FORM A
College of Pharmacy

Revised 05/08/2009

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: PHAR 491 and 591 Longitudinal Patient Care

Initiating Unit or Individual: Pharmacy Practice Department
Contact Person's Name: Lisa Meny  e-mail: lisameny@ferris.edu  phone: 616-233-6555
Date or Term of Proposal Implementation: 201205
☐ Group I - A - New degree/major or major, redirection of a current offering, or elimination of a
degree, major or minor
☐ Group I - B - New minors or concentrations
☒ Group II - A - Minor curriculum clean-up and course changes
☐ Group II - B - New Course
☐ Group III - Certificates
☐ Group IV - Off-Campus Programs

<table>
<thead>
<tr>
<th>Group/Individual</th>
<th>Signature</th>
<th>Date</th>
<th>Vote/Action *</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Curriculum Committee</td>
<td></td>
<td>2/11</td>
<td>5 Support, 0 Support</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>with Concerns, 0 Not</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Support</td>
</tr>
</tbody>
</table>
| College Faculty                   | Separate votes were taken at
department meetings and they are combined (3/3/11 and 3/22/11) | 2/20 | 20 Support, 0 Support  |
|                                   |           |      | with Concerns, 0 Not  |
|                                   |           |      | Support                |
| Dean                              |           | 7/28 | 20 Support, 0 Support  |
|                                   |           |      | with Concerns, 0 Not  |
|                                   |           |      | Support                |
| University Curriculum Committee   |           | 11/22 | 10 Support, 0 Support  |
|                                   |           |      | with Concerns, 0 Not  |
|                                   |           |      | Support                |
| Senate                            |           | 11/23 | 10 Support, 0 Support  |
|                                   |           |      | with Concerns, 0 Not  |
|                                   |           |      | Support                |
| Academic Affairs                  |           | 11/24 | 10 Support, 0 Support  |
|                                   |           |      | with Concerns, 0 Not  |
|                                   |           |      | Support                |

* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups.
Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved)  Board of Trustees (Date Approved)  President's Council (Date Approved)
1. Proposal Summary
   (Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights.
   Additional rationale may be attached.)
   PHAR 491 and 591 were updated with new course descriptions and course titles. Also, the course outlines were updated and are reflected in the new Form Es.

2. Summary of All Course Action Required*
   
a. Newly Created Courses to FSU:
      Prefix Number Title

   b. Courses to be Deleted From FSU Catalog:
      Prefix Number Title

   c. Existing Course(s) to be Modified:
      Prefix Number Title
      PHAR 491 Longit Pt 1 Int Phar Pract Exp
      PHAR 591 Longit Pt 2 Int Phar Pract Exp

   d. Addition of existing FSU courses to program
      Prefix Number Title

   e. Removal of existing FSU courses from program
      Prefix Number Title
3. Summary of All Consultations

<table>
<thead>
<tr>
<th>Form Sent (B or C)</th>
<th>Date Sent</th>
<th>Responding Dept.</th>
<th>Date Received &amp; by Whom</th>
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<tbody>
<tr>
<td>Form B</td>
<td>September 30, 2011</td>
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<tr>
<td>Form C</td>
<td>September 30, 2011</td>
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</table>

4. Will External Accreditation be Sought? (For new programs or certificates only)

__________ Yes  ______X______ No

If yes, name the organization involved with accreditation for this program.

5. Program Checksheets affected by this proposal.

PharmD Program Checksheet 2011 Current

PharmD Program Checksheet 2011 Proposed
FORM B UGPC
University Graduate and Professional Council
Rev. 7/23/07

CURRICULUM CONSULTATION FORM

For proposals affecting graduate and professional curricula

1. This completed form should be forwarded with the proposal to the chair of the University Graduate and Professional Council.

2. The University Graduate and Professional Council must respond within 20 calendar days of receipt of this form to insure inclusion in the final proposal. The completed form is returned to the initiator and inserted into the proposal.

   Failure to respond is interpreted as support for the proposal.

3. The Proposing Department must respond to any concerns by the Council. This response will be in writing and be included in the proposal following the consultation form.

RE: Proposal Title  PHAR 491 and 591 Longitudinal Patient Care

<table>
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<tr>
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<tr>
<td>Proposal Contact: Lisa Meny Date Sent: September 30, 2011</td>
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<tr>
<td>Department: Pharmacy Practice Campus Address: College of Pharmacy</td>
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<td>(Please print)</td>
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</tbody>
</table>

Response from: Graduate and Professional Council

Chair: [Signature] Date Returned: 10/28/11

Based upon Graduate and Professional Council review on 10/24/11, we

- [X] Support the above proposal.
- [ ] Support the above proposal with the modifications and concerns listed below.
- [ ] Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on graduate and professional program issues at the university. Use additional pages, if necessary.

The proposal is simply a change in the course description and title for these courses. This should not have any significant impact on graduate and professional program issues at the university.
FORM C
Rev. 07/27/07

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. FLITE must respond within 20 calendar days of receipt of this form to insure that the form is included in the final proposal.

FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.

RE: Proposal Title: PHAR 491 and 591 Longitudinal Patient Care

Projected number of students per year affected by proposed change: 150

Initiator(s): Lisa Meny

Proposal Contact: Lisa Meny Date Sent: September 30, 2011

Department: Pharmacy Practice Campus Address: College of Pharmacy
(Please print)

Liaison Librarian Signature: Date: 10-6-2011

Dean of FLITE Signature: Date Returned: 10-10-11

Based upon our review on 10-6-11, FLITE concludes that:

☒ Library resources to support the proposed curriculum change are currently available.

☐ Additional Library resources are needed but can be obtained from current funds.

☐ Support, but significant additional Library funds/resources are required in the amount of $________.

☐ Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary. The proposal is simply a change in the course descriptions and titles for these courses. This should not have any significant impact on library resources, collection development or library programs.
# Ferris State University College of Pharmacy
## Doctor of Pharmacy Curriculum

<table>
<thead>
<tr>
<th>Professional Year 1 – Fall Semester</th>
<th>Cr</th>
<th>Grade</th>
<th>Professional Year 3 – Fall Semester</th>
<th>Cr</th>
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<tr>
<td>PHAR 311: Medical Biochemistry</td>
<td>3</td>
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<td>PHAR 540: Drug Lit Evaluation/Research Methods</td>
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<td>PHAR 315: Pathophysiologic Basis for Therapeutics 1</td>
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<td>PHAR 512: Pharmacotherapeutics 2</td>
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<td>PHAR 585: Practice Skills Lab 5</td>
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<td>2</td>
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<td>PHAR 328: Pharmaceutical Calculations</td>
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**Semester GPA 16**

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<th>Cr</th>
<th>Grade</th>
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<tr>
<td>PHAR 312: Molecular Biochemistry &amp; Biotechnology</td>
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<td>PHAR 525: Pharmacy Practice Management 2</td>
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<td>PHAR 513: Pharmacotherapeutics 3**</td>
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<tr>
<td>English 321/421</td>
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**Semester GPA 17**

<table>
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<tr>
<th>Professional Year 1 – Summer Semester</th>
<th>Cr</th>
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<th>Electives: Must be completed prior to 4th year</th>
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<tr>
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<td>Pharmacy Elective 1</td>
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**Semester GPA 15.5**

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<th>(37 Hours Total) 1st Semester GPA</th>
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<td>PHAR 486: Practice Skills Lab 4</td>
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<td>PHAR 422: Infectious Disease 2</td>
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**Semester GPA 15.5**

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<tr>
<th>Professional Year 2 – Summer Semester</th>
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<th>Grade</th>
<th>Total Hours for Graduation</th>
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*Updated 11/01/2010 gsw Updated to reflect experimental course offering*
Ferris State University College of Pharmacy

Doctor of Pharmacy Curriculum

Began Program: __________
Graduation Date: __________
Honors Received:

*This course will be 4-credits until the microbiology pre-pharm changes take effect for students entering this sequence.

**These changes are pending final approval by the University Curriculum Committee but are anticipated for Fall, 2011.
Electives:

PHAR  451: Institutional Pharmacy
PHAR  453: Topics in Nutritional Biochemistry
PHAR  450: Introduction to Public Health
PHAR  455: Current Controversies in Health Care
PHAR  457: Introduction to Pharmacy Law & Ethics
PHAR  463: Botanical Supplements and Alternative Therapies
PHAR  464: Natural Product Toxins
PHAR  466: Research Elective in Medicinal Chemistry
PHAR  468: Selected Topics in Medicinal Chemistry
PHAR  470: Pharmacy and Geriatric Health
PHAR  551: Managed Care Pharmacy Practice
PHAR  552: Advanced Topics in Infectious Diseases
PHAR  553: Palliative Care
PHAR  554: Complementary and Alternative Medicine for the Clinical
PHAR  556: Application of Patient-Focused Care in Community Pharmacy
PHAR  558: Medical Research: Methods and Design
PHAR  559: Interdisciplinary Community Practicum
PHAR  560: Advance Cardiac Life Support
PHAR  562: Elder Care Initiative
PHAR  563: Special Populations: Pediatrics and Geriatrics
PHAR  564: Pharmacoepidemiology (Proposed)

Experimental:

PHAR  490: Carcinogenesis

Electives – Advance Pharmacy Practice Experiences:

PHAR  605: Academic Advanced Pharmacy Practice Experience**
PHAR  606: Drug Information Advanced Pharmacy Practice Experience**
PHAR  609: Professional Organization Management Advance Pharmacy Practice Experience**
PHAR  613: Community Management Advanced Pharmacy Practice Experience**
PHAR  617: Hospital Pharmacy Admin Advanced Pharmacy Practice Experience
PHAR  618: Managed Care Advanced Pharmacy Practice Experience
PHAR  625: Specialized Areas of Community Pharmacy Advanced Pharmacy Practice Experience
PHAR  626: Veterinary Medicine Advanced Pharmacy Practice Experience
PHAR  628: Nuclear Pharmacy Advanced Pharmacy Practice Experience
PHAR  650: Special Topics in Inpatient Medicine Advanced Pharmacy Practice Experience
PHAR  655: Special Topics in Ambulatory Care Advanced Pharmacy Practice Experience
PHAR  661: Corporate Pharmacy Advanced Pharmacy Practice Experience
PHAR  662: Pharmaceutical Industry Advanced Pharmacy Practice Experience
PHAR  663: Health System Pharmacy Advanced Pharmacy Practice Experience
PHAR  666: International Pharmacy Advanced Pharmacy Practice Experience
PHAR  670: Research Advanced Pharmacy Practice Experience**
**Ferris State University College of Pharmacy**

**Doctor of Pharmacy Curriculum - PROPOSED**

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| Professional Year 2 - Spring Semester | Cr | Grade | Professional Year 4 | Cr | Grade |
| PHAR 413: Drug Action 3              | 4  |       |                     |    |       |
| PHAR 414: Drug Action 4              | 4  |       |                     |    |       |
| PHAR 486: Practice Skills Lab 4      | 1  |       |                     |    |       |
| PHAR 422: Infectious Disease 2       | 3  |       |                     |    |       |
| PHAR 425: Pharm Practice Mngment 1   | 3  |       |                     |    |       |
| PHAR 491: Longitudinal Patient-Centered IPPE 1 | 0.5 |       |                     |    |       |
| (37 Hours Total)                      |     |       | **1st Semester GPA** | Cumulative GPA |       |
|                                       |     |       | **2nd Semester GPA** | Cumulative GPA |       |
| **Semester GPA**                      | 15.5 |       | **Semester GPA**    | 15.5 |       |

| Professional Year 2 – Summer Semester | Cr | Grade | Professional Year 4 | Cr | Grade |
| PHAR 493: Institutional IPPE          | 2  |       |                     |    |       |
| Total Hours for Graduation            | 138 |       |                     |    |       |

Updated 7/14/2011 cls Updated to reflect changes in PHAR 540, 491 and 591.
Ferris State University College of Pharmacy

Doctor of Pharmacy Curriculum - PROPOSED

Began Program: __________
Graduation Date: __________
Honors Received:

*This course will be 4-credits until the microbiology pre-pharm changes take effect for students entering this sequence.

**These changes are pending final approval by the University Curriculum Committee but are anticipated for Fall, 2011.

Updated 7/14/2011 cls Updated to reflect changes in PHAR 540, 491 and 591
Electives:
PHAR 451: Institutional Pharmacy
PHAR 453: Topics in Nutritional Biochemistry
PHAR 450: Introduction to Public Health
PHAR 455: Current Controversies in Health Care
PHAR 457: Introduction to Pharmacy Law & Ethics
PHAR 463: Botanical Supplements and Alternative Therapies
PHAR 464: Natural Product Toxins
PHAR 466: Research Elective in Medicinal Chemistry
PHAR 468: Selected Topics in Medicinal Chemistry
PHAR 470: Pharmacy and Geriatric Health
PHAR 551: Managed Care Pharmacy Practice
PHAR 552: Advanced Topics in Infectious Diseases
PHAR 553: Palliative Care
PHAR 554: Complementary and Alternative Medicine for the Clinical
PHAR 556: Application of Patient-Focused Care in Community Pharmacy
PHAR 558: Medical Research: Methods and Design
PHAR 559: Interdisciplinary Community Practicum
PHAR 560: Advance Cardiac Life Support
PHAR 562: Elder Care Initiative
PHAR 563: Special Populations: Pediatrics and Geriatrics
PHAR 564: Pharmacoepidemiology (Proposed)

Experimental:
PHAR 490: Carcinogenesis

Electives – Advance Pharmacy Practice Experiences:
PHAR 605: Academic Advanced Pharmacy Practice Experience**
PHAR 606: Drug Information Advanced Pharmacy Practice Experience**
PHAR 609: Professional Organization Management Advance Pharmacy Practice Experience**
PHAR 613: Community Management Advanced Pharmacy Practice Experience**
PHAR 617: Hospital Pharmacy Admin Advanced Pharmacy Practice Experience
PHAR 618: Managed Care Advanced Pharmacy Practice Experience
PHAR 625: Specialized Areas of Community Pharmacy Advanced Pharmacy Practice Experience
PHAR 626: Veterinary Medicine Advanced Pharmacy Practice Experience
PHAR 628: Nuclear Pharmacy Advanced Pharmacy Practice Experience
PHAR 650: Special Topics in Inpatient Medicine Advanced Pharmacy Practice Experience
PHAR 655: Special Topics in Ambulatory Care Advanced Pharmacy Practice Experience
PHAR 661: Corporate Pharmacy Advanced Pharmacy Practice Experience
PHAR 662: Pharmaceutical Industry Advanced Pharmacy Practice Experience
PHAR 663: Health System Pharmacy Advanced Pharmacy Practice Experience
PHAR 666: International Pharmacy Advanced Pharmacy Practice Experience
PHAR 670: Research Advanced Pharmacy Practice Experience**

Updated 7/14/2011 cls  Updated to reflect changes in PHAR 540, 491 and 591
NEW COURSE INFORMATION FORM
See Sample – Limit to Two Pages Please

Course Identification:

Prefix: PHAR  
Number: 491  
Title: Longitudinal Patient 1 Introductory Pharmacy Practice

Experience

Course Description:
The introductory Longitudinal Patient-Centered Experience (LPCE) will provide students with an opportunity to interact with individuals/health mentors in the community who suffer from chronic disease(s). Skills emphasized in the community and classroom will include active listening and relationship-building. Through this experience, students will gain a better understanding of concepts of health, illness, adherence, burden of disease and the impact of the health care system on patient care.

Course Objectives:
1. Write and speak accurately, effectively and at the appropriate level during all communications with health mentors, peers and teachers
2. Demonstrate sensitivity, caring, respect and tolerance in all communications
3. Gather, organize and document health mentor information to facilitate communication among peers and teachers
4. Provide appropriate triage of health mentor problems, based on signs, symptoms and history that require referral to another health care provider
5. Employ the principles that are integral to patient-centered care and the profession (e.g., honesty, justice, empathy, altruism, compassion, autonomy)
6. Display professionalism in pharmacy practice
7. Discuss issues related to the health mentor’s health and health beliefs, medication use, and encounters with the health care system.
8. Identify the impact of an illness on an individual

Assessment:
Outcomes based evaluation, presentations, participation, reflection assignments, written assignments

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Evaluation</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write and speak accurately, effectively and at the appropriate level during all communications with health mentors, peers and teachers</td>
<td>Peer evaluations and Course Coordinator evaluations with at least a 3.5 average on a 5 point scale</td>
<td>Final paper and presentation at the end of course with at least a 70% score on paper and presentation each</td>
</tr>
<tr>
<td>2. Demonstrate sensitivity, caring, respect and tolerance in all communications</td>
<td>Peer evaluations and Course Coordinator evaluations with at least a 3.5 average on a 5 point scale</td>
<td>Completion of 4 Patient Safety Modules with a passing grade in each</td>
</tr>
<tr>
<td>3. Gather, organize and document health mentor information to facilitate communication among peers and teachers</td>
<td>Peer evaluations and Course Coordinator evaluations with at least a 3.5 average on a 5 point scale</td>
<td>Completion of all Patient Visit Worksheets with a passing grade on each</td>
</tr>
</tbody>
</table>
4. Provide appropriate triage of health mentor problems, based on signs, symptoms and history that require referral to another health care provider

5. Employ the principles that are integral to patient-centered care and the profession (e.g., honesty, justice, empathy, altruism, compassion, autonomy)

6. Display professionalism in pharmacy practice

7. Discuss issues related to the health mentor's health and health beliefs, medication use, and encounters with the health care system.

8. Identify the impact of an illness on an individual

<table>
<thead>
<tr>
<th>Course Outline including Time Allocation:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
</tr>
<tr>
<td>Orientation</td>
</tr>
<tr>
<td>Patient encounters</td>
</tr>
<tr>
<td>Peer group meetings</td>
</tr>
<tr>
<td>Faculty facilitated discussions</td>
</tr>
<tr>
<td><strong>Total hours</strong></td>
</tr>
</tbody>
</table>
NEW COURSE INFORMATION FORM
See Sample – Limit to Two Pages Please

Course Identification:

Prefix: PHAR  Number: 591  Title: Longitudinal Patient 2 Introductory Pharmacy Practice

Experience

Course Description:
The introductory Longitudinal Patient-Centered Experience (LPCE) will provide students with an opportunity to build upon skills learned and experiences had in Longitudinal Patient 1 IPPE. This includes interacting with individuals/health mentors in the community who suffer from chronic disease(s). Skills emphasized in the community and classroom will include active listening, relationship-building and drug therapy assessment. Through this experience, students will gain a better understanding of concepts of health, illness, adherence, burden of disease and the impact of the health care system on patient care.

Course Objectives
1. Analyze professional, lay and scientific literature.
2. Write and speak accurately, effectively and at the appropriate level during all communications with patients, peers and teachers
3. Demonstrate sensitivity, caring, respect and tolerance in all communications
4. Gather, organize, prioritize and document patient information to facilitate communication among patients, peers and teachers
5. Provide appropriate triage of patient problems, based on signs, symptoms and a patient history that require referral to another health care provider
6. Analyze information from devices and other means for detecting and/or monitoring diseases
7. Relate the pharmaceutical sciences to a patient-specific and/or population-based disease management plan
8. Employ the principles that are integral to patient-centered care and the profession (e.g., honesty, justice, empathy, altruism, compassion, autonomy)
9. Display professionalism in pharmacy practice
10. Identify drug-related problems and medical errors
11. Articulate patient-related and system-related factors contributing to adherence

Assessment:
Outcomes based evaluation, presentations, participation, reflection assignments and written assignments

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze professional, lay and scientific literature.</td>
<td>Cultural Competency Exercise</td>
<td>Completes at a passing level as deemed by course faculty</td>
</tr>
<tr>
<td>2. Write and speak accurately, effectively and at the appropriate level during all communications with patients, peers and teachers</td>
<td>Patient Visits and in class discussion Final Course Presentation</td>
<td>Peer evaluations and faculty determination of participation in class</td>
</tr>
<tr>
<td>3. Demonstrate sensitivity, caring, respect and tolerance in all communications</td>
<td>Patient Visits</td>
<td>Peer Evaluations</td>
</tr>
<tr>
<td>Step</td>
<td>Task Description</td>
<td>Assignments</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4.</td>
<td>Gather, organize, prioritize and document patient information to facilitate</td>
<td>Medical History Assignment, Personalized Medication Chart, Medication Assessment Assignment, Medication Safety Assignment</td>
</tr>
<tr>
<td></td>
<td>communicate among patients, peers and teachers</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Provide appropriate triage of patient problems, based on signs, symptoms and a</td>
<td>Medical History Assignment, Personalized Medication Chart, In class discussion, Medication Assessment Assignment</td>
</tr>
<tr>
<td></td>
<td>patient history that require referral to another health care provider</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Analyze information from devices and other means for detecting</td>
<td>Medical History Assignment, Personalized Medication Chart, In class discussion, Medication Assessment Assignment</td>
</tr>
<tr>
<td></td>
<td>and/or monitoring diseases</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Relate the pharmaceutical sciences to a patient-specific and/or population-based</td>
<td>Patient Visits, Patient information assignment</td>
</tr>
<tr>
<td></td>
<td>disease management plan</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Employ the principles that are integral to patient-centered care and the</td>
<td>Patient Visits, In class discussions</td>
</tr>
<tr>
<td></td>
<td>profession (e.g., honesty, justice, empathy, altruism, compassion, autonomy)</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Display professionalism in pharmacy practice</td>
<td>Patient Visits, In class discussions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Identify drug-related problems and medical errors</td>
<td>Medical History Assignment, Personalized Medication Chart, In class discussion, Medication Assessment Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Articulate patient-related and system-related factors contributing to adherence</td>
<td>Medical History Assignment, Personalized Medication Chart, In class discussion, Medication Assessment Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Outline including Time Allocation:**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time (Hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation/Formal presentations</td>
<td>3</td>
</tr>
<tr>
<td>Patient encounters</td>
<td>4</td>
</tr>
<tr>
<td>Peer group meetings</td>
<td>4</td>
</tr>
<tr>
<td>Faculty facilitated discussions</td>
<td>4</td>
</tr>
<tr>
<td>Total hours</td>
<td>15</td>
</tr>
</tbody>
</table>
I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE

Notes:
1. Complete all parts of Sections I and II; complete only those items in Section III that represent changes.
2. If either prefix or number is being changed, use ‘Delete Course’ and ‘Create New Course’ forms rather than this form.

a. List the changes to be made (See Proposed Changes a through p below): d.m

b. Term Effective (6 digit code only): 201201 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. CURRENT: Include information that is in the current course database.

a. Course Prefix: PHAR
b. Number: 491

Enter Contact Hours per week in boxes.

LECture [ ] LAB [ ] INDependent Study – Check [ ]
Practicum: [ ] Seminar: [ ]

d. Course Title: Longit Pt 1 Int Phar Pract Exp

III. PROPOSED CHANGES: Complete only those boxes that represent proposed changes identified in Section I. Leave all other spaces blank.

a. Course Prefix
b. Number

c. Enter Contact Hours per week in boxes.

LECture [ ] LAB [ ] INDependent Study – Check [ ]
Practicum: [ ] Seminar: [ ]

d. Course Title: (Limit to 30 characters/spaces.) Longitud Pt-Centered IPPE 1

e. College Code: [ ]
f. Department Code: [ ]

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: [ ] Variable [ ] Fixed
h. Maximum Credit Hours i. Minimum Credit Hours

j. May Be Repeated for Added Credit: Check (x) [ ] Yes [ ] No

k. Levels: Check (x) [ ] Undergraduate [ ] Graduate [ ] Professional

l. Grade Method: Check (x) [ ] Normal Grading [ ] Credit/No Credit only (Pass/Fail)

m. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.

Provides students with an opportunity to interact with individuals/health mentors in the community who suffer from chronic disease(s). Skills emphasized in the community and classroom will include active listening and relationship-building. Through this experience, students will gain a better understanding of concepts of health, illness, adherence, burden of disease and the impact of the health care system on patient care.

n. Term(s) Offered: [ ] (See instructions for listing.)
o. Max. Section Enrollment: [ ]

p. Prerequisites/Co-requisites/Restrictions: Limited to 100 spaces. [ ]

UCC Chair Signature/Date: [ ]

Academic Affairs Approval Signature/Date: [ ]

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
[ ] Basic Skill (BS) [ ] General Education (GE) [ ] Occupational Education (OC) [ ] G.E. Codes

Office of the Registrar use ONLY

Date Rec’d: [ ] Date Completed: [ ] Entered: SCACRSE SCADETL SCARRES SCAPREQ
MODIFY COURSE
Course Data Entry Form

FORM F
Modify Course

Rev. 07/23/07

I. ACTION TO BE TAKEN: MODIFY AN EXISTING COURSE
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   b. Term Effective (6 digit code only): 201201 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
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II. CURRENT: Include information that is in the current course database.
   a. Course Prefix
   b. Number
   c. Enter Contact Hours per week in boxes.
   PHAR 591
   LECTure [ ] LAB [ ] INDependent Study – Check (x) [ ]
   Practicum: [ ] Seminar: [ ]
   d. Course Title: Longit Pt 2 Int Phar Pract Exp

III. PROPOSED CHANGES: Complete only those boxes that represent proposed changes identified in Section I. Leave all other spaces blank.
   a. Course Prefix
   b. Number
   c. Enter Contact Hours per week in boxes.
   [ ] [ ] LECTure [ ] LAB [ ] INDependent Study – Check (x) [ ]
   Practicum: [ ] Seminar: [ ]
   d. Course Title: (Limit to 30 characters/spaces.) Longitud Pt-Centered IPPE 2
   e. College Code: [ ] f. Department Code: [ ]

Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

   g. Type: [ ] Variable [ ] Fixed
   h. Maximum Credit Hours
   i. Minimum Credit Hours

   j. May Be Repeated for Added Credit: Check (x) [ ] Yes [ ] No

   k. Levels: Check (x) [ ] Undergraduate [ ] Graduate [ ] Professional

   l. Grade Method: Check (x) [ ] Normal Grading [ ] Credit/No Credit only (Pass/Fail)

   m. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
   Provides students with an opportunity to build upon the skills and knowledge learned in Longitudinal Patient –
   Centered IPPE 1 and other pharmacy course work. This includes interacting with individuals/health mentors in
   the community who suffer from chronic disease(s). Skills emphasized will include active listening, relationship-
   building and drug therapy assessment. Students will gain a better understanding of concepts of health, illness,
   adherence, burden of disease and the impact of the health care system on patient care.

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   o. Max. Section Enrollment: [ ]

   p. Prerequisites/Co-requisites/Restrictions: Limited to 100 spaces. [ ]

   UCC Chair Signature/Date: 
   Sandy Alspach 11/22/11

   Academic Affairs Approval Signature/Date: 
   [Signature] 11/22/11

   To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
   [ ] Basic Skill (BS) [ ] General Education (GE) [ ] Occupational Education (OC) [ ] G.E. Codes

   Office of the Registrar use ONLY
PHPR 491 and PHPR 591 proposals
Sandra L Alspach

to:
Lisa M Meny
10/21/2011 11:06 AM
Cc:
Tracey Boncher, Terrence J Doyle, Olukemi Fadayomi, Anita Fagerman, Steve Karnes, Kristen L Motz, Carol L Rewers, Chrystal R Roach, Douglas Zentz, Paula L Hadley-Kennedy, Donald Flickinger, Mitzi A Day

Show Details

Lisa,

The UCC discussed your proposals at Wednesday's meeting, but we did not feel prepared to support them without consulting with the University Graduate and Professional Council.

Please see that a Form B UGPC consultation has been sent with these proposals to Nancy Hogan, chair of UGPC.

While we are waiting for that conversation to conclude, you might want to look at a way to display your Outcomes Assessment Plan on Form E so that assessments are measurable and clearly linked to the outcomes they assess. We would not delay your proposal on this basis under the current UCC guidelines, but the proposed revision of the UCC Manual will ask all proposers to aim for this goal.
We should be good to go on these two courses now...

(He's right that there is currently no guidance on how to do outcomes/assessment on Form E... we're working on it ;-)

Sandra L. "Sandy" Alspach, Ph.D.
Professor / Sports Communication champion
Department of Humanities: Communication
127 Johnson Hall
1009 Campus Drive
Ferris State University
Big Rapids, MI 49307
(o) 231-591-2779
(f) 231-591-2188

----- Forwarded by Sandra L Alspach/FSU on 11/21/2011 06:23 PM -----

From: Curtis Smith/FSU
To: Sandra L Alspach/FSU@FERRIS
Cc: Lisa M Meny/FSU@FERRIS
Date: 11/17/2011 08:57 PM
Subject: updated form Es for PHAR 491 and 591

Sandra,

Attached are updated Form Es for PHAR 491 and 591. We've added the assessment piece that you requested. Please let me know if this is what you're looking for, as this is a new policy and I'm unsure of what is being requested (or the format to present it in). I'm submitting more Form As to the UCC over the next few weeks but I don't know what to tell my faculty on this assessment issue, since I'm unaware of any official document explaining the goal, process and format of this new policy.

Thank you for your consideration,

Curtis Smith, Pharm.D.

Chair, College of Pharmacy Curriculum Committee

PHAR 491 Form E.docx
PHAR 591 Form E.docx
These look fine to me - I can not make the meeting today - so I am voting via e-mail - I approve

Douglas F Zentz
Associate Professor
HVACR Department Coordinator
Ferris State University

Sandra L Alspach We should be good to go on these two courses n... 11/21/2011 06:21:57 PM

From: Sandra L Alspach/FSU
To: Tracey Boncher/FSU@FERRIS, Terrence J Doyle/FSU@FERRIS, Olukemi Fadayomi/FSU@FERRIS, Anita Fagerman/FSU@FERRIS, Steve Karnes/FSU@FERRIS, Kristen L Motz/FSU@FERRIS, Carol L Rewers/FSU@FERRIS, Chrystal R Roach/FSU@FERRIS, Douglas Zentz/FSU@FERRIS, Mitzi A Day/FSU@Ferris, Donald Flickinger/FSU@FERRIS, Paula L Hadley-Kennedy/FSU@Ferris
Date: 11/21/2011 06:21 PM
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