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 – Vicky Shah
   Department – Pharmacy Practice
   Phone and email – 570-408-3826 vicky.shah@wilkes.edu

2. Proposal Title: Concepts in Infectious Diseases

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.**
   - [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)

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
- [ ] 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.

This is an elective course designed to allow students to explore and develop advanced knowledge and skills related to infectious diseases. This course will be of value to pharmacy students seeking careers in infectious diseases whether it be in ambulatory care pharmacy practice, community pharmacy, long-term care and population health management. Students will be heavily leading the course through presentations, cases and poster presentations. Active learning techniques are used throughout the course to build critical thinking and problem solving skills. Emphasis is placed on the integration of disease states and approaches to practice management. Assignments that engage students in lifelong learning and community engagement are additional features of the course.

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.

This is an elective so no other courses will be affected by this proposal.

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.

This course will be offered to P3 pharmacy students in the Fall semester.

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 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.

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

Revised 4/17/2018
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.

N/A

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.

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<tr>
<th>Print Name/Title</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Scott K. Stolle</td>
<td></td>
<td>2/19/19</td>
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<tr>
<td>Susan H. Itzak</td>
<td></td>
<td>1/24/19</td>
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</table>

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

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

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.

Revised 4/17/2018
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
1. Course Title: Concepts in Infectious Diseases

2. Course Number: Currently listed as Topics Course PHA 598
   Coordinate with Registrar to insure course number is available PHA 506

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

4. Course Pre-requisites: P3 standing

5. Course Co-requisites: P3 standing

6. Effective Date of Addition (semester/year) Fall 2019

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.

   This course is offered to Fall semester to P3 students and is designed to allow students to explore and develop advanced knowledge and skills related to infectious diseases. This course will be of value to pharmacy students seeking careers in infectious diseases whether it be in ambulatory care pharmacy practice, community pharmacy, long-term care and population health management. Students will be heavily leading the course through presentations, cases and poster presentations. Active learning techniques are used throughout the course to build critical thinking and problem solving skills. Emphasis is placed on the integration of disease states and approaches to practice management. Assignments that engage students in lifelong learning and community engagement are additional features of the course.

Revised 4/17/2018
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.

Syllabus Attached.
Nesbitt School of Pharmacy
at Wilkes University

Department of Pharmacy Practice

PHA 506
Concepts in Infectious Diseases
Fall 2019

Coordinator:
Dr. V. Shah

Room: SLC 333    Phone: (570) 408-3826    Mobile: 847-826-0834
Email: vicky.shah@wilkes.edu
Office Hours: Fridays 3pm – 5pm
Thursdays 3pm – 6pm
And By Appointment (email to arrange)
Course Title: Concepts in Infectious Diseases

Course Number: PHA 506

Course Credit: 2

Class Time: Thursdays 9:30am-11am (Hybrid model)

Course Description: This course is an elective and a supplement to the Infectious Disease PT module. Students will participate in the teaching process with cases and other group presentations.

Prerequisites: P3 standing in the Nesbitt School of Pharmacy (includes all prerequisite courses)

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

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

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
   3.1.1 Discuss a systematic process to solving a problem
   3.1.2 Demonstrate that systematic process to solve a problem
   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
   3.2.1 Describe significant factors relating to audience understanding of communication (e.g. health literacy, cultural sensitivity)
   3.2.2 Educate patients, caregivers, colleagues, and stakeholders
   3.2.3 Assess audience understanding and adapt accordingly
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

3.7. 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 evidence-based answers

Assessment:
Students will be evaluated based on participation and presentations. Activities will be assessed throughout the course.

Learning Objectives: At the completion of this module, the student should be able to:
1. Discuss antimicrobial stewardship
2. Provide educational counseling points to simulated patients
3. Provide algorithmic treatments for a variety of infectious diseases

Course Assessment:

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<tr>
<th>Project</th>
<th>Percentage</th>
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<td>Project 1 – Mini Topics &amp; Cases</td>
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<tr>
<td>Project 2 – Newsletter Write-ups</td>
<td>10%</td>
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<tr>
<td>Project 3 – Drug Dosing/Monitoring Cases</td>
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<td>Project 4 – Antibiotic Cheat Sheet</td>
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<tr>
<td>Project 5 – Restricted Drug Defense</td>
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<tr>
<td>Project 6 – Disease State Presentation Posters</td>
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<tr>
<td>Project 7 – Escape Rooms</td>
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<tr>
<td>Participation/Attendance</td>
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Course Grade Scale:

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Remediation Statement: Remediation is not allowed for this elective course.

Required Text / Materials
No textbook will be required for the course.

Attendance Policy
Students are expected to attend, and when applicable, participate in, each class period. Students must e-mail Dr. Shah in the case of an extenuating circumstance when absence or delay is unavoidable. All such communications should be initiated at least 30 minutes before the designated class period. Online supplemental teachings are required and must be completed by deadline.

**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 of the course.

**Civility Policy**
Civil 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**
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.

Number of teams will be dependent on number of registered students per semester.

Mini Topics & Cases
Team 1 – PCP, Toxoplasmosis & Mycobacterium Avium Complex (MAC)
Team 2 – Tuberculosis
Team 3 – Malaria
Team 4 – GI Infections
Team 5 – Lymes Disease

Newsletter Topics
Team 1 – HPV
Team 2 – Fungal Infections
Team 3 – Complicated Urinary Tract Infections
Team 4 – HAP/VAP
Team 5 – Osteomyelitis
Team 6 – Sepsis
Team 7 – Hepatitis
Team 8 – HIV
Team 9 – Herpes Simplex Virus
Team 10 – Acute Otitis Media & Sinusitis
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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Description</th>
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<tr>
<td>1 – 8/30/18</td>
<td>No Class</td>
<td>No Class</td>
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<tr>
<td>2 – 9/6/18</td>
<td>Introduction to Syllabus and Assignments.</td>
<td>Students will be assigned to their respective groups for case creation. Mini-topics will be presented during the next class period. Each group will create three cases to go along with each topic. Cases will be completed outside of class by the rest of the class. Escape room creations!</td>
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<td>3 – 9/13/18</td>
<td>Presentation of Mini Topics</td>
<td>Students will present their topics in class.</td>
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<td>4 – 9/20/18</td>
<td>Practice Cases</td>
<td>Students will work on the cases which were created by the groups about their mini topics.</td>
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<td>5 – 9/27/18</td>
<td>Review of cases with correct answers</td>
<td>Discussion of online cases and mini presentations by case creators.</td>
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<td>6 – 10/4/18</td>
<td>Vancomycin &amp; Aminoglycoside Dosing/Monitoring</td>
<td>Dr. Shah will review appropriate dosing/monitoring of vancomycin and aminoglycosides.</td>
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<td>7 – 10/11/18</td>
<td>Practice Cases</td>
<td>Students will work on cases for dosing/monitoring vancomycin and aminoglycosides.</td>
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<td>8 – 10/18/18</td>
<td>Poster Preparation</td>
<td>Students will work in teams to start working on their disease state poster presentations.</td>
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<td>9 – 10/25/18</td>
<td>Poster Presentations!</td>
<td>Students will present their posters in the lobby of SLC!</td>
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<td>10 – 11/1/18</td>
<td>Students prepare for Restricted Drug Defense</td>
<td>Students will present 3 minute presentations to convince the class to add their drug to the formulary.</td>
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<td>11 – 11/8/18</td>
<td>Restricted Drug Defense!</td>
<td>Students will present their restricted drugs and the class will vote whether to add to the formulary or not.</td>
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<td>12 – 11/15/18</td>
<td>Escape Room!</td>
<td>Students will set up and compete in escape rooms created by other teams!</td>
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<td>13 – 11/22/18</td>
<td>Thanksgiving Break</td>
<td>Students will create an antibiotic cheat sheet which can be later used during rotations.</td>
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<td>14 – 11/29/18</td>
<td>To be determined!</td>
<td>To be determined!</td>
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**Assignment Expectations**

**Mini Topics & Cases**
- **Topics**
  - Presentation
    - Background
    - Pathogens
    - Pathophysiology
    - Diagnosis
    - Risk Factors
    - Clinical Presentation
    - Non-Pharmacological Treatment
    - Pharmacological Treatment (provide an algorithm if possible)
  - Make the presentation creative and colorful
  - The verbal presentation must be interactive
  - Must be around 5 minutes
- **Cases**
  - Must be creative
  - Be thorough and provide a full patient case (past medical history, labs, medications, etc.)
  - Must have at least 5 questions (provide detailed reasons why the correct answer is correct)

**Newsletter Write-Ups**
- **Page 1**
  - Background
  - Pathogens
  - Pathophysiology
  - Diagnosis
  - Risk Factors
  - Clinical Presentation
  - Non-Pharmacological Treatment
  - Pharmacological Treatment (provide an algorithm if possible)
  - Be creative when organizing and writing up above information
- **Page 2**
  - Make a case about your topic with thorough information (past medical history, labs, medications, etc.)
  - Must have at least 5 questions (provide detailed reasons why the correct answer is correct)
Restricted Drug Defense Presentations
- Background
- Pathogens covered
- Mechanism of Action
- Indications & Dosing
- Administration
- Side Effects
- Counseling Points
- Provide a situation where your medication would be first line therapy (allergies, other failed medications, special indications, etc.)
- Maximum 3-5 minutes long
- Be creative, colorful and interactive

Disease State Posters
- Be creative and colorful
- Have fun with this!
- Practice presenting to people
- Include:
  - Background
  - Pathogens
  - Pathophysiology
  - Diagnosis
  - Risk Factors
  - Clinical Presentation
  - Non-Pharmacological Treatment
  - Pharmacological Treatment (provide an algorithm if possible)

Group Project Evaluation

Name: ______________________________________________________________

Project: ___________________________________________________________________

Self-Evaluation

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Rubric for all assignments

**Name:** ______________________________________________________________

**Project:** ___________________________________________________________________

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