**New Course Form**

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

**Attachments:**

<table>
<thead>
<tr>
<th>ID</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PHR 956 INTEGRATED DRUGS AND DISEASE 4 - PSYCHIATRY</td>
</tr>
</tbody>
</table>

(*denotes required fields)

1. **General Information**
   a. *Submitted by the College of:*  PHARMACY  Submission Date:  9/9/2015
   b. *Department/Division:*  Pharmacy
   c. *Contact Person Name:*  Frank Romanelli  Email:  froma2@email.uky.edu  Phone:  257-4778
   d. *Responsible Faculty ID (if different from Contact):*  Jim Pauly  Email:  jpauly@uky.edu  Phone:  323-8164
   e. *Requested Effective Date:*  ☑ Semester following approval  OR  ☑ Specific Term/Year  Fall 2015

2. **Designation and Description of Proposed Course.**
   a. *Will this course also be offered through Distance Learning?*  Yes  ☑ No
   b. *Prefix and Number:*  PHR 956
   c. *Full Title:*  Integrated Drugs and Diseases 4: Psychiatry
   d. *Transcript Title (if full title is more than 40 characters):*  IDD 4: Psychiatry
   e. To be Cross-Listed ☑ with (Prefix and Number):
   f. *Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours* 48  for each meetin
   
<table>
<thead>
<tr>
<th>Lecture</th>
<th>Laboratory</th>
<th>Recitation</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indep. Study</td>
<td>Clinical</td>
<td>Seminar</td>
<td>Practicum</td>
</tr>
<tr>
<td>Research</td>
<td>Residency</td>
<td></td>
<td>Studio</td>
</tr>
<tr>
<td>Other</td>
<td>If Other, Please explain:</td>
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</tr>
</tbody>
</table>

   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 will describe the pharmacology, medicinal chemistry, pathophysiology, and therapeutics as commonly encountered psychiatric disorders, so that students can design and manage drug-related care for patients with these disease states.

k. Prerequisites, if any:
   Successful completion of the second professional year of the PharmD degree 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?  1-40

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 program?  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 for ANY program?  Yes No
If YES, 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 include additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students.

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differences) 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 time has at 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
Doctor of Pharmacy Degree Program
FALL 2018

Integrated Drugs and Disease 4: Psychiatry
PHR 956
4 Credit Hours

Course Coordinator: Jim Pauly, PhD
Hannah Johnson, PharmD

Office Address: Dr. Pauly: BBSRB B451
Dr. Johnson:

Email: Jpauly@uky.edu
Hannahejohnson@uky.edu

Office hours: By appointment – scheduled by email 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 commonly encountered psychiatric disorders, so that students can design and manage drug-related care plans for patients with these disease states.

LINK TO BULLETIN (to find info): http://www.uky.edu/registrar/content/2014-15-course-descriptions

Student Learning Outcomes:

This course integrates knowledge from distinct scientific disciplines to progressively lead students toward understanding, mastering, and designing care plans for patients with commonly encountered psychiatric disorders. 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. Understand the pathophysiology and therapeutic approach to commonly encountered psychiatric disorders.
2. Understand and describe the pharmacology and medicinal chemistry of drugs used to manage commonly encountered psychiatric disorders.
3. Using patient history, laboratory data, and physical assessment findings differentiate between commonly encountered psychiatric disorders.
4. Synthesize information related to pharmacology, medicinal chemistry, and therapeutics in order to manage pharmacotherapeutic care plans associated with commonly encountered psychiatric disorders.

**UK COP Adopted CAPE Outcomes Mapping**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>CAPE Mapping</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Pharmaceutical: Demonstrate, integrate, and apply foundational knowledge of basic concepts related to medicinal chemistry, pharmacology.</td>
<td>Domain 1.1.1: Foundational Knowledge</td>
<td>Midterm Examination, Final Examination, OSCE, quizzes.</td>
</tr>
<tr>
<td>Demonstrate, integrate, and apply foundational knowledge related to clinical pharmacology and pharmacotherapy.</td>
<td>Domain 1.1.1: Foundational Knowledge</td>
<td>Midterm Examination, Final Examination, OSCE, quizzes.</td>
</tr>
<tr>
<td>Use foundational knowledge to explain the mechanism of action of drugs.</td>
<td>Domain 1.1.3: Foundational Knowledge</td>
<td>Midterm Examination, Final Examination, OSCE, quizzes.</td>
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<td>Compare and contrast clinical aspects of drugs within specific classes.</td>
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<tr>
<td>Use core concepts from the foundational sciences to purpose logical and rationale treatment plans for commonly encountered states of altered health.</td>
<td>Domain 1.1.4: Foundational Knowledge</td>
<td>Midterm Examination, Final Examination, OSCE, quizzes.</td>
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<tr>
<td>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</td>
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</table>
Collect subjective and objective evidence related 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.

<table>
<thead>
<tr>
<th>Domain 2.1.1: Essentials for Practice and Care</th>
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<tr>
<td>Domain 1.1.2: Essentials for Practice and Care</td>
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<td>Domain 1.1.4: Essentials for Practice and Care</td>
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<td>Domain 1.1.6: Essentials for Practice and Care</td>
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<td>Domain 1.1.7: Essentials for Practice and Care</td>
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<td>Domain 1.1.8: Essentials for Practice and Care</td>
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<tr>
<td>Domain 1.1.9: Essentials for Practice and Care</td>
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</tbody>
</table>

Midterm Examination, Final Examination, OSCE, quizzes.

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**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 the second professional year of the Doctor of Pharmacy degree program.

**Required Materials:**
Turning Point Clicker
IDD Series Casebook
Computing capability per UK College of Pharmacy guidelines
DSM-V accessibility

**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 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.

**Assessment**
Grading Scale and associated components/calculations.

- 90 – 100% = A
- 80-89% = B
- 70-79% = C
- <70% = E

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
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<tr>
<td>Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>OSCE</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
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</tbody>
</table>

All exam/course related grades and assessment are final after 10 days of posting. There will be no make-up assignments. A make-up exam/OSCE may be offered pursuant to a College/University accepted excused absence as defined below.

**Exam Schedule/Location/Times**

ExamSoft® Guidelines
ExamSoft software will be required on your mobile device. You will be expected to download assignments or exams, using the provided schedule, BEFORE the day of the exam, quiz, or assignment (Download). Uploaded assignments or exams must be checked by the instructor or TA before you may leave the room (Check out). If this process is not followed, you 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.
Course Policies:

Submission of Assignments:
All assignments will be submitted electronically. No late submissions will be accepted.

Attendance Policy:

Excused Absences:
College Policy (student handbook) --

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:
Cheating and plagiarism will not be tolerated and will be prosecuted to the fullest extent of Honor Code and University regulations. All examinations will be taken in accordance with the College of Pharmacy Honor Code which can be found at the following address: http://pharmacy.mc.uky.edu/programs/pharmd/files/COP%20Student%20Handbook.pdf Each student is directed to the Honor Code and should familiarize themselves with it.

Accommodations for Disabilities (Physical, Mental and/or Learning)
Any student seeking accommodations from the University must notify the Director of Student Success and Career Development in the College of Pharmacy of that disability, in writing, preferably before the beginning of the school year, but in no case later than the third day of classes for the fall/spring semester. If a disability develops during the school year for which accommodations are requested, the student must notify Academic and Student Affairs, in writing, as soon as he/she becomes aware of the disability. The student must also notify the coordinator of each course he/she is enrolled in of his or her anticipated accommodation in the same time frame. The student will be required to provide current documentation of the condition for which they require accommodation to the University Disability Resource Center: http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/ (257-2754) before any accommodations can be instituted.

The Disability Resource Center will base provision of services to accommodate disability upon a review of current medical or psychological document and an assessment of the current needs and appropriate services. In addition to the student’s notification, request for accommodation and documentation will be kept confidential, but will be disclosed in the provision of the accommodation. Students having the same accommodation may be tested together. A student with documentation from previous semesters in the curriculum is not
required to have his/her case re-evaluated by the Disability Resource Center. However, he/she must notify the coordinator of each course he/she is enrolled in of his or her accommodation in no case later than the third day of classes for the fall/spring semester.

**Religious Observances**

“Faculty shall give students the opportunity to make up work (typically, exams or assignments) when students notify them that religious observances prevent the students from doing their work at its scheduled time. Faculty shall indicate in their syllabus how much advance notice they require from a student requesting an accommodation. Faculty may use their judgment as to whether the observance in question is important enough to warrant an accommodation, although the presumption should be in favor of a student’s request. The Offices of Institutional Diversity, the Dean of Students, and the Ombud are available for consultation.” Thus faculty are to be flexible in allowing student observers to make up school work missed on the official or commonly recognized high holy days. Supervisors are urged to show the same sensitivity regarding employees.

**Classroom Behavior Policies / Professionalism**

We expect that you will behave as respectful adults toward instructors, teaching assistants (TA), and your fellow classmates. Disruptive behavior will not be tolerated during recitation and exam sessions, and you may be asked to leave if your behavior is deemed disruptive by the instructor/TA.

**On-line Course Evaluation Policy**

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 your feedback, important decisions are made about courses and how they are taught. This process CANNOT work without your input. Please complete a course and instructor’s evaluation for each of your courses.

Your 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 you do not complete an evaluation, you will receive an incomplete grade (“I”) for the semester because you have not completed all of the course requirements. When you 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 Schedule

Final schedule, including assignment due dates, exam schedule, and recitation schedule to be determined. The following list represents concepts to be discussed and learned rather than a linear list of sessions. For example, a case-based scenario including a patient with a depression may be used to incorporate the topics of depression pathophysiology, and the medicinal chemistry and pharmacology of antidepressants and agents used for augmentation.

<table>
<thead>
<tr>
<th>Recitation</th>
<th>Topic</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>The Ethics of Psychiatry – diagnosis, initiation of treatment, confidentiality, informed consent</td>
<td>Students will develop a detailed understanding of:</td>
</tr>
<tr>
<td>Think Day 1</td>
<td>The DSM - A Friend or Foe?</td>
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</tr>
<tr>
<td>Classes 2 &amp; 3</td>
<td>Overview of the anatomy and chemistry of brain pathways regulating mood, reward and behavior</td>
<td>1. Symptoms and epidemiology</td>
</tr>
<tr>
<td>Think Day 2</td>
<td>Neurobiological theories/animal models of depression</td>
<td>2. Establishing and confirming diagnosis</td>
</tr>
<tr>
<td>Classes 4 &amp; 5</td>
<td>Pharmacological Treatment of Depressive Disorders</td>
<td>3. Pharmacologic management</td>
</tr>
<tr>
<td>Class 6 &amp; 7</td>
<td>Pharmacological Treatment of Bipolar Disorder</td>
<td>4. Potential risks associated with drug administration in disease state</td>
</tr>
<tr>
<td>Think Day 3</td>
<td>Neurobiological theories/animal models of Psychosis</td>
<td>5. Challenges in medicinal chemistry, formulation, pharmacokinetics and pharmacodynamics in patients with psychiatric diseases</td>
</tr>
<tr>
<td>Class 8</td>
<td>Pharmacological Treatment of acute agitation</td>
<td></td>
</tr>
<tr>
<td>Class 9 &amp; 10</td>
<td>Pharmacological Treatment of Schizophrenia</td>
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</tr>
<tr>
<td>Think Day 4</td>
<td>Neurobiological theories/animal models of Anxiety</td>
<td></td>
</tr>
<tr>
<td>Class 11 &amp; 12</td>
<td>Pharmacological Treatment of Anxiety Disorders</td>
<td></td>
</tr>
<tr>
<td>Think Day 5</td>
<td>Neurobiological theories/animal models of brain aging</td>
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<tr>
<td>Class 13 &amp; 14</td>
<td>Pharmacological Treatment of Alzheimer’s Disease</td>
<td></td>
</tr>
<tr>
<td>Think Day 6</td>
<td>The Addicted Brain</td>
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<tr>
<td>Class 15 &amp; 16</td>
<td>Tobacco, Alcohol, Stimulant, Opiate Addiction</td>
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<tr>
<td>Class 17</td>
<td>Eating Disorders</td>
<td></td>
</tr>
<tr>
<td>Class 18</td>
<td>Autism Spectrum Disorder</td>
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</tr>
</tbody>
</table>
Medicinal Chemistry and Pharmacology
Antipsychotics (typical, atypical, 3rd generation)
Antidepressants (Tricyclic, MAOI, SSRI, SNRI, Atypical)
mood stabilizers (Lithium, Anti-convulsants, 3rd generation antipsychotics)
anxiolytics (barbiturates, benzodiazepines, SHT modulators)
alcohol abstinence therapies
opiate maintenance therapies
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 11.2

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<tr>
<th>FALL</th>
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<td><strong>PY1</strong></td>
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<td><strong>PY3</strong></td>
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