Courses | Request Tracking

New Course Form

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Delete	5151	PHR 936 INTEGRATED DRUGS AND DISEASE_NEUROLOGY.pdf

First 1 Last

Select saved project to retrieve... Get New Go to Request Tracking Page

(*denotes required fields)

1. General Information

a. * Submitted by the College of: PHARMACY Submission Date: 7/7/2015

b. * Department/Division: Pharmacy

c.

* Contact Person Name: Frank Romanelli Email: froma2@email.uky.edu Phone: 257-4778

* Responsible Faculty ID (if different from Contact) Melody Ryan Email: maryan1@email.uky.edu Phone: 257-8790

d. * Requested Effective Date: ○ Semester following approval OR ◉ Specific Term/Year [1] Fall 2017

e.

Should this course be a UK Core Course? ○ Yes ◉ No

If YES, check the areas that apply:

☐ Inquiry - Arts & Creativity	☐ Composition & Communications - II
☐ Inquiry - Humanities	☐ Quantitative Foundations
☐ Inquiry - Nat/Math/Phys Sci	☐ Statistical Inferential Reasoning
☐ Inquiry - Social Sciences	☐ U.S. Citizenship, Community, Diversity
☐ Composition & Communications - I	☐ Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? ○ Yes [4] ◉ No

b. * Prefix and Number: PHR 936

c. * Full Title: Integrated Drugs and Diseases 2: Neurology

d. Transcript Title (if full title is more than 40 characters): IDD 2: Neurology

e. To be Cross-Listed [2] with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meetin

24	Lecture		Laboratory[1]	24	Recitation		Discus
	Indep. Study		Clinical		Colloquium		Practi
	Research		Residency		Seminar		Studio
	Other	If Other, Please explain:					

g. * Identify a grading system:

- ◉ Letter (A, B, C, etc.)
- ○ Pass/Fail
- ○ Medicine Numeric Grade (Non-medical students will receive a letter grade)
- ○ Graduate School Grade Scale

h. * Number of credits: 4

i. * Is this course repeatable for additional credit? ○ Yes ◉ No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? ○ Yes ○ No

j. * Course Description for Bulletin:

This course integrates knowledge from distinct scientific disciplines (pharmacology, medicinal chemistry, pathophysiology and therapeutics) to progressively lead students toward understanding, mastering and designing patient care plans for patients with commonly encountered neurological diseases. The method of teaching and learning employed in this course will challenge the student to develop independent thought processes and self-directed learning skills.

k. Prerequisites, if any:

Successful completion of PY1 and Fall PY2 courses in the PharmD program

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

3. * Will this course be taught off campus? ○ Yes ◉ No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): ☑ Fall ☐ Spring ☐ Summer ☐ Winter

b. * Will the course be offered every year? ◉ Yes ○ No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? ◉ Yes ○ No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 140

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? ◉ Yes ○ No

b. * Will it be of interest to a significant number of students outside the degree pgm? ○ Yes ◉ No

If YES, explain:

8. * Check the category most applicable to this course:

☑ Traditional – Offered in Corresponding Departments at Universities Elsewhere
☐ Relatively New – Now Being Widely Established
☐ Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? ○ Yes ◉ No

If YES, name the proposed new program:

b. * Will this course be a new requirement [5] for ANY program? ◉ Yes ○ No

If YES [5], list affected programs::

PharmD, new curriculum

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? ○ Yes ◉ No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must i additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate stud

b. ☑ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differe

10.a above) are attached.

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[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Labor least two hours per week for a semester for one credit hour. (from SR 5.2.1)

[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit for Approval Save Draft

UNIVERSITY OF KENTUCKY
COLLEGE OF PHARMACY
Doctor of Pharmacy Degree Program
Fall 2017

Integrated Drugs and Diseases (Neurology)
PHR 936
4 credit hours

Course Coordinator:	Melody Ryan, PharmD, MPH, Professor
Office Address:	BPC 253
Email:	maryan1@email.uky.edu
Office hours:	By appointment-scheduled by e-mail request
Course Instructors:	Instructor 1 (instructor1@uky.edu)
	Instructor 2 (instructor2@uky.edu)

Course Description/Goal(s):

Describe the pharmacology, medicinal chemistry, pathophysiology, and therapeutics associated with of commonly encountered neurological disorders so that students can design and manage drug-related care plans for patients with these disease states.

Student Learning Outcomes:

This course integrates knowledge from distinct scientific disciplines to progressively lead students toward understanding, mastering and designing patient care plans for patients with commonly encountered neurological diseases. The method of teaching and learning employed in this course will challenge the student to develop independent thought processes and self-directed learning skills.

After completing this course, the student will be able to:

1. Explain the pathophysiology and therapeutic approach to commonly encountered neurological disorders.
2. Describe and discuss the pharmacology and medicinal chemistry of drugs used to manage commonly encountered neurological diseases.
3. Using patient history, laboratory data, and physical assessment findings differentiate between commonly encountered neurological disorders.

4. Synthesize information related to physiology, pharmacology, medicinal chemistry, and therapeutics in order to manage pharmacotherapeutic care plans associated with commonly encountered neurological disorders.

UK COP Adopted CAPE Outcomes Mapping

Outcome	CAPE Mapping	Assessment
Pharmaceutical: Demonstrate, integrate, and apply foundational knowledge of basic concepts related to medicinal chemistry, pharmacology.	Domain 1.1.1: Foundational Knowledge	Midterm Examination, Final Examination, OSCE, quizzes.
Demonstrate, integrate, and apply foundational knowledge related to clinical pharmacology and pharmacotherapy.	Domain 1.1.1: Foundational Knowledge	Midterm Examination, Final Examination, OSCE, quizzes.
Use foundational knowledge to explain the mechanism of action of drugs. Compare and contrast clinical aspects of drugs within specific classes.	Domain 1.1.3: Foundational Knowledge	Midterm Examination, Final Examination, OSCE, quizzes.
Use core concepts from the foundational sciences to purpose logical and rationale treatment plans for commonly encountered states of altered health. Use core concepts from the foundational sciences to purpose logical and rationale experiments which might contribute to generalizable knowledge or solutions to problems in a given practice-related area.	Domain 1.1.4: Foundational Knowledge	Midterm Examination, Final Examination, OSCE, quizzes.
Collect subjective and objective evidence related	Domain 2.1.1: Essentials for Practice and Care	Midterm Examination, Final Examination, OSCE, quizzes.

to patients, medications, allergies/adverse reactions, and disease, by performing patient assessment (including physical assessment and triage) from chart/electronic health records, pharmacist records, and patient/family interviews. Interpret evidence and patient data. Implement patient care plans. Monitor the patient and adjust care plans as needed. Demonstrate the ability to author concise and complete communications as they relate to patient care activities.	Domain 1.1.2: Essentials for Practice and Care Domain 1.1.4: Essentials for Practice and Care Domain 1.1.6: Essentials for Practice and Care Domain 1.1.7: Essentials for Practice and Care Domain 1.1.8: Essentials for Practice and Care Domain 1.1.9: Essentials for Practice and Care	

Course Meeting Pattern and Location (specify modular if so):
This course meets for 16 weeks (semester)
Recitation Day (1) and Day (2) (1.5 hr each)

Prerequisites:
Successful completion of PY1 and Fall PY2 courses in the PharmD program.

Required Materials:
Computing capability per UK College of Pharmacy guidelines to enable use of ExamSoft and/or other necessary applications.
Turning Point Response Pad
IDD Series Casebook
Textbook of Medical Physiology (Guyton & Hall)
Goodman & Gilman
DiPiro
Top 300 app

Summary Description of Course Assignments
Faculty in this course will use a variety of teaching techniques including, but not limited to,

mini-lectures, group-based patient cases, and practical application scenarios.

Students will be expected to prepare for recitation sessions and contribute to an active learning environment. Group and individual work will also be required outside of these recitations.

For each course topic, the student will learn the applicable physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy. One Objective Structured Clinical Examination (OSCE) will also be required during the course. Course faculty will use the Pharmacist's Patient Care Process document as published by the Joint Commission of Pharmacy Practitioners as a guide to instruction.

To prepare for recitation, students are expected to review/read/watch all off-loaded content. The format of this content will include traditional lectures provided as videos, reading assignments, and/or other assignments. These materials will be provided at least one week in advance through Canvas electronic learning management system. It is expected that students will spend 6-10 h/week outside of the classroom preparing for the recitation sessions.

During recitation sessions, assessments will be used to determine whether students have completed the assignments and their level of understanding of the material. These assessments will include quizzes administered using the TurningPoint audience response system (ARS) and/or ExamSoft and/or short writing assignments. Problem sets for pharmacokinetics or other calculations will be required. Two exams and a final summative exam will be given. The exams may contain multiple choice, short answer and fill-in-the-blank and will be administered electronically using ExamSoft. Students will submit other assignments electronically through the learning management system.

Assessment

Grading Scale and associated components/calculations.

A≥90%
B≥80<90%
C≥70<80%
E<70%

Assignments/Quizzes/Group work	20%
OSCE	20%
Exam 1	20%
Exam 2	20%
Final Exam	20%

Students can expect all assignments and exams to be graded within two weeks of their due dates. Grades will be posted in the learning management system. All exam/course related grades and assessment are final after 10 days of posting. There will be no make-up assignments without a College/University accepted excused absence as defined below. A

make-up exam/OSCE may be offered pursuant to a College/University accepted excused absence as defined below.

Exam Schedule/Location/Times

TBD

Course Policies:

- **Submission of Assignments:**
  Assignments must be submitted by the deadline imposed by the instructor. The deadlines will be listed on the electronic learning management system (e.g., Canvas). Students are responsible for timely submission. Late submissions will be handled at the discretion of each instructor.

- **Attendance Policy.**
  Attendance is not required for recitation sessions. However, students who do not come to class will forfeit points for any quizzes or other assignments that have point value, unless students have an excused absence as defined below. Attendance for exams is required, unless students have an excused absence as defined below.

  Excused Absences:
  Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for non-attendance" by the professor.

  Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

  In all cases, the student bears the responsibility for notifying the instructor before the absence and for obtaining missed material/assignments. If feasible, the instructor will give the student an opportunity to make up the missed examination due to an excused absence during the semester in which the absence occurred.

  Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence.

- **Academic Integrity:**
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on his/her record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whomever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put

quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Cheating and plagiarism will not be tolerated and will be prosecuted to the fullest extent of the College of Pharmacy Honor Code and University regulations. All examinations will be taken in accordance with the College of Pharmacy Honor Code. Each student is directed to the Honor Code and should familiarize his/herself with it.

OSCEs will also be subject to College of Pharmacy Honor Code and University regulations. Sharing any information about the OSCE with other students whether verbal or written will be considered cause for prosecution.

- **Accommodations due to disability:**
  If a student has a documented disability that requires academic accommodations, course coordinators should be notified of such (with copies of appropriate and certified documentation) by one week prior to the first exam.

- **Classroom Behavior Policies / Professionalism**
  It is expected that students will behave as respectful adults toward instructors, teaching assistants (TA), and fellow classmates. Disruptive behavior will not be tolerated during recitation and exam sessions, and the student may be asked to leave if behavior is deemed disruptive by the instructor/TA.

- **Student Questions**
  All students are encouraged to ask questions concerning lecture material before, during, or after class. Questions that cannot be adequately addressed at these times can be discussed individually or in small groups at a mutually convenient time. If any student is in need of additional help with course material, he/she is encouraged to arrange an office appointment with the instructor. Students are encouraged to use email to contact faculty to schedule an appointment or for short questions concerning course material. Students can expect an e-mail response within 24-48 hours.

- **Technology**
  ExamSoft software will be required on the students' mobile devices. Students will be expected to download assignments or exams, using the provided schedule, BEFORE the exam, quiz, or assignment (Download). Uploaded assignments or exams must be

checked by the instructor or TA before the student may leave the room (Check out). If this process is not followed, the student may receive a zero (0) for the assignment or exam. Refer to "submission of assignments" above for more information.

All exams will be taken using the ExamSoft® application. Students are responsible for ensuring adequate computing capabilities (as outlined in UK COP requirements) for the exam. A randomized, assigned seating system will be used. Students will be notified of their assigned seat upon arrival to the exam. Individual restroom breaks must be approved by an exam proctor.

Audience Response System technology may be used to collect student responses during class. Students are responsible for bringing their response pad to each class. Students will receive a zero for assignments that day if they do not have a working response pad.

Canvas or other learning management system will be used for some assignments.

Students who need technological assistance can access this through the UK Help Line at:
IT Assistance: helpdesk@uky.edu or
COP IT Assistance: pharmit@lsv.uky.edu, 257-1169 .

On-line Course Evaluation Policy for Course Syllabi

Regular course and instructor evaluations are required by state, University and College regulations. These evaluations are essential for improving student learning by providing feedback to faculty about their classroom presentations. Based on student feedback, important decisions are made about courses and how they are taught. This process CANNOT work without student input. Please complete a course and instructor's evaluation for each course.

Individual responses are completely anonymous. However, the Office of Education Innovation can track who has or has not completed each evaluation and send reminder notices. Summary reports of aggregate data will be provided to the faculty after the semester is completed.

If students do not complete an evaluation, they will receive an incomplete grade ("I") for the semester because they have not completed all of the course requirements. When they complete the course evaluation, the incomplete grade will be changed to the grade earned in the course.

Syllabus is subject to change with sufficient notice.

Course Topics and Learning Outcomes

A detailed schedule will be established based on the topic outline. Final schedule, including assignment due dates, exam schedule, and recitation schedule is to be determined. The below list represents concepts to be discussed and learned rather than a linear list of sessions.

A. Nervous System Anatomy and Physiology

Recitation	Topic	Learning Outcome
Classes 1-2	Action potentials, hypothalamus, neurotransmitters, reflexes and integration	A detailed understanding of anatomical and physiological factors of the nervous system.
Class 3	Brain cells, tissues and structures (meninges, ventricles, blood-brain barrier)	
Class 4	Sensory systems (tactile, chemical, vision, auditory)	
Classes 5-6	Motor control systems and voluntary movement	
Class 7	States of brain activity (sleep and epilepsy)	
Class 8-9	Limbic system and higher order cortical function (learning and memory)	
Class 10	Autonomic nervous system	

B. Neurologic Pathophysiology and Pharmacotherapy

Recitation	Topic	Learning Outcomes
Classes 11-13	Pain	A detailed understanding of 1. Symptoms and epidemiology 2. Establishing and confirming diagnosis 3. Pharmacologic management 4. Potential risks associated with drug administration in disease state 5. Challenges in medicinal chemistry, formulation, pharmacokinetics and pharmacodynamics in
Class 14	Headache	
Classes 15-16	Sleep disorders (insomnia, parasomnias, restless legs syndrome)	
Class 17	General anesthetics	
Classes 18-21	Epilepsy	
Classes 22-24	Movement disorders (Parkinson's disease, Huntington's disease, Tourette's, essential tremor, spasticity)	
Class 25	Neuromuscular disorders (myasthenia gravis, amyotrophic lateral sclerosis)	
Classes 26-278	Cerebrovascular accidents	
Class 28-29	Dementias	
Classes 30-31	Multiple sclerosis	

		patients with neurological diseases

C. Medicinal Chemistry and Pharmacology: Topics to be presented in the context of medications used to treat neurological diseases (section B)

Topic	Drug Classes	Learning Outcomes
Pain/headache	1. Simple analgesics 2. Opioid analgesics 3. Ergots 4. Triptans 5. Prophylactic agents	Understand and describe the pharmacology and medicinal chemistry of drugs used to manage commonly encountered neurologic diseases.
Epilepsy	1. Antiepileptic agents 2. Benzodiazepines	
Movement disorders	1. Anticholinergics 2. Dopaminergics 3. Skeletal muscle relaxants 4. Antispasticity agents	
Sleep disorders	1. Sedative hypnotics	
Stroke	1. Antiplatelets 2. Anticoagulants 3. Thrombolytics	
Dementia	1. Acetylcholinesterase inhibitors 2. Antipsychotics	
Multiple sclerosis	1. Corticosteroids 2. Beta interferons 3. Glatiramer acetate 4. Natalizumab 5. Mitoxantrone 6. Fingolimod 7. Dimethyl fumerate 8. Teriflunomide	
Neuromuscular disorders	1. Acetylcholinesterase inhibitors 2. Immunosuppressants 3. Riluzole	

University of Kentucky
College of Pharmacy

CURRICULAR REFORM 2016

Background

The current Doctor of Pharmacy curricula at the University of Kentucky was implemented in 1996 and with few minor exceptions the degree program has essentially remained unchanged. As a component of the 2011-13 Collegiate Strategic Plan the faculty endorsed a broad scale curricular reform process. The decision to engage in a major revision of the curriculum was driven by both internal (lag time since major modifications) and external factors (role of technologic and learning/pedagogic advances). Beginning in July of 2011 the College constituted several committees and working groups to design a new curricular framework that would change both the content and delivery model associated with the current Doctor of Pharmacy degree program. These various working groups have involved faculty, students, staff, residents, and alumni. Additionally, the College's external advisory board has received regular updates on curricular reform progress and, in turn, provided feedback and recommendations for additional changes or modifications. In May of 2014 the faculty and other parties participated in a Curricular Reform Retreat held at the Boone Center. The Content map of courses has undergone 11 different revisions (see Content 11.1 attachment). To date, Curricular Reform has involved 4 distinct phases. The goal for launch of the 'new' curriculum (with the first professional year) is projected for Fall 2016.

Phase 1: Establishment of new outcomes for the Doctor of Pharmacy Degree Program. These 'new' outcomes were adopted and modified from the 2014 Center for Advancement of Pharmaceutical Education (CAPE) Proposed PharmD curricular outcomes. Once these outcomes were adopted both a Content Map and Delivery model were designed. Phase 1 also involved a re-examination of existing pre-requisites with small modifications which were approved by the HCCC in 2014.

Phase 2: This phase involved the initial 'build-up' of new courses as defined by our content map. These build-ups were orchestrated by teams of faculty who proposed goals and objectives for each course as well as broad "teaching topics" that would be found within each course. These teams also made initial proposal for assessments within each course as well as projected credit hour allotments.

Phase 3: In this phase specific faculty members were assigned a 'new' course and after being provided with 'build up' documents from Phase 2 they were asked to formally assemble a course syllabus using a uniform template syllabus.

Phase 4: All proposed syllabi were then collected and mapped to intended outcomes as well as topical areas required by our accreditation agency (Accreditation Council of Pharmacy Education-ACPE). Courses were also each reviewed by the curriculum committee and referred to course directors for edits, modifications, and clarifications. Subsequently, all syllabi were approved/endorsed by the curriculum committee and forwarded to the faculty. At the May 2015 meeting of the College Faculty all syllabi were approved.

Phase 5: Submission to HCCC for approval of courses by professional year.

Phase 6: PY1 ramp-up, The Institute, Fall 2016 launch (see "on-going activities" below).

Curricular Highlights (see Content 11.1 attachment)

- The new curriculum spans 4 professional years with no changes having been made to the fourth professional year. The fourth professional year involves 42 weeks of advanced pharmacy practice experiences (APPEs).
- Content within the new curriculum will be delivered using a hybrid or blended-learning model involving recitation, mini-lectures, off-loaded content, inverted classrooms, workshops, projects, and cases. Personal accountability for learning will undergird our approach as will limited or no "re-teaching" of previously instructed course work.
- The first professional year is primarily composed of foundational course work.
- The new curriculum involves a more integrated rather than silo approach to instructing pharmacy practice. The existing curriculum teaches students medicinal chemistry, pharmacology, physiology, pathophysiology, and pharmacotherapy in a set of separate and distinct courses. Within the new curriculum all of these courses have been combined and modularized so that instruction centers around a core body system or disease state. Instruction is integrated rather than sequestered. The integrated modular instruction will occur in a series of courses dubbed as "Integrated Drugs and Disease (IDD)." IDD will begin in the first professional year and continue to the third professional year as topics increase in complexity.

  An example of IDD sequence involving HIV would involve instruction regarding normal immune physiology followed by the pathogenesis of HIV infection. Students would then be introduced to the medicinal chemistry of antiretrovirals, followed by the pharmacology of these agents. Lastly, students would learn the pharmacotherapeutic strategies and treatment guidelines for use of these drugs in managing acutely infected patients.

- Students will take part in a two-part course series designed to provide a foundation in scholarly inquiry. Scholarship I will introduce the fundamentals of basic inquiry while Scholarship II will require students to engage in the development of some faculty-mentored research, business, or clinical practice plan.
- iCATS 1.0 will remain a component of the new curriculum as defined by the UKs Center for Interprofessional Education (CPE).
- New curricular elements will include basic instruction in the differential diagnosis of low acuity primary care issues commonly encountered in the pharmacy setting, course work in

clinical reasoning and thought processes, and a course series dedicated to the enhancement of 'soft skills.'

- The total projected credit hours for the new curriculum is estimated to be: 152 hours. The existing curriculum embodies 156 credit hours.

On-Going Activities

- Beginning in 2013 the College launched a faculty development seminar series labeled "CALIBRATE," designed to prepare faculty for teaching in the new curriculum. Topical areas covered within this on-going seminar series have varied and included both internal as well as nationally recognized external speakers.
- PaCE or the 'Patient Care Experience' is a six semester sequence of courses intended to span the first three professional years of the new curriculum which will engender both simulated patient care encounters (laboratory exercises) and experiential training. The PaCE sequence is currently being revised and will be presented to the curriculum committee and faculty before being forward to the HCCC. To date plans are for PaCE to follow a "see one, do one, teach one" model where teams of first, second, and third professional year students work in teams to complete patient care related activities. Senior students within these teams will be given more supervisory responsibilities, while more junior students will be responsible for carrying out prescription orders or other patient related activities.
- STEPS: a component of assessment related to the new curriculum will be the incorporation of milestone exams or "STEPS" at the conclusion of each professional year. These exams will allow students to gauge their progress and learning across a professional year and will afford the ability to identify potential areas of weakness that could be remediated before progression to the next professional year. The development plan for these assessments is on-going.
- iPAD Initiative: The faculty are exploring adoption of an iPAD computing requirement for all students matriculating into the new curriculum. The use of a standardized iPAD platform would allow the faculty to better standardize teaching, accomplish content distribution, and conduct assessments.
- ExamSoft: The faculty have endorsed a move to ExamSoft® as the standard assessment software which will be used within the new curriculum. The use of ExamSoft® will allow for the standardization of all assessments, development of question banks, more rapid dissemination of feedback and grades, and mapping of individual questions to both outcomes as well as topical areas required by our accreditation agency. ExamSoft will also allow the faculty to provide students more robust statistical data in terms of their performance in specific areas or topics associated with any given course within the new curriculum.
- "The Institute": As an extension of the CALIBRATE series, The Institute will involve a more intensive "boot camp' approach to faculty and course development. The Institute will be a hands-on, multi-day workshop designed as a more rigorous training experience for faculty who will be teaching in the first professional year in Fall 2016. As the curriculum fans out, second and then third professional year teaching faculty will be invited to participate within The Institute.

Content 11.1

PY1			PY2			PY3			PY4
FALL	SPRING		FALL	SPRING		FALL	SPRING		FALL/SPRING
Transitions in Pharmacy Cells & Molecules 3 (PHR 911-001) Foundations in Pharm Science I 3 (PHR 912-001) Wellness & Health Promotion I 3 (PHR 913-001) Clinical Reasoning 2 (PHR 914-001) Pharmacy as a Profession 5 (PHR 915-001)	IDD 1 (ID) 4 (PHR 926-001) IDD 1 (GI/Nutr) 2 (PHR 927-001) Kinetics and Dynamics 4 (PHR 921-001) Foundations in Pharm Science II 3 (PHR 922-001) Wellness & Health Promotion II 3 (PHR 923-001) Elective	STEP	IDD 2 (Neuro) 4 (PHR 936-001) IDD 2 (Rheum) 2 (PHR 937-001) IDD 2 (Endocrine) 4 (PHR 938-001) Policy, Outcomes & Public Health 3 (PHR 933-001) Elective	IDD 3 (Cardio) 6 (PHR 946-001) IDD 3 (GU) 2 (PHR 947-001) IDD 3 (Pulm) 3 (PHR 948-001) Leadership in Pharmacy 3 (PHR 945-001) Elective	STEP	IDD 4 (Psychiatry) 4 (PHR 956-001) IDD 4 (Oncology) 4 (PHR 957-001) Differential DX in Primary Care 2 (PHR 954-001) Scholarship I 3 (PHR 951-001) Elective	IDD 5 (Crit Care) 4 (PHR 966-001) PTx Applications in Special Pops 3 (PHR 967-001) Operations & Fin Mgmt 3 (PHR 964-001) EBM 1 (PHR 965-001) Scholarship II 3 (PHR 961-001) Elective	PCOA	Acute Care/Inpatient Advanced Hospital Ambulatory Care Advanced Community ELECTIVE ELECTIVE ELECTIVE
PaCE 1 (PHR 910-001)	PaCE 2 (PHR 920-001)	IPPE I *2 weeks Amb* *PHR 928-001* IPPE II *2 Weeks Inst* *PHR 929-001*	PaCE 3 (PHR 920-001)	PaCE 4 (PHR 920-001)		PaCE 5 (PHR 920-001)	PaCE 6 (PHR 920-001)		*APPE*
16	16	4	13	14		13	14		42