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: Thomas Franko, PharmD, BCACP
   Pharmacy Practice
   570-408-4295
   thomas.franko@wilkes.edu

2. Proposal Title: Introduction of a new elective course in pain management

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.
   x 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:

____ I ______ Course Addition Form (plus syllabi)
_______ Course Deletion Form
_______ 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.

The pharmacologic management of pain is thoroughly explored in PHA 530. However, pharmacologic interventions are most effective in the short-term management of acute pain related to trauma or malignant disease. Most recently, the wisdom of continued opioid use in chronic non-malignant pain has been questioned as an opioid crisis has reached the entire country and not just our inner cities. Pharmacists play central roles as providers and dispensers of controlled substances used in the management of pain syndromes. The didactic education in PHA 530 does not adequately prepare pharmacists with the knowledge, skills, and attitudes necessary to serve our patients needs because therapeutic alternatives to opioids are not fully elucidated in required classes. This elective provides students individual attention that choose to participate and advocate in a non-judgmental practice role in serving the needs of patients requiring pain management. The understanding of pain treatments from a global perspective, mindfulness, cognitive behavioral therapy, and physical therapy interventions are fully explored to allow students the depth and breadth of non-pharmacologic knowledge base as the basis for primary management of chronic pain. In addition, students are provided exposure to the life of those suffering from addiction in order to develop empathy for an often overlooked condition resulting from opioid use. Just as important is the evolution of attitude to one of non-judgmental and empathetic provider in a position to support patient care needs.

6. 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.

As an elective course no programs will be affected. The only resource the University need supply for this proposal is a smart classroom with the ability to hold twenty to thirty students. Having run the course over the past two years under the "topics" heading, these resources have been adequately met. Should this proposal be adopted, the pharmacy program would have an invaluable elective for
its students. The country is in the midst of an opioid epidemic mainly resulting from inappropriate use of pain medication. The aspects of this course will allow students to make better recommendations in terms of non-pharmacologic treatments for pain, as well as develop empathy for those suffering from pain and addiction. As an elective course, there would be no effect on the pharmacy curriculum.

7. 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.

The course would be offered every fall and open to professional year two and three pharmacy students.
S. 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.

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

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

Print Name
Registrar

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
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
Chair, General Education Committee. For revisions to General Education program only. (Signature indicates that the proposal has been approved by GEC).
1. Course Title: Aspects of Caring for the Pain Patient

2. Course Number: PHA 488
   Coordinate with Registrar to insure course number is available

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

4. Course Prerequisites: P2 or 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 examines the various aspects of pain management beyond medication management. Through this course, students will be exposed to several non-pharmacologic treatment modalities such as physical therapy, cognitive behavioral therapy and alternative medicine. Students will also complete projects and assignments focused on global pain management, developing empathy for the pain patient and understanding the psychosocial effects of addiction. The course will be offered every fall.

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) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
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)
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:  
Course Title:  

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Credit hours. (Indicate classroom, lab or “other” hours.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Description (as proposed for Bulletin)</td>
<td></td>
<td></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.
Course Number: PHA 488

Course Credit: 2

Class Time: 9:15 – 10:56 Tuesday

Course Description: This course is an interactive and interprofessional approach to the assessment and treatment of pain. Various innovative teaching and learning strategies will allow students to develop and appreciate a comprehensive understanding of the social, psychological, physical, spiritual and ethical implications of pain. Students will be exposed to a holistic approach to the treatment of various pain scenarios including acute/chronic pain, palliative care, hospice, substance abuse and addiction.

Prerequisites: P2 or P3 Standing

Learning Outcomes (rev 2015)

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.

- 1.1.3 Value the pursuit, learning, and retention of foundational sciences to explain how drugs affects patient and population health

Domain 2 – Essentials of Practice and Care

2.3. Health and wellness (Promoter) - Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

- 2.3.3 Demonstrate the appropriate attitude and values necessary to provide care emphasizing awareness and sensitivity to social, cultural, and economic issues.

2.4. Population-based care (Provider) - Describe how population-based care influences patient-centered care and influences the development of practice guidelines and evidence-based best practices.

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

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 a viable solution

- 3.1.3 Reflect on ability to approach and resolve problems
3.2. Educator (Educator) – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding

- 3.2.2 Educate patients, caregivers, colleagues, and stakeholders

3.3. Patient Advocacy (Advocate) - Assure that patients’ best interests are represented.

- 3.3.3 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) – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

- 3.4.1 Describe the patient care services provided by other healthcare providers (learn about)

3.5. Cultural sensitivity (Include) - Recognize social determinants of health to diminish disparities and inequities in access to quality care.

- 3.5.1 Identify factors that reduce access to care

Domain 4 – Personal and Professional Development

4.1. Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth

- 4.1.3 Effectively self-assess and improve personal and professional abilities on an ongoing basis. (Continuous Professional and Personal Development)

4.2. Leadership (Leader) - Demonstrate responsibility for creating and achieving shared goals, regardless of position.

- 4.2.1 Develop goals as part of a team

Learning Objectives: At the completion of this course, the student should be able to:

1. Describe the epidemiology, etiology and pathogenesis of various pain disorders.

2. Conduct an appropriate pain assessment

3. Design a complete pain therapy program encompassing both pharmacologic and non-pharmacologic therapies given patient specific factors

4. Utilize interpersonal skills to effectively communicate and empathize with pain patients at various stages of life

5. Educate patients appropriately on their pain, treatment program and potential outcomes

6. Recognize the various physical, psychological and emotional impacts of pain

7. Discuss signs of addiction and various forms of treatment of addiction

8. Evaluate the use and validity of various forms of pain therapy from other countries and/or cultures

PHA 488// Fall 2017
Course Assessment:

Projects 50% (All projects are weighted equally)
Participation/Professionalism 20%
Reflection Journal 20%
Peer Evaluation 10%

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. Failure to do so will result in a grade of zero for that assignment unless prior accommodations have been made with the instructor.

Course Grade Scale:

| 93 – 100 | 4.0 |
| 87 – 92 | 3.5 |
| 80 – 86 | 3.0 |
| 75 – 79 | 2.5 |
| 70 – 74 | 2.0 |
| Less than 70 | 0.0 |

Recommended Text

2. Selected articles will be available on-line via Desire2Learn (http://live.wilkes.edu)

Attendance Policy:

Please recognize that class attendance is an important professional responsibility. Class attendance is mandatory unless prior accommodations have been made with the instructors. Makeup assignments will not be offered in the event of an unexcused absence and a grade of zero will be assigned. In the case of an unusual circumstance in which the absence is excusable (for example, illness), students should contact Drs. Franko or Trombetta (per class schedule) at least one-half hour before class. Missing class due to illness will require a note from either student health or a personal private physician. For these unusual circumstances, make-up assignments will be offered at the discretion of the course instructors.

Special Accommodations

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.”

PHA 488// Fall 2017
Assignment Policy:

- Out of class assignments should be turned in at the beginning of class on the dates announced by the instructor and will be turned away after the due date and time. Failure to do so will result in a grade of zero for the assignment unless prior accommodations have been made with the instructor.
- In-class assignments may be hand-written, but should be submitted in a legible form. Illegible assignments (as per the instructor) will be returned to students with a grade of zero.

Academic Honesty

Students who violate the Intellectual Responsibility and Plagiarism Policy as stated in the University Student Handbook will be subject to disciplinary action which may include failure of the course (see student handbook for details).

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 prejudice 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. Students who violate the professionalism policy will be asked to leave the class. Re-entry into the class will be at the discretion of the course instructors and, in some cases, the School of Pharmacy Student Affairs Student Review Subcommittee.

PHA 488// Fall 2017
Cell Phones, Pagers & Other Communication Devices

Cell phones and other communication devices should be in silent mode or turned off during class to avoid unnecessary distractions. Please do not answer phones, reply to messages, update Facebook, etc. during class time. Students using any communication devices during class will be considered disruptive and will be asked to leave.

Food & Drink Policy

Students may bring soda, water, juice, etc. and a small snack to class if needed. Please avoid bringing meals to class (sandwiches, salads, leftover meals, etc) as these may be noisy, aromatic, or be disruptive to others in the class. Students disrupting class with food and/or drink will be asked to leave for the remainder of the class.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29/2016</td>
<td>Course Overview, Impact of Pain, Pain Assessment</td>
<td>Franko/Trombetta</td>
<td></td>
</tr>
<tr>
<td>9/5/2017</td>
<td>Pain Medication Review</td>
<td>Franko</td>
<td></td>
</tr>
<tr>
<td>9/12/2017</td>
<td>Adaptive Communication</td>
<td>Franko</td>
<td></td>
</tr>
<tr>
<td>9/19/2017</td>
<td>Hospice and Palliative Care</td>
<td>Trombetta</td>
<td>Reflection Journal 1 Due</td>
</tr>
<tr>
<td>9/26/2017</td>
<td>Non-pharmacologic Pain Therapies</td>
<td>Trombetta/Leslie Ritter</td>
<td></td>
</tr>
<tr>
<td>10/3/2017</td>
<td>Ethics in Pain</td>
<td>Franko</td>
<td></td>
</tr>
<tr>
<td>10/10/2017</td>
<td>Pain Management Across the Globe</td>
<td>Franko/Trombetta</td>
<td></td>
</tr>
<tr>
<td>10/17/2017</td>
<td>Pain Management Across the Globe</td>
<td>Franko/Trombetta</td>
<td></td>
</tr>
<tr>
<td>10/24/2017</td>
<td>Pain Psychology</td>
<td>Hoot</td>
<td>Reflection Journal 2 Due</td>
</tr>
<tr>
<td>10/31/2017</td>
<td>Depression/Anxiety, Delirium and Addiction/Substance Abuse</td>
<td>Guest Speaker</td>
<td></td>
</tr>
<tr>
<td>11/7/2017</td>
<td>A Health Professional's Story of Addiction</td>
<td>Jake Nichols</td>
<td></td>
</tr>
<tr>
<td>11/14/2017</td>
<td>Pain Syndrome Videos</td>
<td>Franko/Trombetta</td>
<td>Reflection Journal 3 Due</td>
</tr>
<tr>
<td>11/28/2017</td>
<td>Pain Syndrome Videos</td>
<td>Franko/Trombetta</td>
<td></td>
</tr>
<tr>
<td>12/5/2017</td>
<td>NO CLASS</td>
<td></td>
<td>Reflection Journal 4 Due</td>
</tr>
</tbody>
</table>

PHA 488// Fall 2017
<table>
<thead>
<tr>
<th>Criteria</th>
<th>5 points</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect for Other Team</td>
<td>All statements, body language, and responses were respectful and used appropriate language, but once or twice body language was not</td>
<td>Statements and responses were respectful and used appropriate language, but once or twice body language was not</td>
<td>Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark</td>
<td>Statements, responses and/or body language were borderline appropriate. Some sarcastic remarks</td>
<td>Statements, responses and/or body language were consistently not respectful</td>
<td></td>
</tr>
<tr>
<td>Information</td>
<td>All information presented in this debate was clear, accurate and thorough</td>
<td>Most information presented in this debate was clear, accurate and thorough</td>
<td>Most information presented in the debate was clear and accurate, but was not usually thorough</td>
<td>Some information was accurate, but there were some minor inaccuracies</td>
<td>Information had some major inaccuracies OR was usually not clear</td>
<td></td>
</tr>
<tr>
<td>Rebuttal</td>
<td>All counter-arguments were accurate, relevant, and strong</td>
<td>Most counter-arguments were accurate, relevant, and strong</td>
<td>Most counter-arguments were accurate and relevant, but several were weak</td>
<td>Some counter arguments were weak and irrelevant</td>
<td>Counter-arguments were not accurate and/or relevant</td>
<td></td>
</tr>
<tr>
<td>Use of Facts/Statistics</td>
<td>Every major point was well supported with several relevant facts, statistics and/or examples</td>
<td>Every major point was adequately supported with relevant facts, statistics and/or examples</td>
<td>Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable</td>
<td>Some points were supported well, others were not</td>
<td>All points were not supported</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion</td>
<td>Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion</td>
<td>Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion</td>
<td>Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion</td>
<td>Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion</td>
<td></td>
</tr>
<tr>
<td>Understanding of Topic</td>
<td>The team clearly understood the topic in depth and presented their information forcefully and convincingly</td>
<td>The team clearly understood the topic in depth and presented their information with ease</td>
<td>The team seemed to understand the main points of the topic and presented those with ease</td>
<td>The team seemed to understand the main points of the topic, but didn’t present with ease</td>
<td>The team did not show an adequate understanding of the topic</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points:**

**Comments:**

Source: [http://course1.winona.edu/sheffield/air/classdebate.pdf](http://course1.winona.edu/sheffield/air/classdebate.pdf)
PHA 488 Pain Video Rubric

Team ______________________________________

Topic ______________________________________

Date ________________________________

Video accurately portrays pain condition
1 2 3 4 5

Video appropriately displays emotion and empathy of the patient
1 2 3 4 5

Treatment options provide are accurate for current standards of care
1 2 3 4 5

Communication is appropriate for level of character (patient, family, provider) portrayed
1 2 3 4 5

Team maintains professionalism throughout the video
1 2 3 4 5

Total ____________