

FORM A CONT.

1. Proposal Summary

This is an elective course for Pharm. D. students. It may be taken by students in the current or revised pharmacy curriculums.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

Prefix	Number	Title
--------	--------	-------

PHAR	562	Elder Care Initiative
------	-----	-----------------------

b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
--------	--------	-------

c. Existing Course(s) to be Modified:

Prefix	Number	Title
--------	--------	-------

d. Addition of existing FSU courses to program

Prefix	Number	Title
--------	--------	-------

e. Removal of existing FSU courses from program

Prefix	Number	Title
--------	--------	-------

*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

LIBRARY & INSTRUCTIONAL SERVICES CONSULTATION FORM

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

FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.

RE: Proposal Title: Elder Care Initiative

Projected number of students per year affected by proposed change: 10

Initiator(s): Peggy de Voest and Sarah Raguckas

Proposal Contact: Peggy de Voest **Date Sent:** December 5, 2008

Department: College of Pharmacy **Campus Address:** _____
(Please print)

Liaison Librarian signature: Alesia Komucinski **Date:** 3-20-09

Dean of LIS Signature: Deah M. Manger **Date Returned:** 3-20-09

Based upon our review on 3-20-09 (date), Library & Instructional Services concludes that:

- Library resources to support the proposed curriculum change are currently available.
- Additional Library resources are needed but can be obtained from current funds.
- Support, but significant additional Library funds/resources are required in the amount of \$ _____.
- Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary:

Current resources providing access to up-to-date content should support this course.

NEW COURSE INFORMATION FORM*See Sample: Limit to One Page.***Course Identification:**

Prefix:	Number	Title
PHAR	562	Elder Care Initiative

Course Description:

Students from multiple professions are paired to display the importance of interprofessional collaboration in patient care. This is accomplished through didactic instruction, group discussions and multiple home visits to a community-dwelling elderly adult over two semesters. Course must be taken both fall and spring semesters. During the course the students will collaborate to identify teaching initiatives, implement plans and assess patient understanding of instruction.

Course Outcomes:

At the conclusion of both semesters of the course, the student will be able to:

1. Identify patient-specific teaching opportunities for geriatric patients in the community setting.
2. Develop teaching initiatives in collaboration with other health professionals.
3. Implement patient-specific teaching initiatives and assess understanding of instruction.
4. Orally defend patient-specific recommendations in a group setting.
4. Construct a written summary of your interprofessional experiences during the elective.

Course Outline including Time Allocation:**First Semester**

Orientation (1 hour)

- * Ways to Identify and Overcome Barriers Associated with the Geriatric Patient (1 hour)
- * Seminar 1- Introduction to Interprofessional Education (2 hours)
- * Home visit- #1 Identifying Elder Teaching Initiative (1 hour)
- * Seminar 2- Plan Development for Identified Teaching Initiative (2 hours)
- * Seminar 3- Plan Presentation and Refinement with Nursing and Pharmacy Faculty (1 hour)
- * Home Visit #2- Plan Implementation (1.5 hours)
- * Home Visit #3- Plan Assessment (1.5 hours)
- Home Visit Case Presentations (4 hours)

Second Semester

An Interactive Approach to Health Literacy (2 hours)

Polypharmacy in the Geriatric Patient (1 hour)

- * Seminar 4- Student Directed Round Table Discussion on Interprofessional Education (2 hours)
- * Home visit- #4 Identifying Elder Teaching Initiative (1 hour)
- * Seminar 5- Plan Development for Identified Teaching Initiative (2 hours)
- * Seminar 6- Plan Presentation and Refinement with Nursing and Pharmacy Faculty (1 hour)
- * Home Visit #5- Plan Implementation (1 hour)
- * Home Visit #3- Plan Assessment (1 hour)
- Home Visit Case Presentations (4 hours)
- Capstone Paper on Interprofessional Experience

- * Interprofessional activities (GVSU Nursing/FSU Pharmacy students and faculty)

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

1. Complete each item in section I and section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective: a. Semester Fall b. Year 2009 See instructions.

II. PROPOSED FOR NEW COURSE: Complete all sections of this part through Prerequisites. See instructions in manual for further clarification.

- a. Course Prefix PHAR b. Number 562 c. Enter Contact Hours or check Independent Study (X).
 LECTure hr/week LAB hr/week INDEpendent Study
 Practicum: 15 hr/semester Seminar: hr/week
- d. Full Course Title: Elder Care Initiative
 e. Abbreviated Course Title: (Abbreviate only if necessary. Use Arabic numerals. Limit to 26 characters and spaces.)
 f. Semester(s) Offered: fall and spring (See instructions for listing.) g. Max. Section Enrollment: 10

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


- h. Type: Variable Fixed i. Maximum Credit Hours j. Minimum Credit Hours
 k. Grade Method: Check (x) Normal Grading Credit/No Credit only (Pass/Fail)
 m. May Be Repeated for Added Credit: Check (x) Yes No
 n. Levels: Check (x) Undergraduate Graduate Professional
 o. Does proposed new course replace an equivalent course? Check (x) Yes No
 p. Equivalent course: Prefix Number See instructions on Replacement courses.

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

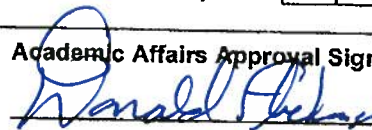
Students from multiple professions are paired to display the importance of interprofessional collaboration in patient care. This is accomplished through didactic instruction, group discussions and multiple home visits to a community-dwelling elderly adult over two semesters. Course must be taken both fall and spring semesters. During the course the students will collaborate to identify teaching initiatives, implement plans and assess patient understanding of instruction.

r. Prerequisites: (if no prerequisites, write "None") Limited to 60 spaces. completion of P2 year.

UCC Chair Signature/Date:

 3,17,09

Academic Affairs Approval Signature/Date:

 4,2,09

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code

- Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes


Office of the Registrar use ONLY

Date Received: _____ Date Completed: _____ Entered: SIS [125 ___ 1D4 ___ 12R ___ 131 ___]

Elsie:

I voted no on the form E/F because it doesn't make good educational sense. There is unwarranted duplication of topics from the first to the second 'semester'. If the second semester as was discussed is a continuation of the first then one does not need to reintroduce the student and re-orientate them to the course. A P3 student should be engaged in a deeper understanding and application of learned principles at this time of their career than the syllabus describes. The second semester does not build on that accomplished in the first it mostly repeats what was previously stated.

Bob


Feb 2, 2009


Response:

As outlined in the Form E, the orientation time is not repeated in the second semester. The course design is such that the student will be developing and then refining each segment of the interdisciplinary project as it moves from the first to the second semester. As such, there is no real duplication to be concerned about.

Elsie Lovsted/Greg Wellman



Leonard Johnson/FSU
03/17/2009 01:21 PM

To Joanne Gerst/FSU@FERRIS
cc Gregory Wellman/FSU@Ferris, Paula L
Hadley-Kennedy/FSU@Ferris
bcc
Subject Re: PHAR 562 is a new course number 

Thanks, Jo
Greg,

All that remains would be to have either Elsie or you provide a response to the concern addressed by the dissenting faculty member for inclusion in the proposal. I'll have Paula to fix the typo on the Form A.
Leonard

Leonard R. Johnson, Ph.D
Professor of Education and Chair,
University Curriculum Committee
Ferris State University
1349 Cramer Circle
Big Rapids, Michigan 49307
(231) 591-2134
<http://www.ferris.edu/education/education>

Joanne Gerst/FSU



Joanne Gerst/FSU
03/17/2009 01:06 PM

To Leonard Johnson/FSU@Ferris, Gregory
Wellman/FSU@FERRIS
cc
Subject PHAR 562 is a new course number

Hi,

Sorry for the confusion but there is no need to change this course number. It is a new number. In fact it is the first 500 level PHAR course.

Joanne Gerst
Associate Registrar
Ferris State University
Big Rapids, MI 49307
231.591.2794 office
231.591.2242 fax