

# COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

<b>1. General Information.</b>						
a.	Submitted by the College of: <u>Pharmacy</u>	Today's Date:	<u>September 20, 2011</u>			
b.	Department/Division: <u>Pharmacy Practice and Science</u>					
c.	Is there a change in "ownership" of the course?				YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, what college/department will offer the course instead? _____					
d.	What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor <sup>1</sup>					
e.	Contact Person Name: <u>Dr. Anne Policastri</u>	Email: <u>apoli2@email.uky.edu</u>	Phone:	<u>323-0893</u>		
f.	Requested Effective Date: <input type="checkbox"/> Semester Following Approval		OR	<input checked="" type="checkbox"/> Specific Term <sup>2</sup> : <u>Summer Session I</u>		
<b>2. Designation and Description of Proposed Course.</b>						
a.	Current Prefix and Number: <u>PPS 996</u>	Proposed Prefix & Number: _____				
b.	Full Title: <u>Non-Patient Care Practice Elective</u>	Proposed Title: _____				
c.	Current Transcript Title (if full title is more than 40 characters): _____					
c.	Proposed Transcript Title (if full title is more than 40 characters): _____					
d.	Current Cross-listing: <input type="checkbox"/> N/A	OR	Currently <sup>3</sup> Cross-listed with (Prefix & Number): _____			
	Proposed – <input type="checkbox"/> ADD <sup>3</sup> Cross-listing (Prefix & Number): _____					
	Proposed – <input type="checkbox"/> REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number): _____					
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>5</sup> for each meeting pattern type.					
Current:	_____ Lecture	_____ Laboratory <sup>5</sup>	_____ Recitation	_____ Discussion	_____ Indep. Study	
	<u>240</u> Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency	
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____			
Proposed:	_____ Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study	
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency	
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____			
f.	Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail	<input type="checkbox"/> Pass with Honors/Pass/Fail		
	Proposed Grading System: <input type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail	<input checked="" type="checkbox"/> Pass with Honors/Pass/Fail		
g.	Current number of credit hours: <u>6</u>	Proposed number of credit hours: _____				

<sup>1</sup> Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>4</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>5</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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<b>h.</b>	Currently, is this course repeatable for additional credit?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
	If YES: Maximum number of credit hours: 24		
	If YES: Will this course allow multiple registrations during the same semester?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<b>i.</b>	Current Course Description for Bulletin:	This course is an advanced pharmacy practice experience (APPE) that allows the student to sample pharmacy practice opportunities outside of the required experiences. An elective experience may be selected (but not limited to) in the following areas: Practice management administration, pharmacy education, pharmacoeconomics, pharmacoepidemiology, research, pharmaceutical industry, association management, governmental, and international experiences.	
	Proposed Course Description for Bulletin:	_____	
<b>j.</b>	Current Prerequisites, if any:	Admission to the fourth year, College of Pharmacy; and permission of instructor	
	Proposed Prerequisites, if any:	_____	
<b>k.</b>	Current Distance Learning(DL) Status:	<input checked="" type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add <sup>6</sup> <input type="checkbox"/> Please Drop	
	*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/> ) that the proposed changes do not affect DL delivery.		
<b>l.</b>	Current Supplementary Teaching Component, if any:	<input checked="" type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
	Proposed Supplementary Teaching Component:	<input type="checkbox"/> Community-Based Experience <input type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<b>3.</b>	Currently, is this course taught off campus?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
<b>4.</b>	Are significant changes in content/teaching objectives of the course being proposed?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, explain and offer brief rationale:		
	<i>This grade change will allow the use of a standardized rubric for all preceptors and provide consistency in grading as well as improve inter-rater reliability. Preceptors can concentrate on student behaviors and more accurately assess student competencies instead of focusing on a letter grade. A grade of Pass with Honors will be reserved for truly outstanding students.</i>		
<b>5.</b>	Course Relationship to Program(s).		
<b>a.</b>	Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, identify the depts. and/or pgms: _____		
<b>b.</b>	Will modifying this course result in a new requirement <sup>7</sup> for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES <sup>7</sup> , list the program(s) here: _____		
<b>6.</b>	Information to be Placed on Syllabus.		
<b>a.</b>	<input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate	

<sup>6</sup> You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup> In order to change a program, a program change form must also be submitted.

# COURSE CHANGE FORM

			students. (See <i>SR 3.1.4.</i> )
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# COURSE CHANGE FORM

## Signature Routing Log

**General Information:**


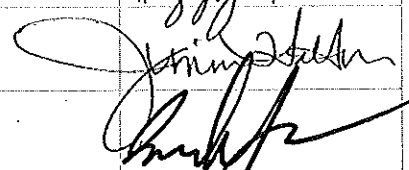
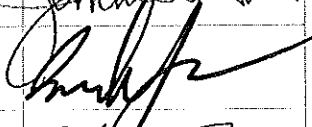

Course Prefix and Number: PPS 996

Proposal Contact Person Name: Dr. Anne PolICASTRI Phone: 323-0893 Email: apoli2@email.uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
PEAC	9/22/11	Peggy Piascik / 257-1766 / piascik@email.uky.edu	
PPS Department	10/12/11	Jimmi Hatton / 323-2769 / jhatt1@email.uky.ed	
Curriculum Committee	10/24/11	Mikael Jones / 257-6265 / mjone5@email.uky.edu	
COP Faculty	11/14/11	Joe Fink / 218-6515 / jfink@uky.edu	
HCCC		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>8</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>8</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

# PPS 996 NON- PATIENT CARE PRACTICE ELECTIVE (ENP)

## COURSE FACULTY

Anne PolICASTRI, PharmD, MBA  
Director Experiential Education  
114 College of Pharmacy Building  
859-323-0893  
[apoli2@email.uky.edu](mailto:apoli2@email.uky.edu)

## COURSE DESCRIPTION

This course is an advanced pharmacy practice experience (APPE) that allows the student to sample pharmacy practice opportunities outside of the required experiences. An elective experience may be selected (but not limited to) in the following areas: Practice management administration, pharmacy education, pharmacoeconomics, pharmacoepidemiology, research, pharmaceutical industry, association management, governmental, and international experiences. Credit hours: 6. May be repeated to a maximum of 18 credits. Clinical: 40 or more hours per week. Prereq: admission to the fourth year, College of Pharmacy; and permission of the instructor.

## COURSE GOALS

The Non-patient Care Practice Elective is designed to provide students an opportunity to meet general ability based outcomes. Each rotation site will have an addendum that lists the preceptor information, site description, site specific goals and objectives, required activities, and grading criteria. Due to the variability of rotation sites, other rotation specific goals are specified in the rotation specific addendum.

## COURSE SCHEDULE

This course is a 6-week long practice experience in a variety of selected settings. Students are assigned to a preceptor and practice site selected by the Office of Experiential Education and will participate in activities at the site no less than 40 hours per week for the 6-week long rotation (240 hours total).

## COURSE OBJECTIVES

PPS 996 will allow students to meet several curricular outcomes. Upon completion of the PPS 996 rotation, students should have achieved progress in meeting the following:

*Due to the variability of rotation sites, other rotation specific outcomes are specified in the rotation specific addendum*

### General Abilities Outcomes

#### **1. Foundation Knowledge**

**1.1** The student must be able to apply basic knowledge and principles about pharmaceutical sciences, clinical sciences and socio-behavioral sciences to engage in critical thinking and solve drug-related problems.

1.1.1 Demonstrate mastery of basic principles throughout the courses in the professional curriculum.

## **2. Critical Thinking Skills**

**2.1** The student must be able to use a systematic process to provide and justify a solution to a problem, case and/or issue.

- 2.1.1 Identify and define the problem, case or issue.
- 2.1.2 Develop a strategy to obtain relevant information.
- 2.1.3 Identify the relevant facts.
- 2.1.4 Formulate the relevant options and select an appropriate option.
- 2.1.5 Justify the decision based on the information available.

## **3. Information Management**

**3.1** The student must be able to use critical thinking and analysis skills to evaluate medication information resources for fulfilling a patient specific medication information request.

- 3.1.1 Select appropriate references for drug-related questions and issues.
- 3.1.2 Assess drug information references for:
  - Authority and scope of content;
  - Frequency of updates;
  - Method of organization; and
  - Unique characteristics or features.
- 3.1.3 Judge the reliability and lack or presence of bias of information.

**3.3** The student must be able to independently resolve drug-related questions/issues from non-patient sources.

- 3.3.1 Classify a drug information request by type of question.
- 3.3.2 Identify appropriate background information necessary to answer a drug information question/issue.
- 3.3.3 Perform a step-wise approach to provide response to a specific drug information question.

## **4. Communications**

**4.1** The student must be able to write, speak and listen, as well as recognize and use nonverbal communication to respond effectively to varied audiences (e.g., diverse patient populations, health care professionals, etc.) and varied purposes (e.g., influence, persuade, etc.).

- 4.1.1 Write and speak clearly, concisely and accurately in a variety of contexts and formats.
- 4.1.2 Demonstrate active listening skills when communicating with patients, caregivers, health professionals and other audiences. (or a variety of audiences)
- 4.1.3 Demonstrate appropriate nonverbal behaviors when communicating with patients, caregivers, health professionals and other audiences. (or a variety of audiences)
- 4.1.4 Recognize nonverbal communication cues of patients, caregivers, health professionals and other audiences.
- 4.1.5 Assess how a person's values, biases and assumptions impact their own health care.
- 4.1.6 Utilize appropriate conflict resolution skills when communicating with patients, caregivers, health professionals and other audiences (or a variety of audiences)
- 4.1.7 Recognize and respond appropriately to diverse patients and groups (e.g., with vision or hearing impairment).
- 4.1.8 Develop persuasive arguments for modifying patient behaviors.

## 5. Professionalism

5.1 The student must be able to demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

5.1.1 Make and defend rational, ethical decisions within a context of personal and professional values while keeping patient needs paramount

5.1.2 Utilize appropriate sensitivity and responsiveness to patients' culture, age, gender and disabilities.

5.1.3 Demonstrate respect for the rights, views and work of others.

5.1.4 Demonstrate ethical principles pertaining to confidentiality of patient information, informed consent, and pharmacy practices.

5.1.5 Consistently demonstrate honesty, integrity and a caring attitude.

## 6. Social Interaction, Citizenship, and Leadership

6.2 The student must be able to practice effective interpersonal and intergroup behaviors in a variety of situations and circumstances.

6.2.1 Interact with individuals and within groups effectively and constructively.

Effectiveness will be determined within the context of the courses in the curriculum.

6.3 Integrate the principles of leadership in the provision of patient care.

6.3.1 Understand the characteristics of an effective leader

## 7. Lifelong Learning

7.1 The student must be able to assess own learning needs and develop a process for meeting their learning goals.

7.1.1 Engage in reflective practice.

7.1.2 Identify own learning needs.

7.1.3 Describe how their learning needs can be met.

7.1.4 Assess whether their learning needs have been achieved.

7.1.5 Practice continual self-assessment.

## REQUIRED TEXT

The APPE program manual available on-line serves as the required text for this course. Additional texts are recommended as outlined in the APPE program manual.

## GRADING

Rotation Activities are weighted as follows:

General Abilities Outcomes	20%
Optional Site Specific Outcomes	80%

Each outcome under the above areas is rated as O (100 pts), AE (90), ME (80 pts), NI (70 pts) or U (0 pts). An average numeric value for each section is determined by using the weight and points. The averages of all sections are added. Grades are awarded according to the following values:

100 - 94	Pass with Honors (Please note that supporting documentation is required.)
93 - 70	Pass

<70

Fail

**COURSE POLICIES**

Current student and course related policies for all students of the University of Kentucky College of Pharmacy can be found online at RxPreceptor:

[https://www.academicsuiterx.com/experiential\\_login.php](https://www.academicsuiterx.com/experiential_login.php)

Once you sign in, these documents can be found under the Communications/Support Tab > Support Library Tab > Experiential Education Manuals.

If you need assistance with your login for RxPreceptor, please contact Darlene Cox at [dcox2@email.uky.edu](mailto:dcox2@email.uky.edu) or (859 218-1308).

APPE Evaluation for: PPS 996 Elective Non-Patient Care

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This is the final evaluation of the student’s performance by the primary preceptor for PPS 995 – Elective Non-Patient Care. Preceptors are strongly encouraged to provide written feedback in all areas but particularly when a student has done an outstanding job, or when improvement is needed to obtain competency.

**RATINGS**

- O** Outstanding. Independently completes most (>75%) complex tasks and all basic, routine tasks. Consistently performs at the level of an exceptional 4<sup>th</sup> year pharmacy student.
- AE** Above Expectations. Independently completes some (>50%) complex tasks and all basic, routine tasks. Consistently performs above the level expected for a 4<sup>th</sup> year pharmacy student.
- ME** Meets expectations. Independently completes a few (25 – 50%) complex tasks and most (>75%) basic, routine tasks. Performs at the level of an average 4<sup>th</sup> year pharmacy student.
- NI** Needs Improvement and falls below expectations. Requires guidance and directed questioning to independently complete most or all (0 – 25%) complex tasks and many (>50%) basic, routine tasks. Performs below the level of an average 4<sup>th</sup> year pharmacy student. Please use the comment box to indicate specific improvement needed.
- U** Unsatisfactory and falls unacceptably below expectations. Unable to satisfactorily complete basic routine tasks despite directed questioning. The preceptor must complete the task. Please use the comment box to elaborate on unsatisfactory performance.

General Ability Outcomes

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<u>Question</u>	<u>Student's Rating</u>
1) <b>Foundation Knowledge</b> - <i>The student is able to apply basic knowledge and principles about pharmaceutical sciences, clinical sciences and sociobehavioral sciences to engage in critical thinking and solve drug-related problems.</i>	EE AE ME NI U
2) <b>Critical Thinking</b> - <i>The student is able to use a systematic process to provide and justify a solution to a problem, case, and/or issue.</i>	
3) <b>Information Management</b> - <i>The student is able to use critical thinking and analysis skills to evaluate medication information resources for fulfilling a patient-specific information request.</i>	
4) <b>Information Management</b> - <i>The student is able to resolve specific patient care medication questions, issues or concerns.</i>	
5) <b>Information Management</b> - <i>The student is able to independently resolve drug-related questions/issues from non-patient sources.</i>	
6) <b>Communications</b> - <i>The student is able to write, speak and listen, as well as recognize and use nonverbal communication to respond effectively to varied audiences (e.g., diverse patient populations, health care professionals, etc.) and varied purposes (e.g., influence, persuade, etc.).</i>	

7) <b>Professionalism</b> - <i>The student is able to demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.</i>	
8) <b>Social Interaction, Citizenship, Leadership</b> - <i>The student is able to provide service to the profession or to the community.</i>	
9) <b>Social Interaction, Citizenship, Leadership</b> - <i>The student is able to practice effective interpersonal and intergroup behaviors in a variety of situations and circumstances.</i>	
10) <b>Social Interaction, Citizenship, Leadership</b> - <i>The student is able to integrate the principles of leadership in the provision of patient care.</i>	
11) <b>Lifelong Learning</b> - <i>The student is able to assess their own learning needs and develop a process for meeting their learning goals.</i>	

### Site Specific Objectives

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List the site specific objectives to be accomplished in addition to those described above.

<u>Question</u>	<u>Student's Rating</u>
1) <b>Optional Site-Specific Objective #1</b> - <i>Please describe this objective.</i>	EE AE ME NI U
2) <b>Optional Site-Specific Objective #2</b> - <i>Please describe this objective.</i>	
3) <b>Optional Site-Specific Objective #3</b> - <i>Please describe this objective.</i>	
4) <b>Optional Site-Specific Objective #4</b> - <i>Please describe this objective.</i>	
5) <b>Optional Site-Specific Objective #5</b> - <i>Please describe this objective.</i>	
6) <b>Optional Site-Specific Objective #6</b> - <i>Please describe this objective.</i>	
7) <b>Optional Site-Specific Objective #7</b> - <i>Please describe this objective.</i>	
8) <b>Optional Site-Specific Objective #8</b> - <i>Please describe this objective.</i>	
9) <b>Optional Site-Specific Objective #9</b> - <i>Please describe this objective.</i>	
10) <b>Optional Site-Specific Objective #10</b> - <i>Please describe this objective.</i>	

### Learning Needs

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1) <i>Are there any immediate learning needs of the student that should be addressed in subsequent practice experiences?</i>	Yes No
2) <i>Are there any long-term learning needs that should be addressed as the student begins his/her pharmacy career?</i>	

### Honors Requirement

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*If a student's performance indicates a grade of "Pass with Honors", please provide written comments and documentation to justify this level of advanced achievement.*