” course.
7. Program Outline. (Not applicable for incidental changes).

<table>
<thead>
<tr>
<th>Existing P3 Spring Semester</th>
<th>Proposed P3 Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P-3 Spring Semester</strong></td>
<td><strong>P-3 Spring Semester</strong></td>
</tr>
<tr>
<td>PHA 502 Pharmacy Care Lab V</td>
<td>PHA 502 Pharmacy Care Lab V</td>
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<tr>
<td>PHA 504 Longitudinal Care II</td>
<td>PHA 504 Longitudinal Care II</td>
</tr>
<tr>
<td>PHA 526 Pharmacotherapeutics X</td>
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<td>PHA 528 Pharmacotherapeutics XI</td>
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<tr>
<td>PHA 530 Pharmacotherapeutics XII</td>
<td>PHA 530 Pharmacotherapeutics XII</td>
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<tr>
<td>PHA 532 Alternative Medicine/Nutrition</td>
<td>PHA 532 Alternative Medicine/Nutrition</td>
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<tr>
<td>PHA 555 IPPE IV</td>
<td>PHA 555 IPPE IV</td>
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<tr>
<td>PHA 560 IPPE V</td>
<td>PHA 560 IPPE V</td>
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<tr>
<td>Professional Elective</td>
<td>Professional Elective</td>
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<tr>
<td><strong>Total Credits</strong></td>
<td><strong>Total Credits</strong></td>
</tr>
<tr>
<td>16-17</td>
<td>17-18</td>
</tr>
</tbody>
</table>
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.

   Zbigniew J. Witczak
   Edward F. Forte
   Signature
   Date

Print Name/Title
Department chair(s) of all potentially affected programs

Scott K. Stolte
Signature
Date

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

Susan Hritzak
Signature
Date

Print Name
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).
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.

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>PHA 526</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>Pharmacotherapeutics X: Endocrine Disorders &amp; Women's/Men's Health Issues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>PHA-526. Pharmacotherapeutics X: Endocrine Disorders &amp; Women's Health Issues</td>
</tr>
<tr>
<td><strong>Course Credit hours. (Indicate classroom, lab or &quot;other&quot; hours.</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Course Prerequisites</strong></td>
<td>PHA 421, PHA 423</td>
</tr>
<tr>
<td><strong>Course Description (as proposed for Bulletin)</strong></td>
<td>This course is the 10th of a twelve-module sequence that will integrate pharmacology, medicinal chemistry, pathophysiology and therapeutics. This team taught course is designed to provide students with an opportunity to learn, observe and apply concepts of these four content areas in an integrated manner. Concepts in each of these content areas will be emphasized to provide the necessary information for pharmaceutical management of endocrine diseases.</td>
</tr>
</tbody>
</table>

1 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.
Department of Pharmaceutical Sciences
and
Department of Pharmacy Practice

PHA 526
Pharmacotherapeutics X

Pharmacotherapy of Endocrine Disorders and
Women's/Men's Health Issues

SPRING 2018

INSTRUCTORS:

Dr. Ajay Bommareddy  (Co-coordinator) – 408-4220 (Rm 319 SLC)
Dr. Jennifer Malinowski (Co-coordinator) – 408-3294 (Rm 115C, SLC)
Dr. Nicole Pezzino – 408-4260 (Rm 334A SLC)
Dr. Vick Shah- 408 3826
**Course Title:** Pharmacotherapy of Endocrine Disorders and Women's/Men's Health (Module X)

**Course Number:** PHA 526

**Course Credit:** 3

**Class Time:** 3-5 PM Mon, Tue, Thurs, Fri (SLC 101)

**Course Description:** This course is the 10th in a twelve module sequence that will integrate pharmacology, medicinal chemistry, pathophysiology and therapeutics. This team taught partial online/live (hybrid) course is designed to provide students with an opportunity to learn, observe and apply concepts of these four content areas in an integrated manner. Concepts in each of these content areas will be emphasized to provide the necessary information for pharmacy management of endocrine disorders. Active learning techniques will be employed throughout the module.

**Prerequisites:** PHA 310, 327, 331, 332, 365, 421, 423 and P-3 standing

**Course Outcomes:**

**Domain 1 – Foundational Knowledge**

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 Demonstrate knowledge in pharmaceutical, social/behavioral/administrative and clinical sciences

1.1.2. Apply foundational science knowledge to design and monitor drug therapy regimens with a patient-centered focus

**Domain 2 – Essentials for Practice and Care**

2.1 Patient-centered care (Caregiver) - Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

2.1.1 Acquire and prioritize relevant subjective and objective patient information

2.2.2 Assess therapeutic problems and develop goals for therapy

2.2.3 Design evidenced-based patient care plans on patient specific needs, values and preferences to solve therapeutic problems and monitor for safety and efficacy

2.4.1 Describe the influences of cost, care, access and satisfaction on the care of a patient population

2.4.2 Describe how population-based care influences patient-centered care and influences the development of practice guidelines and evidence-based best practices.

**Domain 3 - Approach to Practice and Care**

3.1.1 Discuss a systematic process to solving a problem

3.1.2 Demonstrate that systematic process to solve a problem

3.6. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

3.6.1 Communicate effectively with patients and healthcare providers using a structured approach

3.6.2 Document patient care activities clearly, concisely, and accurately using appropriate technology

3.7. Evidence-based Practice (Evaluator) – Demonstrates clinical care that incorporates the principles and application of evidence-based practice and Information Mastery.

3.7.1 Articulate an information need in a health situation

3.7.2 Systematically critique human subject literature

3.7.3 Use the information gathered to formulate evidenced-based answers
**Learning Objectives:** Refer to individual handouts for learning objectives.

**Assessment:**
Definition: The student should perform tasks that demonstrate meaningful application of essential knowledge and skills that will be evaluated using known criteria

Exam 1: Dr Pezzino and Dr Bommareddy’s material (30%)
Exam 2: Drs Malinowski, Pezzino, and Bommareddy (30%)
Exam 3: Drs. Malinowski, Shah and Bommareddy (30%)

*In-class exercises (10% of final grade)*
1) In- and out-of-class activities are designed to help the student in the application of information relevant to the class. It is the responsibility of the student to complete the assignments satisfactorily and on time.
2) In-class quizzes will include a few different assessment types:
   a. Team-based learning: at the discretion of the instructor, the activity may include individual and group quizzes (average of individual score and team score is recorded for student).
   b. Collaborative exercises: case-based scenarios that students will attempt to assess and plan in small groups.
   c. Additional activities may be employed at the instructor’s discretion.

**Course Grade Scale:**

\[
\begin{array}{c|c|c|c|c}
93 - 100 & 87 - 92 & 80 - 86 & 75 - 79 & 70 - 74 & < 70 \\
4.0 & 3.5 & 3.0 & 2.5 & 2.0 & 0.0
\end{array}
\]

**Students failing more than one module in the same semester or more than one module in two or more semesters WILL NOT BE ALLOWED TO PROGRESS in the Pharmacotherapeutics course sequence effective at the end of the currently enrolled semester in which the second module was failed. For specific information regarding progression within the Pharmacotherapeutics course sequence, refer to the appropriate section in the Nesbitt School of Pharmacy Student Handbook.**

Calculators: Students will be required to possess a basic scientific, non-programmable, non-graphing calculator that is capable of solving base-10 and natural log functions.

**Remediation Statement:** In the event of a course failure, some PT modules allow options for the student to retake all or part of the PT course, and if successful, will allow the student to progress in the curriculum, this is termed "remediation". The remediation policy below is subject to final approval by the course coordinators of record and may not be offered in certain situations (poor attendance, lack of professional effort, etc). If the faculty approve a course, it is then referred to the Student Affairs Committee. The Student Affairs Committee must approve remediation and this is done on an individual basis.

- Students who fail this module do not have a remediation option.

**Required Text:**

**Recommended Text:**
4. Foye, W.O. Principles of Medicinal Chemistry: Baltimore; Williams & Wilkins
7. Traub, S.L. Basic Skills in Interpreting Laboratory Data:Bethesda; American Society of Health-Systems Pharmacists;
8. Winter, M.E. Basic Clinical Pharmacokinetics: Vancouver; Applied Therapeutics.

Attendance Policy:
Class attendance is an important professional responsibility. If a student anticipates missing class(es) due to attendance at a professional meeting/event, as a professional courtesy, the student should discuss with the instructor(s) involved. There will be no makeup for missed exams, quizzes or other assignments due to unexcused absences. A grade of zero will be given. In the case of an unusual circumstance in which the absence is excusable, the student must contact Dr. Bommareddy at least one-half hour before class. Make-up exams or assignments for these cases will be given at the discretion of the course instructors. Students are not permitted to record voice/video or take photos of instructors or lecture materials during class without their permission.

Examination/Quiz Policy

Prior to the test, no student may enter the examination room. Upon entry into the examination room there will be no talking. All personal items (ie. book bags, electronic devices, etc.) must be kept at the front. Students should not wear hats with brims or watches. Students are not permitted to bring food or beverages to the exam. To ensure a fair and valid assessment of students' skills and knowledge, students are not permitted to bring a reference, study materials, calculators or other electronic devices into the exam room unless prior permission was granted from the instructor. Other items that are strictly prohibited at your examination seat include cell phones, computers/tablets, and any smart device including google glass and fitness trackers. Once you are at your assigned seat, you must remain seated. If you have a question, please raise your hand and the instructor will come to you. The examination paper should not be turned over until instructed to do so by the proctors. The student should check that the examination is complete and read all the instructions. After the first test is returned to the proctor, tardy students will not be allowed to enter the room and start the exam. That student will get a zero for the test. Upon exam completion, please do not congregate outside the classroom as this noise can be distracting to students still taking the exam. Students who do not turn in their exam promptly at the end of the exam session at the request of the proctor will receive a zero for that exam.

There will be no makeup of exams or quizzes for unexcused absences. A grade of zero will be given. In the case of an unusual circumstance in which the absence is excusable (for example, illness), the student must contact Dr. Bommareddy (course coordinator) at least one-half hour before the exam. Students who are too ill to take an exam must see student health or their private physician for a written excuse. Make-up exams or assignments will be given at the discretion of the instructor(s) involved. Instructor(s) have the right to give a different make-up exam at their sole discretion.
During exam returns, students should remain in an area visible to the instructors. No electronic devices should be out during exam returns. Students are not permitted to make written notes regarding the exam. All exams must be returned to the course instructors in class on the day on which it is made available for review. Any violation of these policies will result in course failure. Students will have 3 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 for student review after this time period. For adjunct instructors and residents, all exam-related questions should be directed to course coordinators.

The School of Pharmacy has a technical standards document that can be found in your student handbook. The following is an excerpt regarding requesting accommodations. "Reasonable accommodations are services provided to individuals with disabilities that remove or lessen the effect of the disability-related barrier. Individuals without documented disabilities are not eligible for accommodations. Candidates with disabilities, in accordance with Wilkes University policy, and as defined by section 504 of 1973 Vocational Rehabilitation Act and the Americans with Disabilities Act of 1993, who may seek accommodations in order to meet the technical standards are encouraged to contact University College to discuss what reasonable accommodations, if any, the School of Pharmacy could make in order for the candidate to meet the standards. A student with a disability who requests accommodations will be required to submit this request in writing and provide pertinent supporting documentation in accordance with Wilkes University policies."

**Assignment Policy:**
1. Assignments are due in the beginning of class on the dates announced by the instructor unless otherwise indicated. Assignments will not be accepted after the due date.
2. In-class assignments may be hand written, but must be submitted in a legible form. Illegible assignments will be returned.

**Academic Honesty:**
Any student who violates the Intellectual Responsibility and Plagiarism Policy as stated in the most recent University Student Handbook Violators will be subject to disciplinary action which may include failure of the course.

**Professionalism (adapted from Purkenson D. University of Washington)**
As consistent with expectations of the practice environment, professional behavior and attitudes are expected for all students enrolled in professional practice courses. Professionalism is demonstrated by a student who:
- uses appropriate use of verbal & non-verbal communication
- is punctual
- is reliable, dependable, accountable for one's actions
- behaves in an ethical manner produces quality work,
- accepts constructive criticism and modifies behavior if necessary
- is cooperative – i.e. non-argumentative; willing and helpful
- is non-judgmental – student demonstrates an attitude of open-mindedness towards others and situations; does not “stereotype” others or prejudge situations
- communicates assertively – actively and appropriately engages in dialogue or discussion
- is self-directed in undertaking tasks, self-motivated
- is respectful – demonstrates regard for self, standardized patients, peers, faculty, staff and university property
is empathetic – demonstrates appreciation of others’ positions; attempts to identify with
other with others’ perspectives; demonstrates consideration towards others
• handles stress – remains calm, levelheaded, and composed in critical, stress or difficult
situations
• is an active learner – seeks knowledge; asks questions, searches for information, takes
responsibility for own learning
• is confident – acts & communicates in a self-assured manner, yet with modesty and
humility
• follows through with responsibilities – if task is left incomplete or problem is not resolved,
student seeks aid
• is diplomatic – is fair and tactful in all dealings with patients, peers, faculty and staff.
• is appropriately attired
• demonstrates a desire to exceed expectations – goes “above and beyond the call of
duty”, attempts to exceed minimal standards and requirements for
tasks/assignments/responsibilities
• utilizes time efficiently – allocates and utilizes appropriate amounts of time to fulfill
responsibilities; utilizes others’ time wisely

Lack of respect for other students, professors or staff as demonstrated by comments, tone of
voice, or disruptive behavior will not be tolerated.

Everyone has a right to be heard and should be able to express their constructive comments
without ridicule. When expressing opinions etc. “I” phrases should be used. Lack of respect for
other students, professors or staff as demonstrated by comments, tone of voice, disruptive
behavior or absenteeism will not be tolerated. Additionally, there is to be no disruptive eating
in the classroom.

Students who violate the professionalism policy can be dismissed from class. Re-entry into the
class (including taking exams or quizzes) can only occur after the student writes an essay on
professionalism and civility; the essay must be deemed acceptable by the
pharmacotheapeutics teaching team.

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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Content 2017</th>
<th>Revised 2018-Hybrid</th>
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</thead>
<tbody>
<tr>
<td>01/16/17</td>
<td>M</td>
<td>MLK Holiday – No classes</td>
<td>No class</td>
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<tr>
<td>01/17/17</td>
<td>T</td>
<td>Thyroid disease (General overview) - JM</td>
<td>Diabetes general overview (plus 2 online classes prior to module)</td>
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<tr>
<td>01/17/17</td>
<td>R</td>
<td>Thyroid disease continued – JM</td>
<td>Insulin (Pharmacology) - B, Insulin (Therapeutics) - P</td>
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<td>01/17/17</td>
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<td>Insulin (Pharmacology) - B, Insulin (Therapeutics) - P</td>
<td>Biguanides, Sulfonylureas, and TZDs (Pharmacology) - B</td>
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<tr>
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<td>Biguanides, Sulfonylureas, and TZDs (Therapeutics) - P</td>
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<td>01/19/17</td>
<td>M</td>
<td>Biguanides, Sulfonylureas, and TZDs (Pharmacology) - B</td>
<td>GLP-1 agonist, DPP4 Inhibitors, a-glucosidase inhibitors, SGLT2 inhibitors (Pharmacology) - B</td>
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<tr>
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<td>GLP-1 agonist, DPP4 Inhibitors, a-glucosidase inhibitors, SGLT2 inhibitors (Therapeutics) - P</td>
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<td>01/20/17</td>
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<td>GLP-1 agonist, DPP4 Inhibitors, a-glucosidase inhibitors, SGLT2 inhibitors (Pharmacology) - B</td>
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<td>01/20/17</td>
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<td>GLP-1 agonist, DPP4 Inhibitors, a-glucosidase inhibitors, SGLT2 inhibitors (Therapeutics) - P</td>
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<td>GLP-1 agonist/SGLT2 inhibitors continued - P</td>
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<td>01/20/17</td>
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<td>Diabetes (TBL – quiz grade) – B &amp; P</td>
</tr>
<tr>
<td>01/21/17</td>
<td>R</td>
<td>Diabetes TBL/PPCP - P</td>
<td>Complications of Diabetes</td>
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<tr>
<td>01/21/17</td>
<td>F</td>
<td>Diabetes (TBL – quiz grade) – B &amp; P</td>
<td>Exam 1 Diabetes general overview to SGLT2 Inhibitors</td>
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<tr>
<td>01/21/17</td>
<td>M</td>
<td>Thyroid &amp; Diabetes (Review Q&amp;A) – B &amp; JM</td>
<td>Treatment of Diabetes in Hospital setting (DKA)</td>
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<tr>
<td>01/21/17</td>
<td>T</td>
<td>Contraception (General overview) – B &amp; JM</td>
<td>Insulin dosing</td>
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<tr>
<td>01/22/17</td>
<td>R</td>
<td>Exam 1 – B, P &amp; JM</td>
<td>Thyroid disease (General overview) - JM</td>
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<tr>
<td>01/22/17</td>
<td>F</td>
<td>Contraception JM</td>
<td>Thyroid disease continued – JM</td>
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<tr>
<td>01/22/17</td>
<td></td>
<td></td>
<td>Diabetes and Thyroid TBL/PPCP - P</td>
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<tr>
<td>01/22/17</td>
<td>M</td>
<td>Menopause - B &amp; JM</td>
<td>Contraception (General overview) – B &amp; JM</td>
</tr>
<tr>
<td>01/22/17</td>
<td>T</td>
<td>Osteoporosis (General overview &amp; Pharmacology) – B</td>
<td>Exam 2: Complications of DM to Thyroid</td>
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<tr>
<td>01/23/17</td>
<td>R</td>
<td>Osteoporosis (Therapeutics) – Malinowski</td>
<td>Contraception JM (online extra 1 hour) plus class</td>
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<tr>
<td>01/23/17</td>
<td>F</td>
<td>Teratogenicity &amp; Drugs in Lactation - Malinowski</td>
<td>LGBTQ population care online</td>
</tr>
<tr>
<td>01/23/17</td>
<td>M</td>
<td>Benign prostatic hypertrophy &amp; Erectile dysfunction – B &amp; JM</td>
<td>Menopause - B &amp; JM</td>
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<tr>
<td>01/23/17</td>
<td></td>
<td></td>
<td>Osteoporosis (General overview &amp; Pharmacology) – B</td>
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<tr>
<td>01/23/17</td>
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<td>Osteoporosis (Therapeutics) – Malinowski</td>
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<tr>
<td>01/23/17</td>
<td></td>
<td></td>
<td>Teratogenicity &amp; Drugs in Lactation - Malinowski (online extra half hour)</td>
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<tr>
<td>01/23/17</td>
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<td>CNS Module donated from 1 class</td>
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<tr>
<td>01/23/17</td>
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<td></td>
<td>Benign prostatic hypertrophy &amp; Erectile dysfunction – B &amp; JM (online extra 1 hour)</td>
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<tr>
<td>01/23/17</td>
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<td></td>
<td>CNS starts</td>
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<td>01/23/17</td>
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<td>CNS Module donated from skeletal muscle relaxant duplication</td>
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<tr>
<td>01/23/17</td>
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<td></td>
<td>CNS day 1</td>
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<tr>
<td>01/23/17</td>
<td></td>
<td></td>
<td>Exam 3 Contraception to ED</td>
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</tbody>
</table>

Includes 6.5 additional lectures – 2 days donated from CNS