

Request for Graduate Non-Curricular Changes

PLEASE USE THIS FORM FOR ALL NON-CURRICULAR CHANGE REQUESTS (changes in admission requirements or requirements for graduation, changes in or new policies/procedures, changes in program descriptions in catalog, general language changes in catalog.)

SIGNATURES may not be required, depending on the nature of the request and from where it originates. Consult Graduate Council chair.

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one PDF copy without signatures to the Graduate Council Chair.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COHP

Dept/Division: Communication Disorders

Contact Person: Karen McNealy

Phone: 304-696-3634

Rationale
for Request

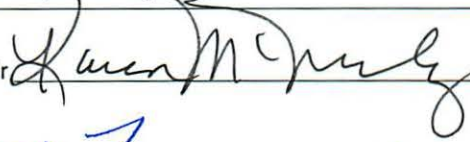


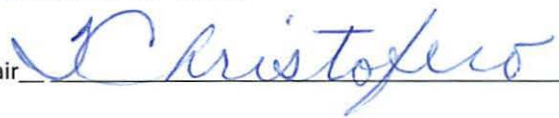
We are requesting approval of the following change in the 2015 graduate catalog:

1. Changes in the graduate admission process

(May attach
separate page
if needed)

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

NOTE: all requests may not require all signatures.

Department/Division Chair 	Date <u>3/9/2015</u>
Registrar 	Date <u>3/9/15</u>
College Curriculum Committee Chair  (or Dean if no college curriculum committee)	Date <u>3.7.15</u>
Graduate Council Chair 	Date <u>5-5-15</u>

NOTE: please complete information required on the following pages before obtaining signatures above.

Request for Graduate Non-Curricular Changes-Page 2

1. Current Catalog Description (if applicable): Please insert the catalog description from the current catalog for entries you would like to change. (May attach separate page if needed)

Admission Requirements

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissions/how-to-apply-for-admission

In addition, applicants must also meet these requirements and provide this documentation to the Office of Graduate Admissions by February 1.

1. An undergraduate major or the equivalent in Communication Disorders is required. Students with deficits in undergraduate coursework or those wishing public school certification may need to complete additional requirements. Submit the most recent transcript, including grades for the fall semester. If you will be taking Communication Disorders coursework following this transcript, include that information in your personal statement.

2. An overall and communication disorders Grade Point Average of at least 3.0 is required for full-time admission.

3. GRE Scores.

4. Students should submit a personal statement or letter of intent.

5. Students must submit three letters of recommendation (written on appropriate letterhead) from individuals who can comment on their academic and clinical performance and potential. All letters must be submitted to the Graduate Admissions office and must be submitted in sealed envelopes with the recommender's signature across the flap. At least one letter must be from one of the applicant's classroom instructors in communication disorders. Additionally, if the undergraduate program included a clinical practicum, at least one letter must be from a clinical supervisor.

A separate application form for the Graduate Program in Communication Disorders (available from the Communication Disorders department) must be submitted to the Graduate Admissions office by the specified deadline.

The program admits students once per year. Generally, more students apply than can be accepted; therefore, the selection process is competitive. All completed applications are reviewed in the spring after the specified deadline for submission.

Students admitted to the program who fail to enroll in the fall semester, as well as students already in the program who fail to enroll for a semester without prior permission from their academic advisor, are considered withdrawn from the program and not eligible for future enrollment. NOTE: Applicants who are accepted for the graduate program will be simultaneously admitted as students in the Graduate College.

Request for Graduate Non-Curricular Changes-Page 3

2. Edits to current description: Attach a PDF copy of the current catalog description prepared in MS WORD with strikethroughs to mark proposed deletions and use the highlight function to indicate proposed new text.

College of Health Professions

Dr. Michael Prewitt, Dean

www.marshall.edu/cohp

COMMUNICATION DISORDERS, M. S.

Admission Requirements

Applicants should follow the admissions process described in this catalog. ~~or at the Graduate~~

~~Admissions website at [www.](http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission)~~

~~[marshall.edu/graduate/admissions/how-to-apply-for-admission](http://www.marshall.edu/graduate/admissions/how-to-apply-for-admission)~~

The Department of Communication Disorders at Marshall University is participating in the central application system known as CSDCAS. Applicants will apply online using the CSDCAS application. To learn more about the CSDCAS application process, visit capcsd.org/csdcas/students.php

In addition, applicants must also meet ~~these~~ the requirements below. ~~and provide this~~
~~documentation to the Office of Graduate Admissions by February 1.~~

All application materials, except transcripts must be received by January 15. Transcripts must be received by CSDCAS by February 1.

~~1. An undergraduate major or the equivalent in Communication Disorders is required.~~

~~Students with deficits in undergraduate coursework or those wishing public school certification may need to complete additional requirements. Submit the most recent transcript, including grades for the fall semester. If you will be taking~~

~~Communication Disorders coursework following this transcript, include that information in your personal statement.~~

1. An undergraduate degree (or pending degree) in Communication Disorders from an accredited institution is required. Students with deficits in undergraduate coursework, or those wishing public school certification, may need to complete additional requirements.

Applicants must submit their most recent transcript, including grades for the fall semester that precedes the application deadline. Grades from the fall semester that precedes the application deadline may be submitted via an official or unofficial transcript, as official transcripts may not be available by the application deadline. If you will be taking Communication Disorders coursework after the date in which your transcript was submitted, provide this information, including course title(s), in your personal statement. Students

admitted to the graduate program will be required to submit final transcripts following completion of the undergraduate degree.

~~2. An overall and communication disorders Grade Point Average of at least 3.0 is required for full-time admission.~~

2. An Overall and Communication Disorders Grade Point Average of at least 3.0 is required for full-time admission. A student may be admitted for provisional enrollment with an Overall or Communication Disorders GPA between 2.5 - 3.0 when the applicant possesses a degree and shows academic promise, but does not meet the criteria for full admission. Refer to the Graduate College for further explanation of "provisional enrollment."

~~3. GRE Scores.~~

3. All students must submit GRE Scores: (within the last 5 years)

4. All Sstudents should must submit a personal statement or letter of intent.

5. All Sstudents must submit three letters of recommendation ~~(written on appropriate letterhead)~~ from individuals who can comment on their academic and clinical performance and potential. ~~All letters must be submitted to the Graduate Admissions office and must be submitted in sealed envelopes with the recommender's signature across the flap. At least one letter must be from one of the applicant's classroom instructors in communication disorders. Additionally, if the undergraduate program included a clinical practicum, at least one letter must be from a clinical supervisor. A separate application form for the Graduate Program in Communication Disorders (available from the Communication Disorders department) must be submitted to the Graduate Admissions office by the specified deadline.~~

~~The program admits students once per year. Generally, more students apply than can be accepted; therefore, the selection process is competitive. All completed applications are reviewed in the spring after the specified deadline for submission. Students admitted to the program who fail to enroll in the fall semester, as well as students already in the program who fail~~

~~to enroll for a semester without prior permission from their academic advisor, are considered withdrawn from the program and not eligible for future enrollment. NOTE: Applicants who are~~

~~accepted for the graduate program will be simultaneously admitted as students in the Graduate College.~~

All completed applications are reviewed on an ongoing basis in the spring semester each year. Students admitted to the program who fail to enroll in the fall semester, as well as students already in the program who fail to enroll for a semester without prior permission from their academic advisor, are considered withdrawn from the program and not eligible for future enrollment.

NOTE: Applicants who are accepted to the graduate program will be simultaneously admitted as students in the Graduate College.

International applicants will be required to submit an official TOEFL score in addition to the other requirements described for consideration. The minimum TOEFL scores to be considered for admission must be a Total Score of 89 with the minimum section requirement of "Speaking" of 26. International applicants will have to complete their credential evaluation at an approved agency to prove that their education is equivalent to the U.S. undergraduate education. Documentation will need to be submitted with the application through CSDCAS.

Please visit http://www.marshall.edu/admissions/credential_eval_services.asp for more information and follow the instructions on the website of Marshall University Graduate College (www.marshall.edu/graduate/admissions/international-admission).

Graduate Council

Request for Non-Curricular Changes-Page 4

3. New Catalog Description: Provide a "clean" copy of your proposed description without strikethroughs or highlighting. This should be what you are proposing for the new description. (May attach separate page if needed)

Admission Requirements

Applicants should follow the admissions process described in this catalog.

The Department of Communication Disorders at Marshall University is participating in the central application system known as CSDCAS. Applicants will apply online using the CSDCAS application. To learn more about the CSDCAS application process, visit capcsd.org/csdcas/students.php

In addition, applicants must also meet the requirements below. All application materials, except transcripts must be received by January 15. Transcripts must be received by CSDCAS by February 1.

1. An undergraduate degree (or pending degree) in Communication Disorders from an accredited institution is required. Students with deficits in undergraduate coursework, or those wishing public school certification, may need to complete additional requirements. Applicants must submit their most recent transcript, including grades for the fall semester that precedes the application deadline. Grades from the fall semester that precedes the application deadline may be submitted via an official or unofficial transcript, as official transcripts may not be available by the application deadline. If you will be taking Communication Disorders coursework after the date in which your transcript was submitted, provide this information, including course title(s), in your personal statement. Students admitted to the graduate program will be required to submit final transcripts following completion of the undergraduate degree.

2. An Overall and Communication Disorders Grade Point Average of at least 3.0 is required for full-time admission. A student may be admitted for provisional enrollment with an Overall or Communication Disorders GPA between 2.5 - 3.0 when the applicant possesses a degree and shows academic promise, but does not meet the criteria for full admission. Refer to the Graduate College for further explanation of "provisional enrollment."

3. All students must submit GRE Scores: (within the last 5 years)

4. All students must submit a personal statement or letter of intent.

5. All students must submit three letters of recommendation from individuals who can comment on the applicant's academic and/or clinical performance and potential. At least one letter must be from one of the applicant's classroom instructors in communication disorders.

All completed applications are reviewed on an ongoing basis in the spring semester each year.

Students admitted to the program who fail to enroll in the fall semester, as well as students already in the program who fail to enroll for a semester without prior permission from their academic advisor, are considered withdrawn from the program and not eligible for future enrollment.

NOTE: Applicants who are accepted to the graduate program will be simultaneously admitted as students in the Graduate College. International applicants will be required to submit an official TOEFL score in addition to the other requirements described for consideration.

The minimum TOEFL scores to be considered for admission must be a Total Score of 89 with the minimum section requirement of "Speaking" of 26. International applicants will have to complete their credential evaluation at an approved agency to prove that their education is equivalent to the U.S. undergraduate education. Documentation will need to be submitted with the application through CSDCAS.

Please visit http://www.marshall.edu/admissions/credential_eval_services.asp for more information and follow the instructions on the website of Marshall University Graduate College (www.marshall.edu/graduate/admissions/international-admission).

Graduate Council Request for Non-Curricular Changes-Page 5

Please insert in the text box below your proposed change information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Type of change request:

Department:

Degree program:

Effective date (*Fall/Spring/Summer, Year*)

Type of change request: Edits to the Graduate Catalog

1. Changes in the graduate admissions process to reflect utilization of our professional on-line application system (CSDCAS).

Department: Communication Disorders

Degree Program: M.S., Speech Pathology

Effective Date: Fall 2015

Request for Graduate Course Change

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COLA

Dept/Division: English/TESOL

Current Alpha Designator/Number: ENG 615

Contact Person: Dr. Jun Zhao

Phone: 62420

CURRENT COURSE DATA:

Course Title: Teaching English and Applied Linguistics

Alpha Designator/Number:

E	N	G		6	1	5			
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Title Abbreviation:

E	N	G		T	e	a	c	h		E	N	G		A	p	p	l	i	e	d		L	i	n
---	---	---	--	---	---	---	---	---	--	---	---	---	--	---	---	---	---	---	---	---	--	---	---	---

1. Complete this **five** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*).
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u>Jane Hill</u>	Date <u>11 Feb. 2015</u>
Registrar <u>Roberta Ferguson</u>	Date <u>2/13/15</u>
College Curriculum Chair <u>Kevin Law</u>	Date <u>2/19/15</u>
Graduate Council Chair <u>Tracy Christofero</u>	Date <u>5-5-15</u>

Request for Graduate Course Change - Page 2

College: COLA

Department/Division: English/TESOL

Alpha Designator/Number: ENG 615

Provide complete information regarding the course change for each topic listed below.

Change in CATALOG TITLE: ☒ YES ☐ NO

From T e a c h E N G A p p l i e d L i n g u i s t i c s (limited to 30 characters and spaces)

To T E S O L M e t h o d s

If Yes, Rationale The course content and course description are already about language teaching methods, and the title change will better reflect the course content and be in alignment with other TESOL programs.

Change in COURSE ALPHA DESIGNATOR:

From: To: ☐ YES ☒ NO

If Yes, Rationale NA

Change in COURSE NUMBER: ☐ YES ☒ NO

From: To:

If Yes, Rationale NA

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale NA

Change in CATALOG DESCRIPTION: ☐ YES ☒ NO IF YES, fill in below:

From NA

To NA

If Yes
Rationale NA

Request for Graduate Course Change - Page 3

Change in COURSE CREDIT HOURS: ☐ YES ☒ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From NA

To NA

Change in COURSE CONTENT: ☐ YES ☒ NO (May attach separate page if needed)

From NA

To NA

Rationale NA

Request for Graduate Course Change-Page 4

College: COLA _____

Department: English _____

Course Number/Title ENG 615: Teaching English and Applied Linguistics _____

1. REQUIRED COURSE: If this course is required by another department(s), identify it/them by name and attach the written notification you sent to them announcing to them the proposed change and any response received. Enter NOT APPLICABLE if not applicable.

NA

2. COURSE DELETION: List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

NA

3. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials as a result of this change, attach an estimate of the time and cost etc. required to secure these items. (NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

NA

Request for Graduate Course Change - Page 5

Please insert in the text box below your course change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings) based on the appropriate change:

COURSE DESCRIPTION CHANGE

Department:
Course Number and Title:
Rationale:
Course Description (old)
Course Description: (new)
Catalog Description:

COURSE NUMBER CHANGE

Department:
Current Course Number/Title:
New Course Number:
Rationale:
Catalog Description:
Credit hours:

COURSE TITLE CHANGE

Department:
Current Course Number/Title:
New Course Title:
Rationale:
Catalog Description:

COURSE TITLE CHANGE

Department: English

Current Course Number/Title: ENG 615: Teaching English and Applied Linguistics

New Course Title: TESOL Methods

Rationale: The course content and course description are already about language teaching methods. A title change will better reflect the course content and be in alignment with other TESOL programs.

Catalog Description: This course aims at teaching English for academic purposes, ranging from teaching language skills to pragmatics to cultural understanding in relation to theories of language and language learning. (PR: ENG 575 and ENG 576)

Request for Graduate Course Change

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COLA

Dept/Division: English/TESOL

Current Alpha Designator/Number: ENG 622

Contact Person: Dr. Jun Zhao

Phone: 62420

CURRENT COURSE DATA:

Course Title: Language Development

Alpha Designator/Number:

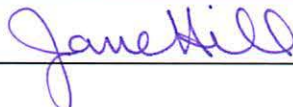
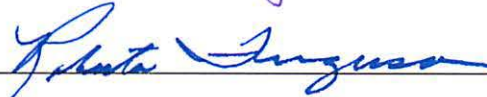


E	N	G		6	2	2			
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Title Abbreviation:

E	N	G		L	a	n	g	u	a	g	e		D	e	v	e	l	o	p	m	e	n	t
---	---	---	--	---	---	---	---	---	---	---	---	--	---	---	---	---	---	---	---	---	---	---	---

1. Complete this **five** page form in its entirety and route through the departments/committees below for changes to a course involving: course title, alpha designator, course number, course content, credit hours, or catalog description.
2. If this change will affect other departments that require this course, please send a memo to the affected department and include it with this packet, as well as the response received from the affected department.
3. If the changes made to this course will make the course similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet as well as the response received from the affected department.
4. List courses, if any, that will be deleted because of this change (*must submit course deletion form*).
5. If the faculty requirements and/or equipment need to be changed upon approval of this proposal, attach a written estimate of additional needs.

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u></u>	Date <u>11 Feb. 2015</u>
Registrar <u></u>	Date <u>2/13/15</u>
College Curriculum Chair <u></u>	Date <u>2/19/15</u>
Graduate Council Chair <u></u>	Date <u>5-5-15</u>

Request for Graduate Course Change - Page 2

College: COLA

Department/Division: English/TESOL

Alpha Designator/Number: ENG 622

Provide complete information regarding the course change for each topic listed below.

Change in CATALOG TITLE: ☒ YES ☐ NO

From L a n g u a g e D e v e l o p m e n t (limited to 30 characters and spaces)

To S e c o n d L a n g u a g e L e a r n i n g

If Yes, Rationale A title change will better reflect the content of the course and the course description, which concern Second Language Acquisition theory. A title change will make the course in alignment with other TESOL programs.

Change in COURSE ALPHA DESIGNATOR:

From: To: ☐ YES ☒ NO

If Yes, Rationale NA

Change in COURSE NUMBER: ☐ YES ☒ NO

From: To:

If Yes, Rationale NA

Change in COURSE GRADING

From ☐ Grade To ☐ Credit/No Credit

Rationale NA

Change in CATALOG DESCRIPTION: ☐ YES ☒ NO IF YES, fill in below:

From NA

To NA

If Yes
Rationale NA

Request for Graduate Course Change - Page 3

Change in **COURSE CREDIT HOURS**: ☐ YES ☒ NO If YES, fill in below:

NOTE: If credit hours increase/decrease, please provide documentation that specifies the adjusted work requirements.

From

NA

To

NA

Change in **COURSE CONTENT**: ☐ YES ☒ NO (May attach separate page if needed)

From

NA

To

NA

Rationale

NA

Request for Graduate Course Change-Page 4

College: COLA _____

Department: English _____

Course Number/Title ENG 622: Language Development _____

1. REQUIRED COURSE: If this course is required by another department(s), identify it/them by name and attach the written notification you sent to them announcing to them the proposed change and any response received. Enter NOT APPLICABLE if not applicable.

NA

2. COURSE DELETION: List any courses that will be deleted because of this change. A *Course Deletion* form is also required. Enter NOT APPLICABLE if not applicable.

NA

3. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials as a result of this change, attach an estimate of the time and cost etc. required to secure these items. (NOTE: approval of this form does not imply approval for additional resources. Enter NOT APPLICABLE if not applicable.

NA

Request for Graduate Course Change - Page 5

Please insert in the text box below your course change summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings) based on the appropriate change:

COURSE DESCRIPTION CHANGE

Department:
Course Number and Title:
Rationale:
Course Description (old)
Course Description: (new)
Catalog Description:

COURSE NUMBER CHANGE

Department:
Current Course Number/Title:
New Course Number:
Rationale:
Catalog Description:
Credit hours:

COURSE TITLE CHANGE

Department:
Current Course Number/Title:
New Course Title:
Rationale:
Catalog Description:

COURSE TITLE CHANGE

Department: English
Current Course Number/Title: ENG 622: Language Development
New Course Title: Second Language Learning
Rationale: A title change will better reflect the content of the course and the course description, which concern Second Language Acquisition theory. A title change will make the course in alignment with other TESOL programs.
Catalog Description: This course starts with an overview of disciplinary frameworks of language development, then addresses the four major theoretical perspectives: linguistics, cognitive, sociolinguistic and socioculture. (PR: ENG 575; ENG 576)

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COLA

Dept/Division: English/TESOL

Alpha Designator/Number: ENG 6xx

☒ Graded ☐ CR/NC

Contact Person: Mimi Li

Phone: 304-696-3392(office); 201-285-9229

NEW COURSE DATA:

New Course Title: Computer Assisted Language Learning

Alpha Designator/Number:

E	N	G	6	x	x		
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Title Abbreviation:

C	A	L	L														
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(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This graduate seminar course introduces students to general topics of computer-assisted language learning (CALL), focusing on the use and research of computer technologies in second-language teaching and learning. Students will gain updated pedagogical knowledge on the integration of CALL in language classes, and also develop competence to evaluate and conduct research in CALL.

Co-requisite(s): none

First Term to be Offered: Spring 2016

Prerequisite(s): none

Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form): NA

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head <u>Jane Hill</u>	Date <u>11 Feb. 2015</u>
Registrar <u>Roberta Ferguson</u>	Date <u>2/13/15</u>
College Curriculum Chair <u>Kevin Law</u>	Date <u>2/19/15</u>
Graduate Council Chair <u>Tracy Christofero</u>	Date <u>5-5-15</u>

Request for Graduate Course Addition - Page 2

College: COLA

Department/Division: English/TESOL

Alpha Designator/Number: ENG 639

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Mimi Li

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

NA

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

NA

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

NA

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

NA

6. COURSE OBJECTIVES: (May be submitted as a separate document)

By the end of the course, students will:

1. Understand CALL's historical foundations and link them to current language learning approaches;
2. Review and analyze current body of literature in CALL and identify current trends of CALL;
3. Implement and evaluate updated computer applications in second/foreign language teaching and learning;
4. Develop competence to understand, evaluate, and conduct empirical studies in CALL;
5. Conduct professional development in online community.

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

Please see attached course syllabus.

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

1) Required textbook:

Levy, M. & Stockwell, G. (2006). CALL dimensions: Options and issues in computer-assisted language learning. Mahwah, NJ: Lawrence Erlbaum Associates, INC.

2) Recommended textbook:

Thomas, M., Reinders, H., & Warschauer, M. (2013). Contemporary computer-assisted language learning. New York, NY: Bloomsbury.

See course syllabus for more readings.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

Instructional methods will include lecture, class discussion, student presentation, and hands-on group work. See the syllabus for details.

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Evaluation will include reaction paper, discussion leading, CALL activities, and final research project. See the syllabus for details.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

NA

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Please see the attached bibliography.

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: English

Course Number and Title: ENG 639: Computer Assisted Language Learning

Catalog Description: This graduate seminar course introduces students to general topics of computer-assisted language learning (CALL), focusing on the use and research of computer technologies in second-language teaching and learning.

Prerequisites: None

First Term Offered: Spring 2016

Credit Hours: 3

ENG 639: Computer Assisted Language Learning

Day/Time: TBA; Room: TBA

Instructor: Mimi Li, Ph.D.

Office: Corbly Hall 454; Office phone #:304-696-3392; E-mail: limi@marshall.edu

Office hours: TBA

CATALOG DESCRIPTION

This graduate seminar course introduces students to general topics of computer-assisted language learning (CALL), focusing on the use and research of computer technologies in second-language teaching and learning.

COURSE CONTENTS

The purpose of the course is to introduce students to general topics of computer-assisted language learning (CALL), the history of CALL, and the use and research of computer technologies in second-language teaching and learning. Students will learn about the historical and cross-disciplinary foundations of CALL, pedagogical approaches and issues in CALL, integration of CALL in language skill areas, and assessments, evaluation, and implementation of CALL projects.

Course Topics include:

- ✓ Introduction to CALL/History of CALL
- ✓ CALL theoretical perspectives
- ✓ Overview of CALL pedagogy options/issues
- ✓ Reading and writing in CALL
- ✓ Speaking and listening in CALL
- ✓ Vocabulary and grammar in CALL
- ✓ Pragmatics and culture in CALL
- ✓ CALL evaluation
- ✓ Instructional technology in second language teaching and learning
- ✓ Interaction in computer-mediated communication (CMC)
- ✓ Teacher education in CALL
- ✓ Professional development in online community

COURSE OBJECTIVES

By the end of the course, students will:

1. Understand CALL's historical foundations and link them to current language learning approaches;
2. Review and analyse current body of literature in CALL and identify current trends of CALL;
3. Implement and evaluate updated computer applications in second/foreign language teaching and learning;
4. Development competence to understand, evaluate, and conduct empirical studies in CALL.
5. Conduct professional development in online community.

COURSE MATERIALS

Required textbook:

Levy, M., & Stockwell, G. (2006). *CALL dimensions: Options and issues in computer-assisted language learning*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Recommended textbook:

Thomas, M., Reinders, H., & Warschauer, M. (2013). *Contemporary computer-assisted language learning*. New York, NY: Bloomsbury.

Other materials

Book chapters, journal articles, and other information for weekly reading will be available on MUOnline.

Computer:

Students are required to have regular access to a computer with an internet connection and speakers. All the assignments will be submitted online. Students will also need to use multimedia functions of the computer and possibly download or use (free) software for certain assignments.

LEARNING OUTCOMES

The table below shows the learning outcomes and how students' learning outcomes will be practiced and assessed in this course.

By the end of this course, students will:	How students will practice each outcome in this Course	How student achievement of each outcome will be assessed
1. Understand CALL's historical foundations, and fundamental concepts and principles.	Students will read book chapters/ journal articles, and engage in class discussions.	Students will participate in class discussions, and write reaction papers.
2. Review and analyse current body of literature in CALL, identify current trends of CALL, and develop competence to conduct research in CALL.	Students will read book chapters/ journal articles, and participate or lead the class discussion. They will also write a literature review or a research proposal regarding a special CALL topic.	Students will conduct discussion leading in pairs. They will also select a special CALL topic and construct a literature review or a research proposal, and then make a class presentation.
3. Implement and evaluate updated computer applications in second and foreign language learning.	Students will digest course readings, analyze and evaluate computer applications and create CALL projects themselves.	Students will do a CALL activity regarding a computer application, and provide a training workshop in class. They will also complete an assignment of website/software evaluation.

4. Conduct professional development in online community.	Students will read relevant literature regarding the topic of online professional development and participate in class discussion. They will be introduced to opportunities such as webinar training sessions, listserv subscription, and online conference participation.	Students will discuss the course readings, and participate in webinar session or listserv discussion for bonus points.
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COURSE ASSIGNMENTS

This course is composed of the following assignments. Detailed information and guidelines for each assignment will be delivered in class and/or posted to MUOnline.

- **Discussion leading---** For some topics covered in class, two members of the class will serve as discussion leaders. The discussion leaders are expected to have read the required course reading carefully. Students present a summary of the articles, prepare discussion questions and activities, and coordinate and facilitate the discussion.
- **Reaction paper----** These are short (3 pages, typed, double-spaced) papers in which students react to selected topics covered in the course readings. The reaction papers should not be summaries of course readings. Students are expected to critique theoretical positions, evaluate research methodologies and/or research findings, pose questions, and make a connection to their own instructional context.
- **CALL activity and presentation---** As a hands-on activity, student select a specific Web/computer application that they learn and conduct an applied project using this application. Present the CALL project and provide a training workshop to the class.
- **Website/Software Evaluation-----** Students choose two Websites or two pieces of software that can be used in a second language classroom. For each of the two resources, describe what the websites/software are, and discuss how they are used, how they can be implemented in class, and how the participants evaluate their usefulness, following criteria outlined in the course.
- **Final Project (Literature review or Research proposal: Choose one, and conduct presentation)**
 - ✓ **Literature Review.** This assignment gives students an opportunity to critically examine CALL theory and research and make connections between theory/research and classroom practice. Identify a specific topic, analyze, synthesize, and evaluate research on the topic, and discuss pedagogical implications of the theory/research for language instruction. The paper should be around 18 pages, typed, double-spaced, and follow the APA format.
 - ✓ **Research Proposal.** This assignment gives students an opportunity to design a research project on a CALL topic. The proposal should include a) a discussion of the research problem, objectives, significance of the study, definition of key terms,

and research hypotheses, if applicable; b) a brief review of related literature; and c) a description of the research methodology. The proposal should be around 18 pages, typed, double-spaced, and follow the APA format.

- ✓ **Final presentation.** The oral presentation will be given at the end of the semester. These should be short talks on either a research proposal or literature review. Students need to prepare a handout for everybody in class. The handout should include a summary of the main points in the talk as well as a selected reference list.

- In addition, some bonus activities (i.e. webinar participation) will be conducted.

COURSE POLICIES

Course Ground Rules:

Students (and the instructor) are expected to conduct themselves professionally in all learning situations. We are all growing in our knowledge and our identities as teachers and we must all work to nurture that growth in ourselves and our colleagues. To that end, everyone is expected to be prepared (i.e. readings, assignments, etc.), to share thoughtfully, reflect thoroughly, and respond respectfully, and approach each new topic as a professional growth experience.

Attendance Policy:

Regular class attendance is important to student success and is expected. In the case of absence, it is the student's responsibility to notify the instructor as soon as possible. The official University Excused Absence emailed to the instructor on the student's behalf will be accepted. Please present valid documents to the office (located on the second floor of Student Union) for university excused absences.

Assignment Submissions:

- All assignments must be submitted by 12:00 midnight on the date due for FULL CREDIT to be given.
- The submission should be in an appropriate academic format (i.e., APA format). Failure to conform to the standards will result in points deducted.
- Students who submit excused absences through Student Affairs can make-up work with no late penalty. Students with unexcused absences cannot make-up discussion leading or other in-class activities, but can turn in all other assignments for -2 percentage points/per day late.
- If you have trouble uploading the assignment to MUOnline, please e-mail the instructor before midnight on the due date.
- The late submissions must be turned in and the instructor is notified no later than Week 15.

Grading:

The course grade will be determined based on the following criteria:

Discussion leading	15 %
Reaction paper	15 %
CALL Activity and Presentation	20%
Websites/Software evaluation	15%
Final Project and Presentation	35%

Grading Scale:

A = 90-100 B = 80-89 C=70-79 D= 60-69 F= 0-59

University Policies:

By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on “Marshall University Policies.” Or you can access the policies directly by going to <http://www.marshall.edu/wpmu/academic-affairs/policies>.

University Policies: Academic Dishonesty/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment

TENTATIVE COURSE SCHEDULE

Weeks	Topics	Readings & Assignments Due
Week 1	<i>Introduction to CALL/ History of CALL</i>	Levy & Stockwell, Chs 1 & 10 Davies et al., 2013
Week 2	<i>CALL theoretical perspectives</i>	Levy & Stockwell, Ch 5 Chapelle, 2005
Week 3	<i>Overview of CALL pedagogy options and issues</i>	Levy & Stockwell, Ch 9; Brown, 2013 Reaction Paper 1 due
Week 4	<i>Reading and Listening in CALL (Discussion Leading)</i>	Thomas, Reinders, & Warschauer, 2014, Ch14; Chuan, 2006
Week 5	<i>Speaking and Writing in CALL (Discussion Leading)</i>	Hegelheimer & Lee, 2013; Cárdenas-Claros & Gruba, 2014
Week 6	<i>Vocabulary and Grammar in CALL (Discussion Leading)</i>	Levy & Stockwell, Chapter 7 Smith, 2005 CALL activity and presentation due
Week 7	<i>Pragmatics and Culture in CALL (Discussion Leading)</i>	Belz, 2003; Levy, 2007
Week 8	<i>CALL Evaluation</i>	Levy & Stockwell, Chapter 3 Hubbard, 2006 Reaction Paper 2 due
Week 9	<i>Instructional Technologies in Second Language Teaching and Learning</i>	Levy & Stockwell, Chs 4 & 8; Hafner, 2013
Week 10	<i>Enjoy the Spring Break!</i>	
Week 11	<i>Interaction in CMC</i>	Lai & Zhao, 2006 Li & Zhu, 2013 Website/software evaluation due
Week 12	<i>Teacher Education in CALL</i>	Hubbard & Levy, 2006; Meskill & Sadykova, 2011
Week 13	<i>Professional Development in Online Community</i>	Egbert, 2006; Shelley, Murphy, & White, 2013
Week 14	Final Project consultation with the instructor	
Week 15	<i>Project presentation</i>	Prepare handouts
Week 16	<i>Course wrap-up</i>	Final Project due

REFERENCES FOR CLASS READING

- Belz, J. A. (2003). Linguistic perspectives on the development of intercultural competence in telecollaboration. *Language Learning & Technology*, 7(2), 68-117.
- Brown, J. (2013). Research on computers in language testing: Past, present and future. In M. Thomas, H. Reinders & M. Warschauer (Eds.), *Contemporary computer assisted language learning* (pp.73-94). New York, NY: Bloomsbury.
- Cárdenas-Claros, M., & Grubab, P.A. (2014). Learners' interactions with help options in CALL. *Computer Assisted Language Learning* 27(3), 228-245.
- Chapelle, C.A. (2005). Interactionist SLA theory in CALL Research. In Petrie, G. (Ed.), *Research perspectives on CALL*. Mahwah, NJ: Laurence Erlbaum Associates.
- Chun, D. (2006). CALL technologies for L2 reading. In L. Ducate and N. Arnold, (eds.) *Calling on CALL: From theory and research to new directions in foreign language teaching* (pp. 69-98). CALICO: San Marcos, TX.
- Davies, G., Otto, S., & Ruschoff, B. (2013). Historical perspectives on CALL. In M. Thomas, H. Reinders & M. Warschauer (Eds.), *Contemporary computer assisted language learning* (pp.19-38). New York, NY: Bloomsbury.
- Egbert, J. (2006). Learning in context: Situating language teacher learning in CALL. In P. Hubbard & M. Levy, (Eds.), *Teacher education in CALL* (pp. 169-182). Amsterdam.
- Hafner, C. (2014). Embedding digital literacies in English language teaching: Students' digital video projects as multimodal ensembles. *TESOL Quarterly*, 48(4), 655–685.
- Hegelheimer, V., & Lee, J. (2013). The role of technology in teaching and researching writing. In M. Thomas, H. Reinders & M. Warschauer (Eds.), *Contemporary computer assisted language learning* (pp.73-94). New York, NY: Bloomsbury.
- Hubbard, P. (2006). Evaluating CALL software. In L. Ducate and N. Arnold, (Eds.), *Calling on CALL: From theory and research to new directions in foreign language teaching* (pp. 313-338). CALICO: San Marcos, TX.
- Lai, C., & Zhao, Y. (2006). Noticing and text-based chat. *Language Learning and Technology*, 10(3), 102-120.
- Levy, M. (2007). Culture, culture learning, and new technologies: Towards a pedagogical framework. *Language Learning and Technology*, 11(2), 104-127.
- Levy, M., & Stockwell, G. (2006). CALL dimensions: Options and issues in computer-assisted language learning. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

- Li, M. & Zhu, W. (2013). Patterns of computer-mediated interaction in small writing groups using wikis. *Computer Assisted Language Learning*, 26(1), 62-81.
- Meskill, C., & Sadykova, G. (2011). Introducing EFL faculty to online instructional conversations. *ReCALL*, 23 (3), 200-217.
- Shelley, M., Murphy, L., & White, C. (2013). Language teacher development in a narrative frame: The transition from classroom to distance and blended settings. *System*, 41, 560-574.
- Smith, B. (2005). The relationship between negotiated interaction, learner uptake, and lexical acquisition in task-based computer-mediated communication. *TESOL Quarterly*, 39, 33-58.
- Thomas, M., Reinders, H., & Warschauer, M. (2013). *Contemporary computer-assisted language learning*. New York, NY: Bloomsbury.

CALL Journals and Organizations

Selected Journals

- ✓ Computer Assisted Language Learning: An International Journal
- ✓ Language Learning & Technology
- ✓ ReCALL Journal
- ✓ CALICO Journal
- ✓ System: An International Journal of Educational Technology and Applied Linguistics
- ✓ International Association for Language Learning Technology (IALLT) Journal
- ✓ Computers & Education

Organizations

- ✓ CALICO (Computer Assisted Language Instruction Consortium) <http://www.calico.org/>
- ✓ EuroCALL (Europe Computer Assisted Language Learning) <http://www.eurocall.org/>
- ✓ IALLT (International Association of Language Learning Technology) <https://www.iallt.org/>
- ✓ ICT4LT (Information and Communications Technology for Language Teachers)
www.ict4lt.org

Request for Graduate Non-Curricular Changes

PLEASE USE THIS FORM FOR ALL NON-CURRICULAR CHANGE REQUESTS (changes in admission requirements or requirements for graduation, changes in or new policies/procedures, changes in program descriptions in catalog, general language changes in catalog.)

SIGNATURES may not be required, depending on the nature of the request and from where it originates. Consult Graduate Council chair.

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one PDF copy without signatures to the Graduate Council Chair.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COLA

Dept/Division: English M.A.

Contact Person: Kristen Lillvis

Phone: 304-696-6269

Rationale
for Request

(May attach
separate page
if needed)

Dr. Pittenger sent an email request on 10/13/14 stating that for every program, information on admission requirements, including conditional and provisional admission information, should be included in the Graduate Catalog. As such, the English M.A. program requests the addition of conditional and provisional information (the language of which has been taken from Dr. Pittenger's template in the above-referenced email).

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

NOTE: all requests may not require all signatures.

Department/Division Chair	<u>Jane Hill</u>	Date	<u>15 Jan. 2015</u>
Registrar	<u>Roberta Ferguson</u>	Date	<u>1/21/15</u>
College Curriculum Committee Chair (or Dean if no college curriculum committee)	<u>Kevin Law</u>	Date	<u>1/29/15</u>
Graduate Council Chair	<u>Christofero</u>	Date	<u>5-5-15</u>

NOTE: please complete information required on the following pages before obtaining signatures above.

Request for Graduate Non-Curricular Changes-Page 2

1. Current Catalog Description (if applicable): Please insert the catalog description from the current catalog for entries you would like to change. (May attach separate page if needed)

Please see attachment #1.

Request for Graduate Non-Curricular Changes-Page 3

2. Edits to current description: Attach a PDF copy of the current catalog description prepared in MS WORD with strikethroughs to mark proposed deletions and use the highlight function to indicate proposed new text.

please see attachment #2

Graduate Council
Request for Non-Curricular Changes-Page 4

3. New Catalog Description: Provide a "clean" copy of your proposed description without strikethroughs or highlighting. This should be what you are proposing for the new description. (May attach separate page if needed)

Please see attachment #3.

Graduate Council Request for Non-Curricular Changes-Page 5

Please insert in the text box below your proposed change information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Type of change request:
Department:
Degree program:
Effective date (*Fall/Spring/Summer, Year*)

Type of change request: Addition to catalog program description.
Department: English
Degree program: MA
Effective date: Fall 2015

ENGLISH, M.A.

Area of Emphasis

Teaching English to Speakers of Other Languages (TESOL)

Program Description

The English M.A. at Marshall is designed to meet the increasingly diverse needs of today's graduate students. Students are encouraged to approach their studies from the perspective that best serves their academic purposes and/or career plans, be it Literary Studies, Composition/Rhetoric, Creative Writing and/or TESOL/Linguistics. To this end, our program offers a great deal of flexibility at all levels.

Program Goals

Upon completion of the program students will be able to:

- articulate core issues in Literary Studies, Composition/Rhetoric, Creative Writing, and/or TESOL/Linguistics from diverse perspectives;
- critique the major figures, works, and ideas in one or more of the above areas;
- apply the research methods and approaches to inquiry used in Literary Studies, Composition/Rhetoric, Creative Writing, and/or TESOL/Linguistics;
- articulate recent developments in these fields as influenced by other disciplines;
- elucidate major critical and cultural theories in Literary Studies, Composition/Rhetoric, Creative Writing, and/or TESOL/Linguistics, and assess sources on those theories in relation to the field;
- prepare a capstone project that demonstrates advanced knowledge and applied learning in Literary Studies, Composition/Rhetoric, Creative Writing, and/or TESOL/Linguistics.

Admission Requirements

Applicants should follow the admissions process described in this catalog or at the Graduate Admissions website at www.marshall.edu/graduate/admissions/how-to-apply-for-admission. All admission materials must be sent to the Graduate Admissions Office.

In addition, to be admitted to the English department, an applicant must have :

- an undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 scale for all previously completed undergraduate university work (otherwise strong candidates may be fully admitted with a 2.75 GPA);
- a letter of interest/ personal statement identifying the applicant's reasons for pursuing an M.A. and how the degree will contribute to the applicant's broader plans (1-2 pages);
- a writing sample of 8-12 pages (scholarly essay, creative writing, or language study), prefaced by a brief explanation of why this work has been selected;
- at least three letters of recommendation, preferably from college instructors;
- current GRE scores.

International students and applicants who have earned a degree from a non-English institution must provide proof of English proficiency as follows: minimum of 80 on TOEFL IBT (or 550 paper based); IELTS 6.5.

Program Requirements

To earn the master's degree in English the candidate must:

- complete 36 hours of coursework:
 - All students (with the exception of those completing the TESOL Area of Emphasis) must take ENG 630 in their first fall semester.
 - Teaching Assistants must take ENG 560 in their first fall semester and ENG 640 in their first spring semester.
 - Students are encouraged to select courses that best serve their academic purposes or career plans.
 - Students may take up to six graduate hours for credit outside the English Department as part of their coursework. In order to count toward credit for graduation, these courses must be relevant to the degree and be approved by the Department Chair and the Director of Graduate Programs.
- complete a capstone project from one of the following options:
 - Thesis (6 credit hours of ENG 681)
 - Portfolio (ENG 682 plus a 600-level course of the student's choosing)
 - Comprehensive Exams (ENG 683 plus a 600-level course of the student's choosing)
- maintain a 3.0 Grade Point Average
- earn six credit hours in a language other than English. Requirement may be fulfilled by:
 - documenting previous undergraduate coursework;
 - taking undergraduate courses while enrolled in the M.A. program (however, undergraduate courses do not count toward the M.A. degree)
 - demonstrating language ability to the satisfaction of the English Department.

Plan of Study

Before registering for the 12th credit hour, students are required to file a Plan of Study with the Director of Graduate Studies and the Graduate College. The Plan of Study is a student's blueprint for graduation.

M.A. in English with Area of Emphasis in TESOL (TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES)

This area of emphasis in the M.A. program prepares students to teach English to adult speakers of other languages. The core curriculum explores both language pedagogy and applied linguistic theory. Upon completion of the degree, students will (1) be familiar with current methodologies in language teaching, (2) be able to use research findings within applied linguistics to make informed pedagogical decisions for local contexts, and (3) be able to engage in reflective teaching and observation practices.

Course Requirements

Prerequisite:

ENG 575 Introduction to Linguistics

Required 3-credit hour courses:

ENG 578 Introduction to Sociolinguistics

ENG 615 Teaching English and Applied Linguistics

ENG 618 TESOL Language Assessment

Attachment #1

ENG 622 Language Development
ENG 626 Systemic Functional Grammar
ENG 670 Observation Practicum TESOL

Choose 1 from:

ENG 681 Thesis
ENG 682 M.A. Graduate Portfolio
ENG 683 M.A. Comprehensive Exams

Choose 3 from:

ENG 508 Advanced Expository Writing
ENG 560 Composition and Writing Center Theory 1
ENG 617 TESOL Curriculum Development and Materials Design
ENG 627 Text Analysis
ENG 633 Research Methods and Applied Linguistics
ENG 634 Teaching English for Academic Purposes
ENG 638 Language & Context
ENG 640 Teaching College English
ENG 671 Teaching Practicum TESOL

Choose 1 Pure Elective (any Marshall course offered at the graduate level)

TOTAL NUMBER OF CREDIT HOURS: 33

ENGLISH, M.A.

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Teaching English to Speakers of Other Languages (TESOL)

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Program Goals

Upon completion of the program students will be able to:

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International students and applicants who have earned a degree from a non-English institution must provide proof of English proficiency as follows: minimum of 80 on TOEFL IBT (or 550 paper based); IELTS 6.5.

Conditional Admission

- The English M.A. program may admit applicants conditionally for one term, on a limited basis, at the discretion of the program.

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 - Teaching Assistants must take ENG 560 in their first fall semester and ENG 640 in their first spring semester.
 - Students are encouraged to select courses that best serve their academic purposes or career plans.
 - Students may take up to six graduate hours for credit outside the English Department as part of their coursework. In order to count toward credit for graduation, these courses must be relevant to the degree and be approved by the Department Chair and the Director of Graduate Programs.
- complete a capstone project from one of the following options:
 - Thesis (6 credit hours of ENG 681)
 - Portfolio (ENG 682 plus a 600-level course of the student's choosing)
 - Comprehensive Exams (ENG 683 plus a 600-level course of the student's choosing)
- maintain a 3.0 Grade Point Average
- earn six credit hours in a language other than English. Requirement may be fulfilled by:
 - documenting previous undergraduate coursework;
 - taking undergraduate courses while enrolled in the M.A. program (however, undergraduate courses do not count toward the M.A. degree)
 - demonstrating language ability to the satisfaction of the English Department.

Plan of Study

Before registering for the 12th credit hour, students are required to file a Plan of Study with the Director of Graduate Studies and the Graduate College. The Plan of Study is a student's blueprint for graduation.

M.A. in English with Area of Emphasis in TESOL (TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES)

This area of emphasis in the M.A. program prepares students to teach English to adult speakers of other languages. The core curriculum explores both language pedagogy and applied linguistic theory. Upon completion of the degree, students will (1) be familiar with current methodologies in language teaching, (2) be able to use research findings within applied linguistics to make informed pedagogical decisions for local contexts, and (3) be able to engage in reflective teaching and observation practices.

Course Requirements

Prerequisite:

ENG 575 Introduction to Linguistics

Required 3-credit hour courses:

ENG 578 Introduction to Sociolinguistics

ENG 615 Teaching English and Applied Linguistics

ENG 618 TESOL Language Assessment

ENG 622 Language Development

ENG 626 Systemic Functional Grammar

ENG 670 Observation Practicum TESOL

Choose 1 from:

ENG 681 Thesis

ENG 682 M.A. Graduate Portfolio

ENG 683 M.A. Comprehensive Exams

Choose 3 from:

ENG 508 Advanced Expository Writing

ENG 560 Composition and Writing Center Theory 1

ENG 617 TESOL Curriculum Development and Materials Design

ENG 627 Text Analysis

ENG 633 Research Methods and Applied Linguistics

ENG 634 Teaching English for Academic Purposes

ENG 638 Language & Context

ENG 640 Teaching College English

ENG 671 Teaching Practicum TESOL

Choose 1 Pure Elective (any Marshall course offered at the graduate level)

TOTAL NUMBER OF CREDIT HOURS: 33

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: Pharmacy

Dept/Division: Pharmacy Practice

Alpha Designator/Number: PHAR 881

☒ Graded ☐ CR/NC

Contact Person: Glen Anderson, PharmD

Phone: 304-696-2305

NEW COURSE DATA:

New Course Title: Advanced Pharmacy Practice Experience (APPE) - General Medicine

Alpha Designator/Number:

P H A R 8 8 1

Title Abbreviation:

A P P E 1 - G E N E R A L M E D I C I N E

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Provides students pharmacy experience in a clinical, inpatient, acute care and team-based environment. Students will be expected to utilize multiple abilities learned throughout the curriculum in order to collect patient-specific information, evaluate and monitor drug therapy, educate patients and/or caregivers, respond to drug information inquiries and function effectively within a team.

Co-requisite(s): None

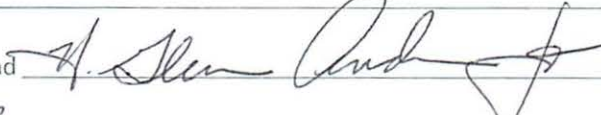


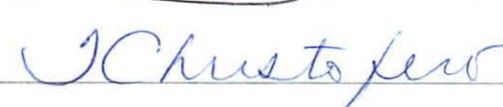
First Term to be Offered: FALL 2015

Prerequisite(s): P4 Status

Credit Hours: 5

Course(s) being deleted in place of this addition (must submit course deletion form): NONE

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head		Date	2/10/15
Registrar	 512001	Date	5/12/15
College Curriculum Chair		Date	2/27/15
Graduate Council Chair		Date	5-5-15

Request for Graduate Course Addition - Page 2

College: Pharmacy

Department/Division: Pharmacy Practice

Alpha Designator/Number: PHAR 881

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Craig Kimble, PharmD, MBA, MS, BCACP

Robert Stanton, PharmD, MBA, BCPS

Institutional based preceptors qualified to teach general medicine.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Yes. Agreements with various inpatient pharmacy sites in multiple states to provide general medicine related experiences. All agreements are on file with the Office of Experiential Learning.

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not applicable.

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached syllabus.

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See attached syllabus.

M-F – 8 hours per day or as directed by preceptor (40 hours / week x 5 weeks)

Rotation blocks are offered throughout the fall and spring semester.

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Not applicable.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

These are advanced practice pharmacy experiences focused on general medicine. The student will participate in a variety of general medicine activities under the direct supervision of a Marshall University affiliated preceptor and apply a variety of directly learned concepts to pharmacy practice. Students will be exposed to a variety of learning methods which may include any combination of lecture, learning simulations (lab), hands-on experiences, team interactions, or other methods.

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Students will be assessed by a variety of techniques. Students will be directly evaluated by pharmacy faculty, may have assignments from the preceptors including reading, journal clubs, presentations, and may have to complete multiple projects or reports. Preceptors are provided a scoring rubric to assist in the consistent evaluation of students.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not applicable (see page 1 of application)

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Course syllabus attached.

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Pharmacy Practice

Course Number and Title: PHAR 881 Advanced Pharmacy Practice Experience (APPE - 1) - General Medicine

Catalog Description: Provides students pharmacy experience in a clinical, inpatient, acute care and team-based environment.

Students will be expected to utilize multiple abilities learned throughout the curriculum in order to collect patient-specific information, evaluate and monitor drug therapy, educate patients and/or caregivers, respond to drug information inquiries and function effectively within a team.

Prerequisites: P4 status

First Term Offered: Fall 2015

Credit Hours: 5

Advanced Pharmacy Practice Experience (APPE - 1) General Medicine Syllabus PHAR 881 Fall 2015 and Spring 2016

This syllabus is not to be construed as a contract with the student and is subject to change.*

The School of Pharmacy and faculty reserve the right to change the course syllabus, effective upon the student receiving written notification (e-mail or the Blackboard system) and/or verbal notification during regular experiential course hours.

Materials used in this class may be copyrighted and should not be shared with individuals not enrolled in this course.

Credit Hours	5 credit hours; full-time (200 experiential hours)
Course meeting days & time	M-F – 8 hours per day or as directed by preceptor.
Location	Various Sites/Affiliated institutions
Team Leader / Instructor	Craig A. Kimble, PharmD, MBA, MS, BCACP
Office	CEB 137
Phone	304-696-6014
Email	Craig.kimble@marshall.edu
Office hours	Monday 10 AM – 12 PM or by appointment

Faculty	Email	Office	Phone Number	Office Hours / Appointments accepted?
Robert Stanton, MBA, PharmD, BCPS	rstanton@marshall.edu	CEB 138	304-696-7350	TBA & by appointment

Student: If the instructor accepts appointments, then please email the instructor for availability. The student can expect the instructor to respond to E-mails and phone messages within 72 hours.

Course Description: The general medicine APPE provides students experience in a clinical, acute care / institutional, team-based environment. Students will be expected to utilize abilities learned throughout the pharmacy curriculum in order achieve the goals of the rotation. These tasks include collecting patient-specific information, evaluating and monitoring drug therapy, educating patients or caregivers, responding to drug information inquiries, and functioning effectively within a health care team. Learning will be accomplished through a variety of ways including but not limited to team rounding, written projects, oral presentations, and other pharmacy related tasks.

Prerequisites: P4 Class Standing

Text Books:

Required: None. Preceptors may require and/or recommend additional readings for their rotations. Students are expected to communicate with the preceptor regarding such requirements prior to the start date.

Recommended: Portable Drug Information reference/resource, such as Lexicomp, Micromedex, Drug Facts and Comparisons eAnswers, ePocrates, Clinical Pharmacology, or similar program.

Course Objectives: Upon completion of this experiential course, the student will be able to:

Number	Objective	Linkage to MUSOP Abilities (list ability numbers)	How Assessed
1	Describe the etiology, pathophysiology, clinical presentation, and prevention of common diseases occurring in acute care patients such as but not limited to COPD, asthma, pneumonia, CHF, angina, MI, diabetes, renal failure, HIV, stroke/TIA, anticoagulation, seizures, and hypertension.	6: Assess laboratory data acquired 10: Use foundational knowledge 44: Applies principles of epidemiology and pharmacoepidmiology in practice 67: ID, assesses, and avoids potential medication misadventures	Quizzes, Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
2	Conduct an interview with a patient or caregiver to collect subjective information required for professional functions at the practice site.	1: Critical thinking and problem solving 2: Perform physical assessment 10: Use foundational knowledge 50: Assesses nonverbal communication to determine understanding, agreement, or disagreement. 51: Actively listens 65: Is empathetic during provision of patient care. 67: ID, assesses, and avoids potential medication misadventures	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
3	Given a patient or problem, collect from existing patient/medical records or a health care professional the patient-specific information that is necessary for the task being performed (medication history, physical findings, laboratory tests, and pharmacokinetic and pharmacodynamic data).	1: Critical thinking and problem solving 2: Perform physical assessment 6: Assess laboratory data acquired 10: Use foundational knowledge 67: ID, assesses, and avoids potential medication misadventures	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid, SOAP note(s), Pharmacy Consult(s)/note(s), Documentation of Interventions
4	Given patient-specific information, identify and assess medical and drug-related problems.	1: Critical thinking and problem solving 2: Perform physical assessment 6: Assess laboratory data acquired 7: Select appropriate drug therapy 8: Develop and initiate a therapeutic plan	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

		10: Use foundational knowledge 67: ID, assesses, and avoids potential medication misadventures	
5	Given a problem assessment, design evidence-based treatment (pharmacologic and nonpharmacologic) and monitoring plans for specific patients.	1: Critical thinking and problem solving 5: Individualize patient therapy 6: Assess laboratory data acquired 7: Select appropriate drug therapy 8: Develop and initiate a therapeutic plan 20: Develops care plan sensitive to cultural differences 45: Integrates cost, risk, and benefit considerations into care plans 56: Interprets research findings within the context of current practice 67: ID, assesses, and avoids potential medication misadventures	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid; Documentation of interventions; Case Presentations (informal/formal)
6	Document practice activities consistent with site-specific documentation practices or a SOAP note if no documentation system is in place.	6: Assess laboratory data acquired 7: Select appropriate drug therapy 8: Develop and initiate a therapeutic plan 9: Document professional practice activities	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
7	Provide discharge counseling on expected benefits, risks, administration techniques, and/or adherence strategies.	1: Critical thinking and problem solving 2: Perform physical assessment 45: Integrates cost, risk, and benefit considerations into care plans 64: Provides customer service 65: Is empathetic during provision of patient care 67: ID, assesses, and avoids potential medication misadventures	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid, Documentation of Interventions
8	Given a drug information question, formulate an efficient and effective answer using appropriate sources of drug information.	1: Critical thinking and problem solving 9: Document professional practice activities 10: Use foundational knowledge 52: Communicates through the use of professional written media 54: Provides efficient medical literature searches 55: Evaluates medical literature for the purpose of validity assessment 56: Interprets research findings within the context of current practice	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
9	Given a patient case, prepare and deliver a formal case presentation to a preceptor, pharmacy staff, or other professionals within the pharmacy practice setting.	1: Critical thinking and problem solving 5: Individualize patient therapy 6: Assess laboratory data acquired 7: Select appropriate drug therapy 8: Develop and initiate a therapeutic plan 9: Document professional practice	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

	Include appropriate components and sequence.	activities 10: Use foundational knowledge 20: Develops care plan sensitive to cultural differences 45: Integrates cost, risk, and benefit considerations into care plans 46: Applies education theory to the continued develop of one's self, patients, health practitioners, researchers, and future pharmacists 47: Provide and receives feedback 49: Speaks in public settings 52: Communicates through the use of professional written media 56: Interprets research findings within the context of current practice 67: ID, assesses, and avoids potential medication misadventures	
10	Effectively function as a member of the health care team.	1: Critical thinking and problem solving 9: Document professional practice activities 12: Resolve conflicts so everyone wins 13: ID and resolve ethical dilemmas 14: Build consensus during team interactions 15: Aware of current healthcare and stakeholder stressors 16: Builds consensus during team interactions. 17: Debates and negotiates effectively for the betterment of the team 22: Places professional responsibilities before own cultural beliefs and practices 36: Uses decision making skills to improve the pharmacy profession's standing in healthcare institutions 37: Is credible member of the healthcare team 41: Mentors peers and subordinates 47: Provide and receives feedback 51: Actively listens 52: Communicates through the use of professional written media 56: Interprets research findings within the context of current practice 58: Aware of current political and professional debates 66: Adheres to tenets of patient safety. 67: ID, assesses, and avoids potential medication misadventures	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

11	Given technologies available at the practice setting, effectively perform professional functions.	9: Document professional practice activities 47: Provide and receives feedback 53: Develops and presents continuing education programs 67: ID, assesses, and avoids potential medication misadventures	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
12	Demonstrate acceptable qualities and characteristics of professional behavior for patient and provider communications, appearance and attire, timeliness and commitment, and initiative.	9: Document professional practice activities 12: Resolve conflicts so everyone wins 13: ID and resolve ethical dilemmas 39: Assumes responsible for actions, success, and failures 47: Provide and receives feedback 57: Dresses appropriately for each practice setting. 58: Aware of current political and professional debates 59: Adapts to new practice challenges and environments in a positive manner 61: Self-evaluates for the purpose of CQI 62: Commits to life-long learning 63: Practices lawfully and ethically 66: Reports incidences that threaten patient safety. 67: ID, assesses, and avoids potential medication misadventures	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

Course Evaluation (assessment): Point Distribution

Assessment	Percent of Final Grade
Patient Assessment	10%
Medication Therapy Management (MTM)	40%
Communication Skills	20%
Drug Information	5%
Professionalism, Ethics, Responsibility	5%
Rotation Specific Projects/Assignments	20%
Total	100%

Course Evaluation (grading): Grading for this experiential rotation will be established by the individual preceptor based on the following criteria and associated grading rubric:

- Attendance, attitude, and professionalism
- Ethics and responsibility
- Communication and interpersonal skills
- Presentation of patient and clinical information
- Demonstration of pharmacotherapeutic skills (including patient assessment and monitoring, therapeutic decision-making, and intervention), and integration of basic biomedical, pharmaceutical and clinical science knowledge to optimize patient care outcomes
- Demonstration of critical thinking skills

- Documentation of interventions
- Daily activities
- Case presentation(s)
- Written/oral presentation(s)
- Quizzes/Examination(s)
- Project(s)

Letter grades distribution: A = 89.50 to 100%
 B = 79.50 to less than 89.50%
 C = 69.50 to less than 79.50%
 F = Less than 69.50%

Assignment and examination grades will be posted in Blackboard within 7 days unless otherwise stated.

Attendance policy: All students are expected to adhere to the rotation attendance policy and required to spend a minimum of 40 hours per week at the site.

Tardiness is defined as greater than 10 minutes after expected time of arrival. If greater than 1 tardy then this will be classified as an unexcused absence. On time is defined at work and in place to start tasks.

Unexcused absences are prohibited and may result in failure of course. Each unexcused absence will result in a minimum reduction of 5 percentage points per occurrence; two unexcused absences will result in automatic failure of the course. For excused absences refer to the student handbook.

Absences with Advanced Notice: A student may make a request to be excused from rotation for a qualifying school sponsored or other educational event (e.g. career day).

Absences for Illness/Emergency: In the event that the student may be unexpectedly absent from rotation (e.g. illness, emergency), the student **must immediately notify BOTH the preceptor (by phone) and the Office of Experiential Education (304-696-7350).** Please treat your preceptor as you would an employer and provide notice as soon as possible. In the event that the student must leave a message, (s)he should provide a contact phone number where (s)he may be reached and follow up with an e-mail (if possible) to ensure that the message was received. **Each failure to notify the preceptor AND the school properly will result in (5%) deduction from the rotation grade.**

All missed time (for any reason, with the exception of an approved holiday) must be made up. In the event a student misses more than three (3) days of time during an APPE rotation, they will automatically fail the rotation unless the missed time is made up.

Length of Course: This experiential pharmacy practice will consist of five (8 academic hours) days (40 hours) per week for one five-week duration.

UNIVERSITY POLICIES

University policies regarding Academic Dishonesty, Students with Disabilities, University Computing Services' Acceptable Use, Affirmative Action, and Sexual Harassment can be found at <http://www.marshall.edu/wpmu/academic-affairs/policies/>.

School of Pharmacy Policies

SOCIAL JUSTICE POLICY STATEMENT

Marshall University is committed to bringing about mutual understanding and respect among all individuals and groups at the University. As part of Marshall University, School of Pharmacy has made a commitment to social justice. Therefore, no one will be discriminated against on the basis of race, gender, ethnicity, age, sexual orientation, religion, social class, or differing viewpoints. Each student will be viewed as a valuable member of this class and as the faculty for the course, I will strive to facilitate an atmosphere/learning environment where mutual understanding and respect are actualized.

ACADEMIC, ETHICAL, AND PROFESSIONAL CONDUCT

Student expections for academic, ethical, and professional conduct are defined within the school's [Ethical and Professional Conduct Policy](#) and the university's [Academic Dishonesty Policy](#).

Second Chance and Remediation Policy

Second chance and remediation are mechanisms designed to assist students who have struggled within the classroom environment in demonstrating achievement of classroom and curricular learning outcomes. These processes are described in sections 200.001.003 (Second Chance) and 200.001.004 (Remediation) of the [Academic Standards for Grading, Progressions, Dismissal, and Re-admission Policy](#).

Test Security Policy

In order to ensure the security of all examinations, the School of Pharmacy has adopted the following policies:

1. Test Administration

- A. Non-electronic testing
 - a. Students may not access any electronic equipment during the exam that has not been provided by the faculty, including but not limited to calculators, cell phones, laptops and PDAs.
- B. Electronic testing
 - a. Only those resources (electronic or otherwise) approved by the instructor may be used or accessed during the testing session.
 - b. Students enrolled within courses using electronic testing must download and install the [Respondus Lockdown Browser](#). The installation will require an installation code that must be acquired from Computing Services.

2. Test Review

- A. Students will not be allowed to view any exam without direct supervision of course faculty or site facilitator
- B. Students must review tests within time specified by the course faculty.
- C. Limited numbers of students may be allowed to view the exam at one time depending on office size, space, and faculty preference.

- D. Students will be allowed to review the exam only one time, and time limits may be placed on review as specified by course faculty.
- E. NO notes can be taken by the student while reviewing the test, and students are not allowed to access any electronics while reviewing the tests. NO copies electronic or written!
- F. Individual student printouts for exams are to be retained by the faculty.
- G. Faculty have the right to place further restrictions on test review as deemed necessary.

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: Pharmacy

Dept/Division: Pharmacy Practice

Alpha Designator/Number: PHAR 882

☒ Graded ☐ CR/NC

Contact Person: Glen Anderson, PharmD

Phone: 304-696-2305

NEW COURSE DATA:

New Course Title: Advanced Pharmacy Practice Experience (APPE) - Ambulatory Care / Primary Care

Alpha Designator/Number:

P H A R 8 8 2

Title Abbreviation:

A P P E 2 - A M B C A R E / P R I M C A R E

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

The Amb Care / Prim Care APPE provides students experience in an out-patient care clinically focused practice environment. Students will be expected to utilize abilities learned previously throughout the curriculum in order to perform the following tasks: collect patient-specific information, evaluate and monitor drug therapy, educate patients and caregivers, drug information tasks, and other requirements.

Co-requisite(s): None

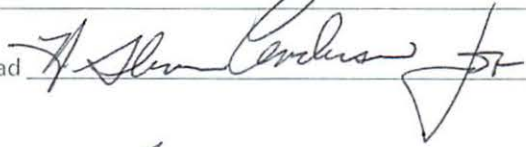
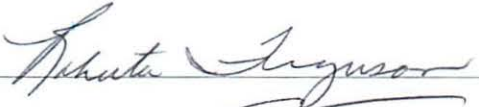


First Term to be Offered: FALL 2015

Prerequisite(s): P4 Status

Credit Hours: 5

Course(s) being deleted in place of this addition (must submit course deletion form): NONE

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head		Date	2/10/15
Registrar	 512001	Date	5/12/15
College Curriculum Chair		Date	2/27/15
Graduate Council Chair		Date	5-5-15

Request for Graduate Course Addition - Page 2

College: Pharmacy

Department/Division: Pharmacy Practice

Alpha Designator/Number: PHAR 882

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Craig Kimble, PharmD, MBA, MS, BCACP

Robert Stanton, PharmD, MBA, BCPS

Institutional based preceptors qualified to teach ambulatory care or primary care.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Yes. Agreements with various inpatient pharmacy sites in multiple states to provide general medicine related experiences. All agreements are on file with the Office of Experiential Learning.

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not applicable.

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached syllabus.

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See attached syllabus.

M-F – 8 hours per day or as directed by preceptor (40 hours / week x 5 weeks)

Rotation blocks are offered throughout the fall and spring semester.

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Not applicable.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

These are advanced practice pharmacy experiences focused on ambulatory care or primary care. The student will participate in a variety of ambulatory care or primary care activities under the direct supervision of a Marshall University affiliated preceptor and apply a variety of directly learned concepts to pharmacy practice. Students will be exposed to a variety of learning methods which may include any combination of lecture, learning simulations (lab), hands on experiences, team interactions, or other methods.

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Students will be assessed by a variety of techniques. Students will be directly evaluated by pharmacy faculty, may have assignments from the preceptors including reading, journal clubs, presentations, and may have to complete multiple projects or reports. Preceptors are provided a scoring rubric to assist in the consistent evaluation of students.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not applicable (see page 1 of application)

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Course syllabus attached.

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Pharmacy Practice

Course Number and Title: PHAR 882 Advanced Pharmacy Practice Experience (APPE - 2) - Ambulatory Care / Primary Care

Catalog Description: The Amb Care / Prim Care APPE provides students experience in an out-patient care clinically focused practice environment. Students will be expected to utilize abilities learned previously throughout the curriculum in order to perform the following tasks: collect patient-specific information, evaluate and monitor drug therapy, educate patients and caregivers, drug information tasks, and other requirements.

Prerequisites: P4 status

First Term Offered: Fall 2015

Credit Hours: 5

**Advanced Pharmacy Practice Experience (APPE - 2)
Ambulatory Care / Primary Care
Syllabus
PHAR 882
Fall 2015 and Spring 2016**

This syllabus is not to be construed as a contract with the student and is subject to change.

The School of Pharmacy and faculty reserve the right to change the course syllabus, effective upon the student receiving written notification (e-mail or the Blackboard system) and/or verbal notification during regular experiential course hours.

Materials used in this class may be copyrighted and should not be shared with individuals not enrolled in this course.

Credit Hours	5 credit hours; full-time (200 experiential hours)
Course meeting days & time	M-F – 8 hours per day or as directed by preceptor.
Location	Various Sites/Affiliated institutions
Team Leader / Instructor	Craig A. Kimble, PharmD, MBA, MS, BCACP
Office	CEB 137
Phone	304-696-6014
Email	Craig.kimble@marshall.edu
Office hours	Monday 10 AM -12 PM or by appointment

Faculty	Email	Office	Phone Number	Office Hours / Appointments accepted?
Robert Stanton, MBA, PharmD, BCPS	rstanton@marshall.edu	CEB 138	304-696-7350	TBA & by appointment

Student: If the instructor accepts appointments, then please email the instructor for availability. The student can expect the instructor to respond to E-mails and phone messages within 72 hours.

Course Description: The Ambulatory Care / Primary Care APPE provides students experience in an out-patient care clinically focused practice environment. Students will be expected to utilize abilities learned previously throughout the curriculum in order to perform the following tasks. Students will collect patient-specific information, evaluate and monitor drug therapy, educate patients and caregivers, respond to drug information inquiries and meet general course objectives and site-specific objectives developed by the preceptor.

Prerequisites: P4 Class Standing

Text Books:

Required: None. Preceptors may require and/or recommend additional readings for their rotations. Students are expected to communicate with the preceptor regarding such requirements prior to the start date.

Recommended: Portable Drug Information reference/resource, such as Lexicomp, Micromedex, ePocrates, Facts and Comparisons eAnswers, Clinical Pharmacology, or similar program.

Course Objectives: Upon completion of this experiential course, the student will be able to:

Number	Objective	Linkage to MUSOP Abilities (list ability numbers)	How Assessed
1	Identify and explain the pathophysiology and pharmacotherapy of common disease states encountered in the ambulatory / primary care setting.	1: Critical thinking and problem skills 10: Use foundational knowledge during the performance of professional duties 44: Applies principles of epidemiology and pharmacoepidmiology in practice	Quizzes, Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
2	Perform and document a thorough patient medication history.	3: Assess illness severity (triage) 6: Assess laboratory data acquired 9: Document professional practice activities 52: Communicates through use of professional written media	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
3	Perform systematic literature/reference searches and reviews to provide pharmacotherapy / drug information to healthcare practitioners verbally and/or in writing.	9: Document professional practice activities 45: Integrates cost, risk, and benefit considerations into care plans 52: Communicates through use of professional written media 54: Perform efficient medical literature searches 55: Evaluate medical literature for the purpose of validity assessment 56: Interprets research findings within the context of current practice	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
4	Demonstrate physical assessment skills as appropriate to guide pharmacotherapeutic decisions.	2: Perform physical assessment 3: Assess illness severity (triage) 48: Counsels patients 50: Assess nonverbal communication 64: Provides customer service. 65: Is empathetic during patient care	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid, SOAP note(s), Pharmacy Consult(s)/note(s), Documentation of Interventions
5	Provide patient-centered care in a collaborative interdisciplinary practice.	1: Critical thinking and problem skills 2: Perform physical assessment 3: Assess illness severity (triage) 4: Administer medications 6: Assess laboratory data acquired	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid, SOAP note(s),

		7: Select appropriate drug therapy 8: Develop and initiate a therapeutic plan 9: Document professional practice activities 12: Resolve conflicts so everyone wins 13: Identify and resolve ethical dilemmas 14: Integrates himself/herself into the healthcare team in a positive manner 15: Aware of current healthcare and stakeholder stressors 20: Develops sensitive care plans incorporating a patients cultural differences 45: Integrates cost, risk, and benefit considerations into care plans 64: Provides customer service 65: Is empathetic during patient care	Pharmacy Consult(s)/note(s), Documentation of Interventions
6	Assess, monitor and document patient adherence and drug therapy outcomes.	2: Perform physical assessment 3: Assess illness severity (triage) 5: Individualize patient therapy (adjust) 6: Assess laboratory data acquired 9: Document professional practice activities 18: Assesses patient health literacy 52: Communicates through use of professional written media 67: Identifies, assesses, and avoids potential medication misadventures 68: Integrates technology and practice to minimize patient risk	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
7	Demonstrate effective communication skills in verbal and written form to health care practitioners and patients.	9: Document professional practice activities 12: Resolve conflicts so everyone wins 13: Identify and resolve ethical dilemmas 14: Integrates himself/herself into the healthcare team in a positive manner 16: Builds consensus during team interactions 17: Debates and negotiates effectively for the betterment of the team 18: Assesses patient health literacy 19: Uses educational techniques or tools to facilitate patient understanding 21: Aware of and follows EEOC standards 37: Is a credible member of the healthcare team 41: Mentors peers and subordinates 45: Integrates cost, risk, and benefit considerations into care plans 47: Provides and receives feedback in the	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

		<p>educational and professional environments</p> <p>48: Counsels patients</p> <p>50: Assess nonverbal communication</p> <p>51: Actively listens</p> <p>52: Communicates through use of professional written media</p> <p>58: Aware of current political and professional debates</p> <p>64: Provides customer service</p> <p>65: Is empathetic during patient care</p> <p>67: Identifies, assesses, and avoids potential medication misadventures</p> <p>68: Integrates technology and practice to minimize patient risk</p> <p>69: Reports incidences that threaten patient safety</p>	
8	Complete rotation specific goals, objectives and projects as determined by the preceptor.	<p>14: Integrates himself/herself into the healthcare team in a positive manner</p> <p>30: Uses third-party payer systems to acquire reimbursement for services</p> <p>48: Counsels patients</p> <p>59: Adapts to new practice challenges and environments in a positive manner</p>	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
9	Demonstrate mature and professional attitudes, habits, values and behaviors.	<p>13: Identify and resolve ethical dilemmas</p> <p>14: Integrates himself/herself into the healthcare team in a positive manner</p> <p>15: Aware of current healthcare and stakeholder stressors</p> <p>22: Places professional responsibilities before own cultural beliefs and prejudices</p> <p>36: Uses decision making skills to improve pharmacy profession's standing</p> <p>38: Demonstrates integrity, competency and dedication to the profession/patient</p> <p>39: Assumes responsible for actions, success, and failures</p> <p>41: Mentors peers and subordinates</p> <p>46: Applies education theory to continued development of one's self, patients, health practitioners, researchers, and future pharmacists</p> <p>57: Dresses appropriately for each practice setting.</p> <p>58: Aware of current political and professional debates.</p> <p>59: Adapts to new practice challenges and environments in a positive manner</p> <p>61: Self-evaluates for the purpose of personal CQI</p>	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

		62: Commits to lifelong learning 63: Practices lawfully and ethically 66: Adheres to tenets of patient safety 70: Performs continuous quality assurance processes.	
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Course Evaluation (assessment): Point Distribution

Assessment	Percent of Final Grade
Professionalism	15%
Drug Information	10%
Verbal and Written Communication Skills	10%
Pharmacotherapeutic Knowledge and Application	20%
Collection of relevant information and monitoring from medical record	10%
Identification of Medication Related Problems, Establishing Goals, and Designing and Implementation of workable treatment Plans	20%
Rotation Specific Projects/Assignments	15%
Total	100%

Course Evaluation (grading): Grading for this experiential rotation will be established by the individual preceptor based on the following criteria and associated grading rubric:

- Attendance, attitude, and professionalism
- Ethics and responsibility
- Communication and interpersonal skills
- Presentation of patient and clinical information
- Demonstration of pharmacotherapeutic skills (including patient assessment and monitoring, therapeutic decision-making, and intervention), and integration of basic biomedical, pharmaceutical and clinical science knowledge to optimize patient care outcomes
- Demonstration of critical thinking skills
- Documentation of interventions
- Daily activities
- Case presentation(s)
- Written/oral presentation(s)
- Quizzes/Examination(s)
- Project(s)

Letter grades distribution: A = 89.50 to 100%
B = 79.50 to less than 89.50%
C = 69.50 to less than 79.50%
F = Less than 69.50%

Assignment and examination grades will be posted in Blackboard within 7 days unless otherwise stated.

Attendance policy: All students are expected to adhere to the rotation attendance policy and required to spend a minimum of 40 hours per week at the site.

Tardiness is defined as greater than 10 minutes after expected time of arrival. If greater than 1 tardy then this will be classified as an unexcused absence. On time is defined at work and in place to start tasks.

Unexcused absences are prohibited and may result in failure of course. Each unexcused absence will result in a minimum reduction of 5 percentage points per occurrence; two unexcused absences will result in automatic failure of the course. For excused absences refer to the student handbook.

Absences with Advanced Notice: A student may make a request to be excused from rotation for a qualifying school sponsored or other educational event (e.g. career day).

Absences for Illness/Emergency: In the event that the student may be unexpectedly absent from rotation (e.g. illness, emergency), the student **must immediately notify BOTH the preceptor (by phone) and the Office of Experiential Education (304-696-7350)**. Please treat your preceptor as you would an employer and provide notice as soon as possible. In the event that the student must leave a message, (s)he should provide a contact phone number where (s)he may be reached and follow up with an e-mail (if possible) to ensure that the message was received. **Each failure to notify the preceptor AND the school properly will result in (5%) deduction from the rotation grade.**

All missed time (for any reason, with the exception of an approved holiday) must be made up. In the event a student misses more than three (3) days of time during an APPE rotation, they will automatically fail the rotation unless the missed time is made up.

Length of Course: This experiential pharmacy practice will consist of five (8 academic hours) days (40 hours) per week for one five-week duration.

UNIVERSITY POLICIES

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ACADEMIC, ETHICAL, AND PROFESSIONAL CONDUCT

Student expections for academic, ethical, and professional conduct are defined within the school's [Ethical and Professional Conduct Policy](#) and the university's [Academic Dishonesty Policy](#).

Second Chance and Remediation Policy

Second chance and remediation are mechanisms designed to assist students who have struggled within the classroom environment in demonstrating achievement of classroom and curricular learning outcomes. These processes are described in sections 200.001.003 (Second Chance) and 200.001.004 (Remediation) of the [Academic Standards for Grading, Progressions, Dismissal, and Re-admission Policy](#).

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In order to ensure the security of all examinations, the School of Pharmacy has adopted the following policies:

1. Test Administration

- A. Non-electronic testing
 - a. Students may not access any electronic equipment during the exam that has not been provided by the faculty, including but not limited to calculators, cell phones, laptops and PDAs.
- B. Electronic testing
 - a. Only those resources (electronic or otherwise) approved by the instructor may be used or accessed during the testing session.
 - b. Students enrolled within courses using electronic testing must download and install the [Respondus Lockdown Browser](#). The installation will require an installation code that must be acquired from Computing Services.

2. Test Review

- A. Students will not be allowed to view any exam without direct supervision of course faculty or site facilitator
- B. Students must review tests within time specified by the course faculty.
- C. Limited numbers of students may be allowed to view the exam at one time depending on office size, space, and faculty preference.
- D. Students will be allowed to review the exam only one time, and time limits may be placed on review as specified by course faculty.
- E. NO notes can be taken by the student while reviewing the test, and students are not allowed to access any electronics while reviewing the tests. NO copies electronic or written!
- F. Individual student printouts for exams are to be retained by the faculty.
- G. Faculty have the right to place further restrictions on test review as deemed necessary.

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: Pharmacy

Dept/Division: Pharmacy Practice

Alpha Designator/Number: PHAR 883

☒ Graded ☐ CR/NC

Contact Person: Glen Anderson, PharmD

Phone: 304-696-2305

NEW COURSE DATA:

New Course Title: Advanced Pharmacy Practice Experience (APPE) - Ambulatory Care / Primary Care

Alpha Designator/Number:

P H A R 8 8 3

Title Abbreviation:

A P P E 3 - A d v a n c e d C o m m u n i t y

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This is a 5-week advanced pharmacy practice experience in a community pharmacy setting that focuses on enhancing a student's ability to provide patient-centered pharmacy care services such as disease management, medication therapy management, preventative health screening, immunizations, specialty compounding, patient education, or other advanced patient care activities.

Co-requisite(s): None

First Term to be Offered: FALL 2015

Prerequisite(s): P4 Status

Credit Hours: 5

Course(s) being deleted in place of this addition (must submit course deletion form): NONE

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head



Date

2/10/15

Registrar

 512001

Date

5/12/15

College Curriculum Chair



Date

2/27/15

Graduate Council Chair



Date

5-5-15

Request for Graduate Course Addition - Page 2

College: Pharmacy

Department/Division: Pharmacy Practice

Alpha Designator/Number: PHAR 883

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Craig Kimble, PharmD, MBA, MS, BCACP

Robert Stanton, PharmD, MBA, BCPS

Institutional based preceptors qualified to teach advanced community practice.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Yes. Agreements with various community pharmacy sites in multiple states to provide general medicine related experiences. All agreements are on file with the Office of Experiential Learning.

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not applicable.

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached syllabus.

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See attached syllabus.

M-F – 8 hours per day or as directed by preceptor (40 hours / week x 5 weeks)

Rotation blocks are offered throughout the fall and spring semester.

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Not applicable.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

These are advanced practice pharmacy experiences focused on advanced community practice. The student will participate in a variety of community practice activities under the direct supervision of a Marshall University affiliated preceptor and apply a variety of directly learned concepts to pharmacy practice. Students will be exposed to a variety of learning methods which may include any combination of lecture, learning simulations (lab), hands on experiences, team interactions, or other methods.

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Students will be assessed by a variety of techniques. Students will be directly evaluated by pharmacy faculty, may have assignments from the preceptors including reading, journal clubs, presentations, and may have to complete multiple projects or reports. Preceptors are provided a scoring rubric to assist in the consistent evaluation of students.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not applicable (see page 1 of application)

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Course syllabus attached.

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Course Number and Title:
Catalog Description:
Prerequisites:
First Term Offered:
Credit Hours:

Department: Pharmacy Practice
Course Number and Title: PHAR 883 Advanced Pharmacy Practice Experience (APPE - 3) - Advanced Community
Catalog Description: The Advanced Community Pharmacy APPE is a 5-week required advanced pharmacy practice experience in an community pharmacy setting that focuses the student experience enhancing a student's ability to provide patient-centered pharmacy care services such as disease management, medication therapy management (MTM), preventative health screening, immunizations, specialty compounding, patient education, or other advanced patient care activities in a community/retail pharmacy setting.
Prerequisites: P4 status
First Term Offered: Fall 2015
Credit Hours: 5

**Advanced Pharmacy Practice Experience (APPE - 3)
Advanced Community Pharmacy Syllabus
PHAR 883
Fall 2015 and Spring 2016**

School of Pharmacy

This syllabus is not to be construed as a contract with the student and is subject to change.

The School of Pharmacy and faculty reserve the right to change the course syllabus, effective upon the student receiving written notification (e-mail or the Blackboard system) and/or verbal notification during regular experiential course hours.

Materials used in this class may be copyrighted and should not be shared with individuals not enrolled in this course.

Credit Hours	5 credit hours; full-time (40 hrs/wk x 5 weeks or 200 experiential hours)
Course meeting days & time	M-F – 8 hours per day or as directed by preceptor.
Location	Various Sites/Affiliated institutions
Team Leader / Instructor	Craig A. Kimble, PharmD, MBA, MS, BCACP
Office	CEB 137
Phone	304-696-6014
Email	Craig.kimble@marshall.edu
Office hours	Monday 10AM-12PM or by appointment

Faculty	Email	Office	Phone Number	Office Hours / Appointments accepted?
Robert Stanton, MBA, PharmD, BCPS	rstanton@marshall.edu	CEB 138	304-696-7350	TBA & by appointment

Student: If the instructor accepts appointments, then please email the instructor for availability. The student can expect the instructor to respond to E-mails and phone messages within 72 hours.

Course Description: The Advanced Community Pharmacy APPE is a 5-week required advanced pharmacy practice experience in an community pharmacy setting that focuses the student experience enhancing a student's ability to provide patient-centered pharmacy care services such as disease management, medication therapy management (MTM), preventative health screening, immunizations, specialty compounding, patient education, or other advanced patient care activities in a community/retail pharmacy setting.

Prerequisites: P4 Class Standing

Text Books:

Required: None. Preceptors may require and/or recommend additional readings for their rotations. Students are expected to communicate with the preceptor regarding such requirements prior to the start date.

Recommended: Portable Drug Information reference/resource, such as Lexicomp, Micromedex, Facts and Comparisons eAnswers, ePocrates, Clinical Pharmacology, or similar program.

Course Objectives: Upon completion of this experiential course, the student will be able to:

Number	Objective	Linkage to MUSOP Abilities (list ability numbers)	How Assessed
1	Prepare, dispense, and/or administer medication prescriptions, new and refill, accurately and appropriately including drug product selection, evaluation, and documentation.	1: Critical thinking and problem solving 3: Assess illness severity (triage) 4: Administer medications 9: Document professional practice activities 23: Execute a patient order or prescription 24: Accurately perform pharmaceutical calculations 30: Uses third-party payer systems to acquire reimbursement for services 31: Manages inventory and inventory turnover 33: Uses and plans for use of technology to improve dispensing efficiency 35: Applies organizational skills and time management 64: Provides customer service 65: Is empathetic during provision of care 66: Adheres to tenets of patient safety 67: ID's, assesses, and avoids potential medication misadventures 68: Integrates technology and practice	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
2	Comply with policies and procedures as well as statutes and regulations affecting pharmacy operations.	9: Document professional practice activities 21: Aware of and follows EEOC standards 22: Places professional responsibilities before own cultural beliefs/ prejudices 26: Manages personnel 27: Uses job acquisition skills effectively 28: Networks as a method of self-marketing 29: Develops business plans 31: Manages inventory and inventory turnover 33: Uses and plans for use of technology to improve dispensing efficiency 35: Applies organizational skills and time management 39: Assumes responsible for actions, success, and failures 41: Mentors peers and subordinates. 46: Applies educational theory to one's	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

		<p>continued self-development</p> <p>57: Dresses appropriately for each practice setting</p> <p>61: Self-evaluates for the purpose of personal CQI</p> <p>62: Commits to life-long learning</p> <p>63: Practices lawfully and ethically</p> <p>68: Integrates technology and practice</p> <p>69: Reports incidents that threaten safety</p> <p>70: Performs cont. quality assurance processes</p>	
3	<p>Establish, maintain, and utilize patient histories and profiles (when available) in order to monitor and evaluate drug therapy as well as identify, prevent and resolve drug-related problems.</p>	<p>1: Critical thinking and problem solving</p> <p>2: Perform physical assessment</p> <p>3: Assess illness severity (triage)</p> <p>4: Administer medications</p> <p>9: Document professional practice activities</p> <p>24: Accurately perform pharmaceutical calculations</p> <p>33: Uses and plans for use of technology to improve dispensing efficiency</p> <p>66: Adheres to tenets of patient safety</p> <p>67: ID's, assesses, and avoids potential medication misadventures</p> <p>68: Integrates technology and practice</p>	<p>Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid</p>
4	<p>Communicate in a professional and effective manner and document recommendations to various health professionals.</p>	<p>9: Document professional practice activities</p> <p>12: Resolve conflicts so everyone wins</p> <p>18: Assesses patient's health literacy</p> <p>28: Networks as a method of self-marketing</p> <p>36: Uses decision making skills to improve pharmacy standing in institution</p> <p>37: Is credible member of the team</p> <p>47: Provides and receives feedback in educational and professional environments</p> <p>50: Assesses nonverbal communication</p> <p>51: Actively listens</p> <p>52: Communicates through professional written media</p> <p>56: Interprets research findings within the context of current practice.</p> <p>58: Aware of current political and professional debates</p> <p>59: Adapts to new practice challenges and environments in a positive manner</p> <p>64: Provides customer service</p> <p>67: ID's, assesses, and avoids potential medication misadventures</p>	<p>Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid</p>

		68: Integrates technology and practice	
5	Communicate (interview, counsel, and educate) with patients about prescription and non-prescription medication use, health awareness, non-drug products, devices and diagnostics in an effective and professional manner.	3: Assess illness severity (triage) 9: Document professional practice activities 12: Resolve conflicts so everyone wins 17: Debates and negotiates effectively 19: Uses educational techniques or tools 22: Places professional responsibilities before own cultural beliefs/ prejudices 38: Deserves public trust due to integrity, competency, and dedication to profession/ patient 43: Provides patient care targeted at improving health care in the community 48: Counsels patients 50: Assesses nonverbal communication 51: Actively listens 52: Communicates through professional written media 64: Provides customer service 65: Is empathetic during provision of care 67: ID's, assesses, and avoids potential medication misadventures	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
6	Retrieve drug information from appropriate sources and utilize it effectively to answer drug information questions.	9: Document professional practice activities 35: Applies organizational skills and time management 52: Communicates through professional written media 54: Performs efficient medical literature searches 55: Evaluates medical literature for validity assessment 56: Interprets research findings within the context of current practice 68: Integrates technology and practice	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
7	Compound special dosage forms using acceptable professional procedures.	24: Accurately perform pharmaceutical calculations 25: Compound oral, topical, rectal, vaginal, parenteral, sterile medication formulations 66: Adheres to tenets of patient safety	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
8	Perform basic physical examination of a patient (e.g., blood pressure, heart rate measurement, blood glucose testing, etc.)	2: Perform physical assessment 3: Assess illness severity (triage) 51: Actively listens 64: Provides customer service 65: Is empathetic during provision of care 68: Integrates technology and practice	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

Course Evaluation (assessment): Point Distribution

Assessment	Percent of Final Grade
Patient Assessment	10%
Medication Therapy Management (MTM)	15%
Medication Preparation and Distribution	30%
Communication Skills	10%
Drug Information	5%
Professionalism, Ethics, and Responsibility	5%
Health System Management	5%
Rotation Specific Projects / Assignments	20%
Total	100%

Course Evaluation (grading): Grading for this experiential rotation will be established by the individual preceptor based on the following criteria and associated grading rubric:

- Attendance, attitude, and professionalism
- Ethics and responsibility
- Communication and interpersonal skills
- Daily activities
- Overall clinical abilities and competency in assessing patients, their medications, and identifying drug-related problems.
- Problem solving
- Patient information / case presentations / in-service(s)
- Preparation and dispensing of medications for patient use
- Project(s) / Assignments
- Intervention documentation

Letter grades distribution: A = 89.50 to 100%

B = 79.50 to less than 89.50%

C = 69.50 to less than 79.50%

F = Less than 69.50%

Assignment and examination grades will be posted in Blackboard within 7 days unless otherwise stated.

Attendance policy: All students are expected to adhere to the rotation attendance policy and required to spend a minimum of 40 hours per week at the site.

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Length of Course: This experiential pharmacy practice will consist of five (8 academic hours) days (40 hours) per week for one five-week duration.

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College: Pharmacy

Dept/Division: Pharmacy Practice

Alpha Designator/Number: PHAR 884

☒ Graded ☐ CR/NC

Contact Person: Glen Anderson, PharmD

Phone: 304-696-2305

NEW COURSE DATA:

New Course Title: Advanced Pharmacy Practice Experience (APPE) - Ambulatory Care / Primary Care

Alpha Designator/Number:

P H A R 8 8 4

Title Abbreviation:

A P P E 4 - A d v . I n s t i t u t i o n a l

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This is a 5-week experiential rotation in an approved health system that prepares the student to function within integrated pharmacy services. Particular emphasis is placed on the preparation, distribution, and control of medications, medication monitoring, and the ability to communicate with other healthcare professionals. This rotation develops competence to function as a staff hospital pharmacist.

Co-requisite(s): None

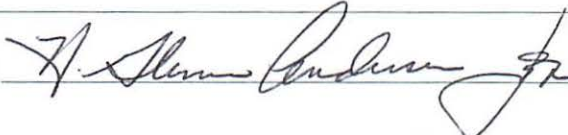


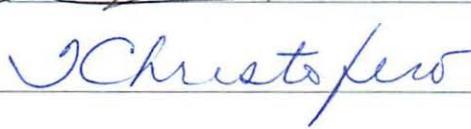
First Term to be Offered: FALL 2015

Prerequisite(s): P4 Status

Credit Hours: 5

Course(s) being deleted in place of this addition (must submit course deletion form): NONE

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head		Date	2/10/15
Registrar	 512001	Date	5/12/15
College Curriculum Chair		Date	2/27/15
Graduate Council Chair		Date	5-5-15

Request for Graduate Course Addition - Page 2

College: Pharmacy

Department/Division: Pharmacy Practice

Alpha Designator/Number: PHAR 884

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Craig Kimble, PharmD, MBA, MS, BCACP

Robert Stanton, PharmD, MBA, BCPS

Institutional based preceptors qualified to teach advanced institutional experiential learning rotations.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Yes. Agreements with various inpatient pharmacy sites in multiple states to provide general medicine related experiences. All agreements are on file with the Office of Experiential Learning.

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not applicable.

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached syllabus.

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See attached syllabus.

M-F – 8 hours per day or as directed by preceptor (40 hours / week x 5 weeks)

Rotation blocks are offered throughout the fall and spring semester.

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Not applicable.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

These are advanced practice pharmacy experiences focused on advanced institutional services. The student will participate in a variety of institutional activities with integrated pharmacy services under the direct supervision of a Marshall University affiliated preceptor and apply a variety of directly learned concepts to pharmacy practice. Students will be exposed to a variety of learning methods which may include any combination of lecture, learning simulations (lab), hands on experiences, team interactions, or other methods.

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Students will be assessed by a variety of techniques. Students will be directly evaluated by pharmacy faculty, may have assignments from the preceptors including reading, journal clubs, presentations, and may have to complete multiple projects or reports. Preceptors are provided a scoring rubric to assist in the consistent evaluation of students.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not applicable (see page 1 of application)

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Course syllabus attached.

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Course Number and Title:
Catalog Description:
Prerequisites:
First Term Offered:
Credit Hours:

Department: Pharmacy Practice
Course Number and Title: PHAR 884 Advanced Pharmacy Practice Experience (APPE - 4) - Advanced Institutional
Catalog Description: The Advanced Institutional Pharmacy Practice Experience (APPE) is a required 5-week experiential rotation in an approved health system that prepares the student to function within a hospital or health-system of integrated pharmacy services. Particular emphasis is placed on the preparation, distribution, and control of medications, medication monitoring, and the ability to communicate with other healthcare professionals. This rotation develops competence to practice in a hospital staffing position. It integrates problem-solving and clinical skills with the basics of inpatient medication distribution, monitoring, and control.
Prerequisites: P4 status
First Term Offered: Fall 2015
Credit Hours: 5

Advanced Pharmacy Practice Experience (APPE - 4)
Advanced Institutional Syllabus
PHAR 884
Fall 2015 and Spring 2016

School of Pharmacy

This syllabus is not to be construed as a contract with the student and is subject to change.

The School of Pharmacy and faculty reserve the right to change the course syllabus, effective upon the student receiving written notification (e-mail or the Blackboard system) and/or verbal notification during regular experiential course hours.

Materials used in this class may be copyrighted and should not be shared with individuals not enrolled in this course.

Credit Hours	5 credit hours; full-time (200 experiential hours)
Course meeting days & time	M-F – 8 hours per day or as directed by preceptor.
Location	Various Sites/Affiliated institutions
Team Leader / Instructor	Craig A. Kimble, PharmD, MBA, MS, BCACP
Office	CEB 137
Phone	304-696-6014
Email	Craig.kimble@marshall.edu
Office hours	Monday 10AM -12PM or by appointment

Faculty	Email	Office	Phone Number	Office Hours / Appointments accepted?
Robert Stanton, MBA, PharmD, BCPS	rstanton@marshall.edu	CEB 138	304-696-7350	TBA & by appointment

Student: If the instructor accepts appointments, then please email the instructor for availability. The student can expect the instructor to respond to E-mails and phone messages within 72 hours.

Course Description: The Advanced Institutional Pharmacy Practice Experience (APPE) is a required 5-week experiential rotation in an approved health system that prepares the student to function within a hospital or health-system of integrated pharmacy services. Particular emphasis is placed on the preparation, distribution, and control of medications, medication monitoring, and the ability to communicate with other healthcare professionals. This rotation develops competence to practice in a hospital staffing position. It integrates problem-solving and clinical skills with the basics of inpatient medication distribution, monitoring, and control.

Prerequisites: P4 Class Standing

Text Books:

Required: None. Preceptors may require and/or recommend additional readings for their rotations. Students are expected to communicate with the preceptor regarding such requirements prior to the start date.

Recommended: Portable Drug Information reference/resource, such as Lexicomp, ePocrates, Clinical Pharmacology, or similar program.

Course Objectives: Upon completion of this experiential course, the student will be able to:

Number	Objective	Linkage to MUSOP Abilities (list ability numbers)	How Assessed
1	Prepare and check original and continuing medication orders accurately and appropriately. This includes drug product selection and evaluation for individual patients, taking into consideration dosing, disease, age, weight, contraindications, allergies, and labs (when appropriate).	1: Critical thinking and problem solving 23: Execute a patient order or prescription 24: Accurately perform pharmaceutical calculations 33: Uses and plans for use of technology to improve dispensing efficiency 35: Applies organizational skills and time management 41: Mentors peers and subordinates 64: Provides customer service 66: Adheres to tenets of patient safety 67: ID's, assesses, and avoids potential medication misadventures 68: Integrates technology and practice to minimize patient risk	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
2	Utilize and maintain patient medication profiles in order to monitor and evaluate drug therapy as well as identify drug-related problems.	1: Critical thinking and problem solving 33: Uses and plans for use of technology to improve dispensing efficiency 64: Provides customer service 66: Adheres to tenets of patient safety 67: ID's, assesses, and avoids potential medication misadventures 68: Integrates technology and practice to minimize patient risk	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
3	Professionally communicate and document recommendations and interventions to various healthcare professionals.	12: Resolve conflicts so everyone wins 17: Debates and negotiates effectively for the betterment of the team 28: Networks as a method of self-marketing 36: Uses decision making skills to improve pharmacy's standing 37: Is a credible member of the healthcare team 47: Provides and receives feedback 49: Speaks in public settings 50: Assess nonverbal communication 51: Actively listens 52: Professionally communicates through the use of professional written media	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

		<p>53: Develops and presents continuing education programs</p> <p>54: Performs efficient medical literature searches</p> <p>55: Evaluates medical literature for the purpose of validity assessment</p> <p>56: Interprets research findings within the context of current practice</p> <p>58: Aware of current political and professional debates</p> <p>59: Adapts to new practice challenges and environments in a positive manner</p> <p>65: Is empathetic in the provision of patient care</p> <p>66: Adheres to tenets of patient safety</p> <p>68: Integrates technology and practice to minimize patient risk</p> <p>69: Reports incidences that threaten patient safety</p>	
4	Demonstrate good aseptic technique to compound sterile dosage forms and IV medications.	<p>25: Compound oral, topical, rectal, vaginal, parental, sterile medication formulations</p> <p>35: Applies organizational skills and time management</p> <p>66: Adheres to tenets of patient safety</p>	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
5	Comply with health system policy and procedures, as well as statutes and regulations affecting general pharmacy operations	<p>26: Manages personnel</p> <p>28: Networks as a method of self-marketing</p> <p>32: Writes and implements cost containment policy (project management)</p> <p>33: Uses and plans for use of technology to improve dispensing efficiency</p> <p>36: Uses decision making skills to improve pharmacy's standing</p> <p>37: Is a credible member of the healthcare team</p> <p>39: Assumes responsible for actions, success, and failures</p> <p>41: Mentors peers and subordinates</p> <p>46: Applies education theory to the continued develop of one's self, patients, health practitioners, researchers, and future pharmacists</p> <p>57: Dresses appropriately for each practice setting</p> <p>59: Adapts to new practice challenges and environments in a positive manner</p> <p>61: Self-evaluates for the purpose of CQI</p>	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

		62: Commits to life-long learning 63: Practices lawfully and ethically 66: Adheres to tenets of patient safety 69: Reports incidences that threaten patient safety 70: Performs continuous quality assurance	
6	Describe the role of the pharmacist on hospital committees that have pharmacist representation and its impact or application on patient care.	17: Debates and negotiates effectively for the betterment of the team 35: Applies organizational skills and time management 36: Uses decision making skills to improve pharmacy's standing 37: Is a credible member of the healthcare team 51: Actively listens 53: Develops and presents continuing education programs 58: Aware of current political and professional debates 59: Adapts to new practice challenges and environments in a positive manner 66: Adheres to tenets of patient safety 69: Reports incidences that threaten patient safety	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
7	Communicate with and educate patients about prescription and non-prescription medications, through completion of medication histories and discharge consultations.	33: Uses and plans for use of technology to improve dispensing efficiency 37: Is a credible member of the healthcare team 38: Deserves the public's trust due to existence of personal integrity, professional competency, and dedication to the profession and patient 50: Assess nonverbal communication 51: Actively listens 52: Professionally communicates through the use of professional written media 64: Provides customer service 65: Is empathetic in the provision of patient care 66: Adheres to tenets of patient safety 67: ID's, assesses, and avoids potential medication misadventures 68: Integrates technology and practice to minimize patient risk	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

Course Evaluation (assessment): Point Distribution

Assessment	Percent of Final Grade
Patient Assessment	5%

Medication Therapy Management (MTM)	10%
Medication Preparation and Distribution	30%
Communication Skills	20%
Drug Information	10%
Professionalism, Ethics, Responsibility	5%
Health System Management	5%
Rotation Specific Projects/Assignments	15%
Total	100%

Course Evaluation (grading): Grading for this experiential rotation will be established by the individual preceptor based on the following criteria and associated grading rubric:

- Attendance, attitude, and professionalism
- Ethics and responsibility
- Communication and interpersonal skills
- Problem solving
- Overall hospital pharmacy skills and abilities (preparation of pharmaceuticals for patient use, competency in making drug therapy recommendations)
- Documentation of interventions
- Daily activities
- Patient information / Case presentation(s)
- In-service(s)/Presentation(s)
- Project(s) / Assignments

Letter grades distribution: A = 89.50 to 100%

B = 79.50 to less than 89.50%

C = 69.50 to less than 79.50%

F = Less than 69.50%

Assignment and examination grades will be posted in Blackboard within 7 days unless otherwise stated.

Attendance policy: All students are expected to adhere to the rotation attendance policy and required to spend a minimum of 40 hours per week at the site.

Tardiness is defined as greater than 10 minutes after expected time of arrival. If greater than 1 tardy then this will be classified as an unexcused absence. On time is defined at work and in place to start tasks.

Unexcused absences are prohibited and may result in failure of course. Each unexcused absence will result in a minimum reduction of 5 percentage points per occurrence; two unexcused absences will result in automatic failure of the course. For excused absences refer to the student handbook.

Absences with Advanced Notice: A student may make a request to be excused from rotation for a qualifying school sponsored or other educational event (e.g. career day).

Absences for Illness/Emergency: In the event that the student may be unexpectedly absent from rotation (e.g. illness, emergency), the student **must immediately notify BOTH the preceptor (by phone) and the Office of Experiential Education (304-696-7350)**. Please treat your preceptor as you would an employer and provide notice as soon as possible. In the event that the student must leave a

message, (s)he should provide a contact phone number where (s)he may be reached and follow up with an e-mail (if possible) to ensure that the message was received. **Each failure to notify the preceptor AND the school properly will result in (5%) deduction from the rotation grade.**

All missed time (for any reason, with the exception of an approved holiday) must be made up. In the event a student misses more than three (3) days of time during an APPE rotation, they will automatically fail the rotation unless the missed time is made up.

Length of Course: This experiential pharmacy practice will consist of five (8 academic hours) days (40 hours) per week for one five-week duration.

UNIVERSITY POLICIES

University policies regarding **Academic Dishonesty, Students with Disabilities, University Computing Services' Acceptable Use, Affirmative Action, and Sexual Harassment** can be found at <http://www.marshall.edu/wpmu/academic-affairs/policies/>.

School of Pharmacy Policies

SOCIAL JUSTICE POLICY STATEMENT

Marshall University is committed to bringing about mutual understanding and respect among all individuals and groups at the University. As part of Marshall University, School of Pharmacy has made a commitment to social justice. Therefore, no one will be discriminated against on the basis of race, gender, ethnicity, age, sexual orientation, religion, social class, or differing viewpoints. Each student will be viewed as a valuable member of this class and as the faculty for the course, I will strive to facilitate an atmosphere/learning environment where mutual understanding and respect are actualized.

ACADEMIC, ETHICAL, AND PROFESSIONAL CONDUCT

Student expections for academic, ethical, and professional conduct are defined within the school's [Ethical and Professional Conduct Policy](#) and the university's [Academic Dishonesty Policy](#).

Second Chance and Remediation Policy

Second chance and remediation are mechanisms designed to assist students who have struggled within the classroom environment in demonstrating achievement of classroom and curricular learning outcomes. These processes are described in sections 200.001.003 (Second Chance) and 200.001.004 (Remediation) of the [Academic Standards for Grading, Progressions, Dismissal, and Re-admission Policy](#).

Test Security Policy

In order to ensure the security of all examinations, the School of Pharmacy has adopted the following policies:

1. Test Administration

A. Non-electronic testing

- a. Students may not access any electronic equipment during the exam that has not been provided by the faculty, including but not limited to calculators, cell phones, laptops and PDAs.
- B. Electronic testing
 - a. Only those resources (electronic or otherwise) approved by the instructor may be used or accessed during the testing session.
 - b. Students enrolled within courses using electronic testing must download and install the [Respondus Lockdown Browser](#). The installation will require an installation code that must be acquired from Computing Services.

2. Test Review

- A. Students will not be allowed to view any exam without direct supervision of course faculty or site facilitator
- B. Students must review tests within time specified by the course faculty.
- C. Limited numbers of students may be allowed to view the exam at one time depending on office size, space, and faculty preference.
- D. Students will be allowed to review the exam only one time, and time limits may be placed on review as specified by course faculty.
- E. NO notes can be taken by the student while reviewing the test, and students are not allowed to access any electronics while reviewing the tests. NO copies electronic or written!
- F. Individual student printouts for exams are to be retained by the faculty.
- G. Faculty have the right to place further restrictions on test review as deemed necessary.

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: Pharmacy

Dept/Division: Pharmacy Practice

Alpha Designator/Number: PHAR 885

☒ Graded ☐ CR/NC

Contact Person: Glen Anderson, PharmD

Phone: 304-696-2305

NEW COURSE DATA:

New Course Title: Advanced Pharmacy Practice Experience (APPE) - Geriatrics

Alpha Designator/Number: P H A R 8 8 5

Title Abbreviation: A P P E S - G e r i a t r i c s

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This is a 5 week experiential rotation that focus on provision of clinical pharmacy services in a variety of settings with a focus on care to the elderly population. These sites may include community pharmacies, specialty clinics, rehabilitation hospitals, skilled nursing facilities (SNFs), home-based consult services, and assisted living facilities (ALFs). A focus is placed on the interdisciplinary care of the geriatric patient.

Co-requisite(s): None

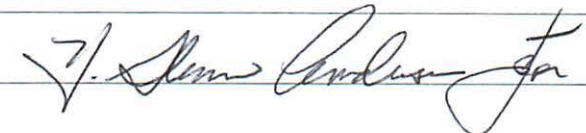



First Term to be Offered: FALL 2015

Prerequisite(s): P4 Status

Credit Hours: 5

Course(s) being deleted in place of this addition (must submit course deletion form): NONE

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head		Date	2/10/15
Registrar	 5/2001	Date	5/12/15
College Curriculum Chair		Date	2/27/15
Graduate Council Chair		Date	5-5-15

Request for Graduate Course Addition - Page 2

College: Pharmacy

Department/Division: Pharmacy Practice

Alpha Designator/Number: PHAR 885

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Craig Kimble, PharmD, MBA, MS, BCACP

Robert Stanton, PharmD, MBA, BCPS

Institutional and community based preceptors qualified to teach geriatric experiential learning rotations.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Yes. Agreements with various inpatient pharmacy sites in multiple states to provide general medicine related experiences. All agreements are on file with the Office of Experiential Learning.

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not applicable.

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached syllabus.

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See attached syllabus.

M-F – 8 hours per day or as directed by preceptor (40 hours / week x 5 weeks)

Rotation blocks are offered throughout the fall and spring semester.

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Not applicable.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

These are advanced practice pharmacy experiences focused on care of the geriatric patient. The student will participate in a variety of pharmacy activities under the direct supervision of a Marshall University affiliated preceptor and apply a variety of directly learned concepts to pharmacy practice. Students will be exposed to a variety of learning methods which may include any combination of lecture, learning simulations (lab), hands on experiences, team interactions, or other methods.

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Students will be assessed by a variety of techniques. Students will be directly evaluated by pharmacy faculty, may have assignments from the preceptors including reading, journal clubs, presentations, and may have to complete multiple projects or reports. Preceptors are provided a scoring rubric to assist in the consistent evaluation of students.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not applicable (see page 1 of application)

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Course syllabus attached.

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Pharmacy Practice

Course Number and Title: PHAR 885 Advanced Pharmacy Practice Experience (APPE - 5) - Geriatrics

Catalog Description: The Geriatrics APPE is a 5 week experiential rotation that focus on provision of clinical pharmacy services in a variety of settings with a focus on care to the elderly population. These sites may include community pharmacies, specialty clinics, rehabilitation hospitals, skilled nursing facilities (SNFs), home-based consult services, and assisted living facilities (ALFs). A focus is placed on the interdisciplinary care of the geriatric population. Student pharmacists will enhance knowledge of how to assess pharmacotherapy and appropriateness of drugs, determine how safely and effectively a patient can self-administer the therapy, and how to implement plans to ensure such safe and effective use. Students will be expected to utilize, refine, and apply his or her knowledge base of pharmacology, pharmacokinetics, pathophysiology, and therapeutics to enhance the quality of pharmaceutical care of the elderly.

Prerequisites: P4 status

First Term Offered: Fall 2015

Credit Hours: 5

Advanced Pharmacy Practice Experience (APPE - 5) Geriatrics Syllabus PHAR 885 Fall 2015 and Spring 2016

School of Pharmacy

This syllabus is not to be construed as a contract with the student and is subject to change.

The School of Pharmacy and faculty reserve the right to change the course syllabus, effective upon the student receiving written notification (e-mail or the Blackboard system) and/or verbal notification during regular experiential course hours.

Materials used in this class may be copyrighted and should not be shared with individuals not enrolled in this course.

Credit Hours	5 credit hours; full-time (200 experiential hours)
Course meeting days & time	M-F – 8 hours per day or as directed by preceptor.
Location	Various Sites/Affiliated institutions
Team Leader / Instructor	Craig A. Kimble, PharmD, MBA, MS, BCACP
Office	CEB 137
Phone	304-696-6014
Email	Craig.kimble@marshall.edu
Office hours	Monday 10AM-12PM or by appointment

Faculty	Email	Office	Phone Number	Office Hours / Appointments accepted?
Robert Stanton, MBA, PharmD, BCPS	rstanton@marshall.edu	CEB 138	304-696-7350	TBA & by appointment

Student: If the instructor accepts appointments, then please email the instructor for availability. The student can expect the instructor to respond to E-mails and phone messages within 72 hours.

Course Description: The Geriatrics APPE is a 5 week experiential rotation that focus on provision of clinical pharmacy services in a variety of settings with a focus on care to the elderly population. These sites may include community pharmacies, specialty clinics, rehabilitation hospitals, skilled nursing facilities (SNFs), home-based consult services, and assisted living facilities (ALFs). A focus is placed on the interdisciplinary care of the geriatric population. Student pharmacists will enhance knowledge of how to assess pharmacotherapy and appropriateness of drugs, determine how safely and effectively a patient can self-administer the therapy, and how to implement plans to ensure such safe and effective use. Students will be expected to utilize, refine, and apply his or her knowledge base of pharmacology, pharmacokinetics, pathophysiology, and therapeutics to enhance the quality of pharmaceutical care of the elderly.

Prerequisites: P4 Class Standing

Text Books:

Required: None. Preceptors may require and/or recommend additional readings for their rotations. Students are expected to communicate with the preceptor regarding such requirements prior to the start date.

Recommended: Portable Drug Information reference/resource, such as Lexicomp, Micromedex, Facts and Comparisons, Clinical Pharmacology, or similar program.

Course Objectives: Upon completion of this experiential course, the student will be able to:

Number	Objective	Linkage to MUSOP Abilities (list ability numbers)	How Assessed
1	Describe the physiologic changes that occur as the result of aging, and discuss how these changes effect the therapeutic drug monitoring and adjustment of medications including medication therapy management (MTM) in the elderly population.	5: Individualize patient therapy (perform therapeutic dose adjustment) 6: Assess lab data during care provision 43: Provides patient care targeted at improving health of the community 44: Applies principles of epidemiology and pharmacoepidmiology in practice 66: Adheres to the tenets of patient safety 67: Identifies, assesses, and avoids potential medication misadventures	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
2	Compare and contrast pharmacotherapy principles in older adults and middle-aged adults.***Potential removal***	5: Individualize patient therapy (perform therapeutic dose adjustment) 6: Assess lab data during care provision 43: Provides patient care targeted at improving health of the community 44: Applies principles of epidemiology and pharmacoepidmiology in practice 66: Adheres to the tenets of patient safety 67: Identifies, assesses, and avoids potential medication misadventures 69: Reports incidences that threaten patient safety	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
3	Identify, resolve, and prevent medication-related problems such as falls and manage medication therapy to ensure that medications are appropriate, safe, effective, and used correctly.	1: Critical thinking and problem solving. 2: Perform physical assessment to resolve MRPs 3: Assess illness severity for triage 5: Individualize patient therapy (perform therapeutic dose adjustment) 6: Assess lab data during care provision' 17: Debates and negotiates effectively for the betterment of the team 20: Develops care plans that are sensitive to and incorporates a patient's cultural differences 37: Is a credible member of the healthcare team 43: Provides patient care targeted at	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

		<p>improving health of the community</p> <p>44: Applies principles of epidemiology and pharmacoepidmiology in practice</p> <p>45: Integrates cost, risk, and benefit considerations into care plans</p> <p>56: Interprets research findings within the context of current practice</p> <p>67: Identifies, assesses, and avoids potential medication misadventures</p> <p>64: Provides customer service</p> <p>65: Is empathetic during patient care</p> <p>66: Adheres to the tenets of patient safety</p> <p>68: Integrates technology and practice to minimize patient risk</p> <p>69: Reports incidences that threaten patient safety</p>	
4	<p>Communicate effectively with patients and/or caregivers to assess the patient's condition(s) and then ensure understanding by the patient and/or caregiver including addressing special conditions in the elderly (decreased hearing, visual impairment, dysphagia, etc).</p>	<p>2: Perform physical assessment to resolve MRPs</p> <p>3: Assess illness severity for triage</p> <p>9: Document professional practice activities</p> <p>12: Resolve conflicts so everyone wins</p> <p>18: Assesses patient health literacy</p> <p>38: Deserves public's trust due to existence of personal integrity, professional competency, and dedication to patient /profession</p> <p>49: Speaks in public settings.</p> <p>50: Assess nonverbal communication to determine understanding, agreement, or disagreement</p> <p>51: Actively listens</p> <p>52: Communicates through use of professional written media</p> <p>56: Interprets research findings within the context of current practice</p> <p>64: Provides customer service</p> <p>65: Is empathetic during patient care</p> <p>66: Adheres to the tenets of patient safety</p> <p>68: Integrates technology and practice to minimize patient risk</p> <p>69: Reports incidences that threaten patient safety</p>	<p>Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid</p>
5	<p>Provide patient education that is culturally sensitive and at the appropriate level of health literacy.</p>	<p>9: Document professional practice activities</p> <p>12: Resolve conflicts so everyone wins</p> <p>18: Assesses patient health literacy</p> <p>19: Uses educational techniques or tools to facilitate patient understanding of care</p>	<p>Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid</p>

		<p>20: Develops care plans that are sensitive to and incorporates a patient's cultural differences</p> <p>37: Is a credible member of the healthcare team</p> <p>38: Deserves public's trust due to existence of personal integrity, professional competency, and dedication to pt./profession</p> <p>43: Provides patient care targeted at improving health of the community</p> <p>49: Speaks in public settings</p> <p>50: Assess nonverbal communication to determine understanding, agreement, or disagreement</p> <p>51: Actively listens</p> <p>52: Communicates through use of professional written media</p> <p>64: Provides customer service</p> <p>65: Is empathetic during patient care</p> <p>66: Adheres to the tenets of patient safety</p> <p>68: Integrates technology and practice to minimize patient risk</p>	
6	Communicate relevant, concise, comprehensive, and timely information through oral and written communication in a clear manner using appropriate terminology and vocabulary for healthcare professionals.	<p>9: Document professional practice activities</p> <p>12: Resolve conflicts so everyone wins</p> <p>17: Debates and negotiates effectively for the betterment of the team</p> <p>37: Is a credible member of the healthcare team</p> <p>49: Speaks in public settings</p> <p>50: Assess nonverbal communication to determine understanding, agreement, or disagreement</p> <p>51: Actively listens</p> <p>52: Communicates through use of professional written media</p> <p>66: Adheres to the tenets of patient safety</p> <p>67: Identifies, assesses, and avoids potential medication misadventures</p> <p>68: Integrates technology and practice to minimize patient risk</p> <p>69: Reports incidences that threaten patient safety</p>	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
7	Utilize appropriate drug reference sources (electronic and printed) to retrieve drug-related information to identify, resolve, and prevent	<p>9: Document professional practice activities</p> <p>52: Communicates through use of professional written media</p> <p>54: Performs efficient medical literature</p>	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

	drug-related problems.	<p>searches</p> <p>55: Evaluates medical literature for purpose of validity assessment</p> <p>56: Interprets research findings within the context of current practice</p> <p>67: Identifies, assesses, and avoids potential medication misadventures</p> <p>68: Integrates technology and practice to minimize patient risk</p>	
8	Discuss the pathophysiology, signs, symptoms, and treatment options for common diseases seen in older adults.	<p>1: Critical thinking and problem solving</p> <p>6: Assess lab data during care provision</p> <p>37: Is a credible member of the healthcare team</p> <p>44: Applies principles of epidemiology and pharmacoepidmiology in practice.</p> <p>56: Interprets research findings within the context of current practice</p> <p>67: Identifies, assesses, and avoids potential medication misadventures</p>	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
9	Describe the clinical pharmacology of commonly used medications in older adults.	<p>37: Is a credible member of the healthcare team</p> <p>44: Applies principles of epidemiology and pharmacoepidmiology in practice</p> <p>56: Interprets research findings within the context of current practice</p> <p>66: Adheres to the tenets of patient safety</p> <p>67: Identifies, assesses, and avoids potential medication misadventures</p>	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
10	Describe the role and function of the clinical pharmacist as a member of the geriatric health care team, serve as part of this team, participate in quality improvement efforts, and demonstrate professionalism as part of this team.	<p>4: Administer medications</p> <p>5: Individualize patient therapy (perform therapeutic dose adjustment)</p> <p>6: Assess lab data during care provision</p> <p>9: Document professional practice activities</p> <p>12: Resolve conflicts so everyone wins</p> <p>17: Debates and negotiates effectively for the betterment of the team</p> <p>21: Aware of and follows EEOC standards</p> <p>22: Places professional responsibilities before own cultural beliefs and prejudices</p> <p>36: Uses decision making skills to improve the pharmacy profession's standing in healthcare institutions</p> <p>37: Is a credible member of the healthcare team</p> <p>39: Assumes responsible for actions, success, and failures</p>	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

		41: Mentors peers and subordinates. 43: Provides patient care targeted at improving health of the community 49: Speaks in public settings 51: Actively listens 57: Dresses appropriately for practice setting 58: Aware of current political and professional debates 59: Adapts to new practice challenges and environments in a positive manner 61: Self evaluates for personal CQI 62: Commits to life-long learning 66: Adheres to the tenets of patient safety 67: Identifies, assesses, and avoids potential medication misadventures 68: Integrates technology and practice to minimize patient risk 69: Reports incidences that threaten patient safety 70: Performs continuous quality assurance processes	
11	Discuss the various federal and state rules and regulations pertaining to the provision of pharmaceutical services to patients in various geriatric settings.	4: Administer medications 9: Document professional practice activities 63: Practices lawfully and ethically 66: Adheres to the tenets of patient safety 68: Integrates technology and practice to minimize patient risk 69: Reports incidences that threaten patient safety 70: Performs continuous quality assurance processes	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

Course Evaluation (assessment): Point Distribution

Assessment	Percent of Final Grade
Professionalism	15%
Drug Information	10%
Verbal and Written Communication Skills Including Presentation	15%
Pharmacotherapeutic Knowledge and Application (including specific readings)	20%
Collection of relevant information and monitoring from medical record	15%
Identification of Medication Related Problems, Establishing Goals, and Designing and Implementation of workable treatment Plans	15%
Rotation Specific Projects/Assignments	10%
Total	100%

Course Evaluation (grading): Grading for this experiential rotation will be established by the individual preceptor based on the following criteria and associated grading rubric:

- Attendance, attitude, and professionalism
- Ethics and responsibility
- Communication and interpersonal skills
- Demonstration of pharmacotherapeutic skills (including patient assessment and monitoring, therapeutic decision-making, and intervention), and integration of basic biomedical, pharmaceutical and clinical science knowledge to optimize patient care outcomes in the geriatric population
- Demonstration of critical thinking skills
- Documentation of interventions
- Daily activities
- Formal case presentation(s)
- Medication use evaluations
- Journal club review
- In-service programs
- Drug information
- Patient education materials
- Herbal monographs/ Drug Monographs
- Clinical practice protocol development
- Written/oral presentation(s)
- Project(s)

Letter grades distribution: A = 89.50 to 100%
 B = 79.50 to less than 89.50%
 C = 69.50 to less than 79.50%
 F = Less than 69.50%

Assignment and examination grades will be posted in Blackboard within 7 days unless otherwise stated.

Attendance policy: All students are expected to adhere to the rotation attendance policy and required to spend a minimum of 40 hours per week at the site.

Tardiness is defined as greater than 10 minutes after expected time of arrival. If greater than 1 tardy then this will be classified as an unexcused absence. On time is defined at work and in place to start tasks.

Unexcused absences are prohibited and may result in failure of course. Each unexcused absence will result in a minimum reduction of 5 percentage points per occurrence; two unexcused absences will result in automatic failure of the course. For excused absences refer to the student handbook.

Absences with Advanced Notice: A student may make a request to be excused from rotation for a qualifying school sponsored or other educational event (e.g. career day).

Absences for Illness/Emergency: In the event that the student may be unexpectedly absent from rotation (e.g. illness, emergency), the student **must immediately notify BOTH the preceptor (by phone) and the Office of Experiential Education (304-696-7350)**. Please treat your preceptor as you would an employer and provide notice as soon as possible. In the event that the student must leave a message, (s)he should provide a contact phone number where (s)he may be reached and follow up with an e-mail (if possible) to ensure that the message was received. **Each failure to notify the preceptor AND the school properly will result in (5%) deduction from the rotation grade.**

All missed time (for any reason, with the exception of an approved holiday) must be made up. In the event a student misses more than three (3) days of time during an APPE rotation, they will automatically fail the rotation unless the missed time is made up.

Length of Course: This experiential pharmacy practice will consist of five (8 academic hours) days (40 hours) per week for one five-week duration.

UNIVERSITY POLICIES

University policies regarding **Academic Dishonesty, Students with Disabilities, University Computing Services' Acceptable Use, Affirmative Action, and Sexual Harassment** can be found at <http://www.marshall.edu/wpmu/academic-affairs/policies/>.

School of Pharmacy Policies

SOCIAL JUSTICE POLICY STATEMENT

Marshall University is committed to bringing about mutual understanding and respect among all individuals and groups at the University. As part of Marshall University, School of Pharmacy has made a commitment to social justice. Therefore, no one will be discriminated against on the basis of race, gender, ethnicity, age, sexual orientation, religion, social class, or differing viewpoints. Each student will be viewed as a valuable member of this class and as the faculty for the course, I will strive to facilitate an atmosphere/learning environment where mutual understanding and respect are actualized.

ACADEMIC, ETHICAL, AND PROFESSIONAL CONDUCT

Student expections for academic, ethical, and professional conduct are defined within the school's [Ethical and Professional Conduct Policy](#) and the university's [Academic Dishonesty Policy](#).

Second Chance and Remediation Policy

Second chance and remediation are mechanisms designed to assist students who have struggled within the classroom environment in demonstrating achievement of classroom and curricular learning outcomes. These processes are described in sections 200.001.003 (Second Chance) and 200.001.004 (Remediation) of the [Academic Standards for Grading, Progressions, Dismissal, and Re-admission Policy](#).

Test Security Policy

In order to ensure the security of all examinations, the School of Pharmacy has adopted the following policies:

1. Test Administration

A. Non-electronic testing

- a. Students may not access any electronic equipment during the exam that has not been provided by the faculty, including but not limited to calculators, cell phones, laptops and PDAs.

B. Electronic testing

- a. Only those resources (electronic or otherwise) approved by the instructor may be used or accessed during the testing session.
- b. Students enrolled within courses using electronic testing must download and install the [Respondus Lockdown Browser](#). The installation will require an installation code that must be acquired from Computing Services.

2. Test Review

- A. Students will not be allowed to view any exam without direct supervision of course faculty or site facilitator
- B. Students must review tests within time specified by the course faculty.
- C. Limited numbers of students may be allowed to view the exam at one time depending on office size, space, and faculty preference.
- D. Students will be allowed to review the exam only one time, and time limits may be placed on review as specified by course faculty.
- E. NO notes can be taken by the student while reviewing the test, and students are not allowed to access any electronics while reviewing the tests. NO copies electronic or written!
- F. Individual student printouts for exams are to be retained by the faculty.
- G. Faculty have the right to place further restrictions on test review as deemed necessary.

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: Pharmacy

Dept/Division: Pharmacy Practice

Alpha Designator/Number: PHAR 886

☒ Graded ☐ CR/NC

Contact Person: Glen Anderson, PharmD

Phone: 304-696-2305

NEW COURSE DATA:

New Course Title: Advanced Pharmacy Practice Experience (APPE) - Diverse Populations

Alpha Designator/Number: P H A R 8 8 6

Title Abbreviation: A P P E 6 - D i v e r s e P o p u l a t i o n s

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This is a 5-week required advanced pharmacy practice experience in a community, ambulatory, or other pharmacy setting to a medically under-served population. Students will utilize a variety of skills obtained throughout the curriculum. A focus will be providing care in a culturally sensitive, compassionate, community-oriented, and effective way to a diverse, ethnic, rural, poor, and/or indigent population(s).

Co-requisite(s): None

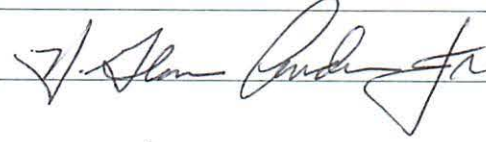



First Term to be Offered: FALL 2015

Prerequisite(s): P4 Status

Credit Hours: 5

Course(s) being deleted in place of this addition (must submit course deletion form): NONE

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head 	Date <u>2/10/15</u>
Registrar  5/2001	Date <u>5/12/15</u>
College Curriculum Chair 	Date <u>2/27/15</u>
Graduate Council Chair 	Date <u>5-5-15</u>

Request for Graduate Course Addition - Page 2

College: Pharmacy

Department/Division: Pharmacy Practice

Alpha Designator/Number: PHAR 885

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Craig Kimble, PharmD, MBA, MS, BCACP

Robert Stanton, PharmD, MBA, BCPS

Institutional and community based preceptors qualified to teach diverse populations experiential learning rotations.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Yes. Agreements with various inpatient pharmacy sites in multiple states to provide general medicine related experiences. All agreements are on file with the Office of Experiential Learning.

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not applicable.

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached syllabus.

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See attached syllabus.

M-F – 8 hours per day or as directed by preceptor (40 hours / week x 5 weeks)

Rotation blocks are offered throughout the fall and spring semester.

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Not applicable.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

These are advanced practice pharmacy experiences focused on care of diverse populations. The student will participate in a variety of pharmacy activities under the direct supervision of a Marshall University affiliated preceptor and apply a variety of directly learned concepts to pharmacy practice. Students will be exposed to a variety of learning methods which may include any combination of lecture, learning simulations (lab), hands on experiences, team interactions, or other methods.

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Students will be assessed by a variety of techniques. Students will be directly evaluated by pharmacy faculty, may have assignments from the preceptors including reading, journal clubs, presentations, and may have to complete multiple projects or reports. Preceptors are provided a scoring rubric to assist in the consistent evaluation of students.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not applicable (see page 1 of application)

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Course syllabus attached.

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Pharmacy Practice

Course Number and Title: PHAR 886 Advanced Pharmacy Practice Experience (APPE - 6) - Diverse Populations

Catalog Description: The Diverse Populations Pharmacy APPE is a 5-week required advanced pharmacy practice experience in a community, ambulatory, or other pharmacy setting to a medically under-served population. The experiential rotation focuses the student experience on providing patient-centered pharmacy care services such as disease management, medication therapy management (MTM), preventative health screenings, immunizations, specialty compounding, patient education, or other advanced patient care activities to this and other populations. A focus will be providing care in a culturally sensitive, compassionate, community-oriented, and effective way to a diverse, ethnic, rural, poor, and/or indigent population(s).

Prerequisites: P4 status

First Term Offered: Fall 2015

Credit Hours: 5

**Advanced Pharmacy Practice Experience (APPE - 6)
Diverse Populations
Syllabus
PHAR 886
Fall 2015 and Spring 2016**

This syllabus is not to be construed as a contract with the student and is subject to change.

The School of Pharmacy and faculty reserve the right to change the course syllabus, effective upon the student receiving written notification (e-mail or the Blackboard system) and/or verbal notification during regular experiential course hours.

Materials used in this class may be copyrighted and should not be shared with individuals not enrolled in this course.

Credit Hours	5 credit hours; full-time (200 experiential hours)
Course meeting days & time	M-F – 8 hours per day or as directed by preceptor.
Location	Various Sites/Affiliated institutions
Team Leader / Instructor	Craig A. Kimble, PharmD, MBA, MS, BCACP
Office	CEB 137
Phone	304-696-6014
Email	Craig.kimble@marshall.edu
Office hours	Monday 10-11 AM or by appointment

Faculty	Email	Office	Phone Number	Office Hours / Appointments accepted?
Robert Stanton, MBA, PharmD, BCPS	rstanton@marshall.edu	CEB 138	304-696-7350	TBA & by appointment

Student: If the instructor accepts appointments, then please email the instructor for availability. The student can expect the instructor to respond to E-mails and phone messages within 72 hours.

Course Description: The Diverse Populations Pharmacy APPE is a 5-week required advanced pharmacy practice experience in a community, ambulatory, or other pharmacy setting to a medically underserved population. The experiential rotation focuses the student experience on providing patient-centered pharmacy care services such as disease management, medication therapy management (MTM), preventative health screenings, immunizations, specialty compounding, patient education, or other advanced patient care activities to this and other populations. A focus will be providing care in a culturally sensitive, compassionate, community-oriented, and effective way to a diverse, ethnic, rural, poor, and/or indigent population(s).

Prerequisites: P4 Class Standing

Text Books:

Required: None. Preceptors may require and/or recommend additional readings for their rotations. Students are expected to communicate with the preceptor regarding such requirements prior to the start date.

Recommended: Portable Drug Information reference/resource, such as Lexicomp, ePocrates, Clinical Pharmacology, or similar program.

Course Objectives: Upon completion of this experiential course, the student will be able to:

Number	Objective	Linkage to MUSOP Abilities (list ability numbers)	How Assessed
1	Identify and explain the pathophysiology and pharmacotherapy of common disease states encountered in the targeted diverse population (poor, rural, indigent, ethnic, etc.).	1: Critical thinking and problem solving 5: Individualize patient therapy (dosage adjustment) 6: Assess lab data during the course of care provision 37: Is a credible member of the healthcare team 44: Applies principles of epidemiology and pharmacoepidmiology in practice 56: Interprets research findings within the context of current practice 61: Self-evaluates for the purpose of personal CQI 62: Commits to life-long learning	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
2	Identify health disparities specific to the applicable diverse population setting(s) including access to health care, immunization rates in children and adults, injury, mental health, obesity and its relation to diabetes mellitus, pregnancy, STDs, substance abuse, and tobacco use.	1: Critical thinking and problem solving. 3: Assess illness severity for purpose of triage 4: Administer medications 18: Assesses patient health literacy 20: Develops care plans that are sensitive to and incorporates a patient's cultural differences 43: Provides patient care targeted at improving the health of the community 44: Applies principles of epidemiology and pharmacoepidmiology in practice 65: Is empathetic during provision of patient care 67: Identifies, assesses, and avoids potential medication misadventures	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
3	Identify strategies for overcoming barriers to the provision of health care to patients in the applicable diverse population setting(s).	1: Critical thinking and problem solving. 4: Administer medications 5: Individualize patient therapy (dosage adjustment) 6: Assess lab data during the course of care provision 12: Resolve conflicts in such a way that everyone wins 17: Debates and negotiates effectively for	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

		<p>the betterment of the team</p> <p>18: Assesses patient health literacy</p> <p>20: Develops care plans that are sensitive to and incorporates a patient's cultural differences</p> <p>22: Places professional responsibilities before own cultural beliefs and prejudices</p> <p>37: Is a credible member of the healthcare team</p> <p>43: Provides patient care targeted at improving the health of the community</p> <p>45: Integrate cost, risk, and benefit considerations into care plans</p> <p>56: Interprets research findings within the context of current practice</p> <p>64: Provides customer service</p> <p>65: Is empathetic during provision of patient care</p> <p>66: Adheres to tenets of patient safety</p> <p>67: Identifies, assesses, and avoids potential medication misadventures</p> <p>68: Integrates technology and practice to minimize patient risk</p>	
4	Demonstrate cultural competence through interactions with other health providers, support staff, and patients in the applicable diverse population setting(s).	<p>2: Perform physical assessment for the purpose of identifying medication misadventures or diagnosis of common ailments</p> <p>3: Assess illness severity for purpose of triage</p> <p>12: Resolve conflicts in such a way that everyone wins</p> <p>18: Assesses patient health literacy</p> <p>20: Develops care plans that are sensitive to and incorporates a patient's cultural differences</p> <p>22: Places professional responsibilities before own cultural beliefs and prejudices</p> <p>36: Uses decision making skills to improve the pharmacy profession's standing in healthcare institutions</p> <p>37: Is a credible member of the healthcare team</p> <p>39: Assumes responsible for actions, success, and failures</p> <p>45: Integrate cost, risk, and benefit considerations into care plans</p> <p>50: Assesses nonverbal communication to determine understanding, agreement, or disagreement</p> <p>51: Actively listens</p>	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

		<p>52: Communicates through the use of professional written media</p> <p>56: Interprets research findings within the context of current practice</p> <p>57: Dresses appropriately for practice setting</p> <p>59: Aware of current political and professional debates</p> <p>62: Commits to life-long learning</p> <p>63: Practices lawfully and ethically</p> <p>64: Provides customer service</p> <p>65: Is empathetic during provision of patient care</p> <p>66: Adheres to tenets of patient safety</p> <p>67: Identifies, assesses, and avoids potential medication misadventures</p> <p>68: Integrates technology and practice to minimize patient risk</p> <p>69: Report incidences that threaten patient safety</p>	
5	<p>Communicate (interview, counsel, and educate) with patients or caregivers about prescription and non-prescription medication use, health awareness, non-drug products, devices and diagnostics in a compassionate, culturally sensitive, effective and professional manner.</p>	<p>2: Perform physical assessment for the purpose of identifying medication misadventures or diagnosis of common ailments</p> <p>3: Assess illness severity for purpose of triage</p> <p>4: Administer medications</p> <p>5: Individualize patient therapy (dosage adjustment)</p> <p>6: Assess lab data during the course of care provision</p> <p>9: Document professional practice activities</p> <p>12: Resolve conflicts in such a way that everyone wins</p> <p>17: Debates and negotiates effectively for the betterment of the team</p> <p>18: Assesses patient health literacy</p> <p>19: Uses educational techniques or tools to facilitate patient understanding of care</p> <p>20: Develops care plans that are sensitive to and incorporates a patient's cultural differences</p> <p>21: Aware of and follows EEOC standards</p> <p>22: Places professional responsibilities before own cultural beliefs and prejudices</p> <p>37: Is a credible member of the healthcare team</p> <p>38: Deserves the public's trust due to existence of personal integrity, professional</p>	<p>Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid</p>

		<p>competency, and dedication to the professional and patient</p> <p>43: Provides patient care targeted at improving the health of the community</p> <p>45: Integrate cost, risk, and benefit considerations into care plans</p> <p>50: Assesses nonverbal communication to determine understanding, agreement, or disagreement</p> <p>51: Actively listens</p> <p>52: Communicates through the use of professional written media</p> <p>58: Aware of current political and professional debates</p> <p>59: Adapts positively to new practice challenges</p> <p>61: Self-evaluates for the purpose of personal CQI</p> <p>64: Provides customer service</p> <p>65: Is empathetic during provision of patient care</p> <p>66: Adheres to tenets of patient safety</p> <p>67: Identifies, assesses, and avoids potential medication misadventures</p> <p>68: Integrates technology and practice to minimize patient risk</p> <p>69: Report incidences that threaten patient safety</p>	
6	Retrieve drug information from appropriate sources and utilize it effectively to answer drug information questions.	<p>9: Document professional practice activities</p> <p>52: Communicates through the use of professional written media</p> <p>54: Perform efficient medical literature searches</p> <p>55: Evaluated medical literature for the purpose of validity assessment</p> <p>56: Interprets research findings within the context of current practice</p> <p>68: Integrates technology and practice to minimize patient risk</p>	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
7	Compound special dosage forms using acceptable professional procedures as applicable to diverse populations.	<p>5: Individualize patient therapy (dosage adjustment)</p> <p>9: Document professional practice activities</p> <p>64: Provides customer service</p> <p>66: Adheres to tenets of patient safety</p> <p>69: Report incidences that threaten patient safety</p> <p>70: Performs quality assurance processes</p>	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
8	Perform basic physical	2: Perform physical assessment for the	Preceptor Evaluation

	examination of a patient (e.g., blood pressure, heart rate measurement, blood glucose testing, etc.) in a culturally sensitive, compassionate, and caring manner.	<p>purpose of identifying medication misadventures or diagnosis of common ailments</p> <p>3: Assess illness severity for purpose of triage</p> <p>6: Assess lab data during the course of care provision</p> <p>9: Document professional practice activities</p> <p>18: Assesses patient health literacy</p> <p>19: Uses educational techniques or tools to facilitate patient understanding of care</p> <p>50: Assesses nonverbal communication to determine understanding, agreement, or disagreement</p> <p>51: Actively listens</p> <p>64: Provides customer service</p> <p>65: Is empathetic during provision of patient care</p> <p>67: Identifies, assesses, and avoids potential medication misadventures</p> <p>69: Report incidences that threaten patient safety</p>	of Educational Activities using a Rubric Scoring Aid
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Course Evaluation (assessment): Point Distribution

Assessment	Percent of Final Grade
Patient Assessment	10%
Medication Therapy Management (MTM)	15%
Medication Preparation and Distribution	30%
Communication Skills	10%
Drug Information	5%
Professionalism, Ethics, and Responsibility	10%
Rotation Specific Projects / Assignments	20%
Total	100%

Course Evaluation (grading): Grading for this experiential rotation will be established by the individual preceptor based on the following criteria and associated grading rubric:

- Attendance, attitude, and professionalism
- Ethics and responsibility
- Communication and interpersonal skills
- Daily activities
- Overall clinical abilities and competency in assessing patients, their medications, and identifying drug-related problems.
- Problem solving
- Patient information / case presentations / in-service(s)
- Preparation and dispensing of medications for patient use
- Project(s) / Assignments
- Intervention documentation

Letter grades distribution: A = 89.50 to 100%
B = 79.50 to less than 89.50%
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Assignment and examination grades will be posted in Blackboard within 7 days unless otherwise stated.

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All missed time (for any reason, with the exception of an approved holiday) must be made up. In the event a student misses more than three (3) days of time during an APPE rotation, they will automatically fail the rotation unless the missed time is made up.

Length of Course: This experiential pharmacy practice will consist of five (8 academic hours) days (40 hours) per week for one five-week duration.

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justice. Therefore, no one will be discriminated against on the basis of race, gender, ethnicity, age, sexual orientation, religion, social class, or differing viewpoints. Each student will be viewed as a valuable member of this class and as the faculty for the course, I will strive to facilitate an atmosphere/learning environment where mutual understanding and respect are actualized.

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In order to ensure the security of all examinations, the School of Pharmacy has adopted the following policies:

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 - a. Students may not access any electronic equipment during the exam that has not been provided by the faculty, including but not limited to calculators, cell phones, laptops and PDAs.
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- C. Limited numbers of students may be allowed to view the exam at one time depending on office size, space, and faculty preference.
- D. Students will be allowed to review the exam only one time, and time limits may be placed on review as specified by course faculty.
- E. NO notes can be taken by the student while reviewing the test, and students are not allowed to access any electronics while reviewing the tests. NO copies electronic or written!
- F. Individual student printouts for exams are to be retained by the faculty.
- G. Faculty have the right to place further restrictions on test review as deemed necessary.

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: Pharmacy

Dept/Division: Pharmacy Practice

Alpha Designator/Number: PHAR 887

☒ Graded ☐ CR/NC

Contact Person: Glen Anderson, PharmD

Phone: 304-696-2305

NEW COURSE DATA:

New Course Title: Advanced Pharmacy Practice Experience (APPE) - Geriatrics

Alpha Designator/Number:

P H A R 8 8 7

Title Abbreviation:

A P P E 7 & 8 - E l e c t i v e s

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

The APPE general elective(s) are 5 week experiential rotation(s) that will give the students the opportunity to participate in a variety of pharmacy practice experiences, depending on the rotation site and practice setting, related to direct patient care, supportive patient care, or not related to patient care. Students must complete 2 elective rotations.

Co-requisite(s): None

First Term to be Offered: FALL 2015

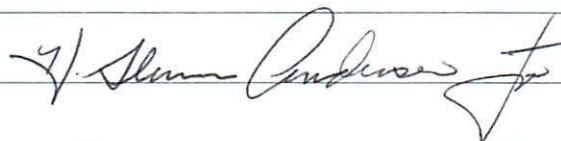
Prerequisite(s): P4 Status

Credit Hours: 5

Course(s) being deleted in place of this addition (must submit course deletion form): NONE

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

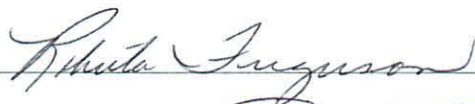
Dept. Chair/Division Head



Date

2/10/15

Registrar



5/20/15

Date

5/12/15

College Curriculum Chair



Date

2/27/15

Graduate Council Chair



Date

5-5-15

Request for Graduate Course Addition - Page 2

College: Pharmacy

Department/Division: Pharmacy Practice

Alpha Designator/Number: PHAR 887

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Craig Kimble, PharmD, MBA, MS, BCACP

Robert Stanton, PharmD, MBA, BCPS

Approved preceptors qualified to teach elective experiential learning rotations in a variety of specialty practice areas.

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Yes. Agreements with various inpatient pharmacy sites in multiple states to provide general medicine related experiences. All agreements are on file with the Office of Experiential Learning.

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not applicable.

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached syllabus.

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See attached syllabus.

M-F – 8 hours per day or as directed by preceptor (40 hours / week x 5 weeks)

Rotation blocks are offered throughout the fall and spring semester.

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

Not applicable.

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

These are advanced practice pharmacy elective experiences focused on specialty areas of pharmacy practice. The student will participate in a variety of pharmacy activities under the direct supervision of a Marshall University affiliated preceptor and apply a variety of directly learned concepts to pharmacy practice. Students will be exposed to a variety of learning methods which may include any combination of lecture, learning simulations (lab), hands on experiences, team interactions, or other methods.

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

Students will be assessed by a variety of techniques. Students will be directly evaluated by pharmacy faculty, may have assignments from the preceptors including reading, journal clubs, presentations, and may have to complete multiple projects or reports. Preceptors are provided a scoring rubric to assist in the consistent evaluation of students.

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

Not applicable (see page 1 of application)

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

Course syllabus attached.

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:
Course Number and Title:
Catalog Description:
Prerequisites:
First Term Offered:
Credit Hours:

Department: Pharmacy Practice
Course Number and Title: PHAR 887 Advanced Pharmacy Practice Experience (APPE - 7&8) - Electives
Catalog Description: The APPE general elective(s) are 5 week experiential rotation(s) that will give the students the opportunity to participate in a variety of pharmacy practice experiences, depending on the rotation site and practice setting, related to direct patient care, supportive patient care, or not related to patient care. Students must complete 2 elective rotations.
Prerequisites: P4 status
First Term Offered: Fall 2015
Credit Hours: 5

**Advanced Pharmacy Practice Experience(APPE 7&8)
Electives in Pharmacy Practice
Syllabus
PHAR 887
Fall 2015 and Spring 2016**

This syllabus is not to be construed as a contract with the student and is subject to change.

The School of Pharmacy and faculty reserve the right to change the course syllabus, effective upon the student receiving written notification (e-mail or the Blackboard system) and/or verbal notification during regular experiential course hours.

Materials used in this class may be copyrighted and should not be shared with individuals not enrolled in this course.

Credit Hours	5 credit hours; full-time (200 experiential hours)
Course meeting days & time	M-F – 8 hours per day or as directed by preceptor.
Location	Various Sites/Affiliated institutions
Team Leader / Instructor	Craig A. Kimble, PharmD, MBA, MS, BCACP
Office	CEB 137
Phone	304-696-6014
Email	Craig.kimble@marshall.edu
Office hours	Monday 10AM-12PM or by appointment

Faculty	Email	Office	Phone Number	Office Hours / Appointments accepted?
Robert Stanton, MBA, PharmD, BCPS	rstanton@marshall.edu	CEB 138	304-696-7350	TBA & by appointment

Student: If the instructor accepts appointments, then please email the instructor for availability. The student can expect the instructor to respond to E-mails and phone messages within 72 hours.

Course Description: The APPE general elective(s) are 5 week experiential rotation(s) that will give the students the opportunity to participate in a variety of pharmacy practice experiences, depending on the rotation site and practice setting, related to direct patient care, supportive patient care, or not related to patient care. Students must complete 2 elective rotations.

Elective APPE's: Veterinary Pharmacy, Infectious Disease, Emergency Medicine, Managed Care, Family Medicine, Pediatrics, Academic, Hematology/Oncology, Nuclear Pharmacy, Psychiatry, Surgery, Critical Care Medicine, Professional Association, Drug Information, Pharmacy Management, Long-Term Care, Women's Health Issues, Compounding, Herbs and Alternative Medicine, Hospital Management, Neurology, Home Health Care, Concepts in Palliative Care and End-of-Life Care, and other areas.

Prerequisites: P4 Class Standing

Text Books:

Required: None. Preceptors may require and/or recommend additional readings for their rotations. Students are expected to communicate with the preceptor regarding such requirements prior to the start date.

Recommended: Portable Drug Information reference/resource, such as Lexicomp, ePocrates, Clinical Pharmacology, or similar program.

Course Objectives: Upon completion of this experiential course, the student will be able to:

Number	Objective	Linkage to MUSOP Abilities (list ability numbers)	How Assessed
1	Discuss the importance of the elective area to the profession of pharmacy and its place in healthcare.	58: Aware of current political and professional debates 66: Adheres to tenets of patient safety 67: Identifies, assesses, and avoids potential medication misadventures 68: Integrates technology and practice to minimize patient risk	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
2	Discuss the psychosocial and economic factors that influence the provision of pharmacy services.	59: Adapts to new practice challenges and environments in a positive manner 63: Practices lawfully and ethically 69: Reports incidences that threaten patient safety	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
3	<u>If Patient Care:</u> If a specialty pharmacy area, discuss the disease states, pharmacology, toxicology, and pharmacokinetics related to pharmacotherapy commonly associated with the area of the specialty. <u>If Non-Patient Care:</u> Discuss the core areas of knowledge that a pharmacist would need to possess to be effective in the practice setting.	59: Adapts to new practice challenges and environments in a positive manner 61: Self-evaluates for the purpose of personal CQI 62: Commits to life-long learning 66: Adheres to tenets of patient safety 67: Identifies, assesses, and avoids potential medication misadventures 68: Integrates technology and practice to minimize patient risk 69: Reports incidences that threaten patient safety	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
4	Identify and evaluate primary, secondary, and tertiary literature related to the specialty area.	68: Integrates technology and practice to minimize patient risk 54: Performs efficient medical literature searches 55: Evaluates medical literature for the purpose of validity assessment 56: Interprets research finding within the context of current practice	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
5	Effectively communicate verbal information related to the specialty area to the preceptor, other healthcare	59: Adapts to new practice challenges and environments in a positive manner 64: Provide customer service 65: Is emphatic during provision of patient	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

	providers, and/or the lay public.	care (if applicable) 66: Adheres to tenets of patient safety 67: Identifies, assesses, and avoids potential medication misadventures 68: Integrates technology and practice to minimize patient risk 69: Reports incidences that threaten patient safety	
6	Discuss challenges to being an effective pharmacist practitioner in the specialty area and how to overcome them.	58: Aware of current political and professional debates 62: Commits to life-long learning 63: Practices lawfully and ethically 66: Adheres to tenets of patient safety 67: Identifies, assesses, and avoids potential medication misadventures 68: Integrates technology and practice to minimize patient risk 69: Reports incidences that threaten patient safety 70: Performs continuous quality assurance	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
7	Effectively communicate, in writing, information pertinent to the specialty area.	58: Aware of current political and professional debates 59: Adapts to new practice challenges and environments in a positive manner 62: Commits to life-long learning 64: Provide customer service 65: Is emphatic during provision of patient care (if applicable) 67: Identifies, assesses, and avoids potential medication misadventures 68: Integrates technology and practice to minimize patient risk 69: Reports incidences that threaten patient safety	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid
8	Observe all rotation specific policy and procedures and meet rotation specific objectives.	57: Dresses appropriately for each practice setting 59: Adapts to new practice challenges and environments in a positive manner 61: Self-evaluates for the purpose of personal CQI 63: Practices lawfully and ethically 64: Provide customer service 65: Is emphatic during provision of patient care (if applicable) 66: Adheres to tenets of patient safety 67: Identifies, assesses, and avoids potential medication misadventures 68: Integrates technology and practice to minimize patient risk	Preceptor Evaluation of Educational Activities using a Rubric Scoring Aid

		69: Reports incidences that threaten patient safety 70: Performs continuous quality assurance processes	
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Course Evaluation (assessment): Point Distribution

Assessment	Percent of Final Grade
Professionalism	10%
Reliability and General Skills	5%
Drug, Medical, Specialty Area Knowledge and Application	20%
Communication Skills	5%
Clinical Skills (Rotation specific skills)	20%
Initiative	5%
Drug/Medical Information	5%
Rotation Specific Projects/Assignments	30%
Total	100%

Course Evaluation (grading): Grading for this experiential rotation will be established by the individual preceptor based on the following criteria and associated grading rubric:

- Attendance, attitude, and professionalism
- Ethics and responsibility
- Communication and interpersonal skills
- Demonstration of pharmacotherapeutic skills (including patient assessment and monitoring, therapeutic decision-making, and intervention), and integration of basic biomedical, pharmaceutical and clinical science knowledge to optimize patient care outcomes in the geriatric population
- Demonstration of critical thinking skills
- Documentation of interventions
- Daily activities
- Formal case presentation(s)
- Medication use evaluations
- Journal club review
- In-service programs
- Drug information
- Patient education materials
- Herbal monographs/ Drug Monographs
- Clinical practice protocol development
- Written/oral presentation(s)
- Project(s)

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All missed time (for any reason, with the exception of an approved holiday) must be made up. In the event a student misses more than three (3) days of time during an IPPE rotation, they will automatically fail the rotation unless the missed time is made up.

Length of Course: This experiential pharmacy practice will consist of five (8 academic hours) days (40 hours) per week for one five-week duration.

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