

## **Calendar**

First Semester 2012-2013: Delete December Mid-Year Commencement

## **Admission**

*Addition of policy:* Cancellation Policy

An applicant is entitled to cancel enrollment within three (3) business days (excluding Saturday, Sunday and federal and state holidays) after receipt of notice of acceptance and is entitled to a refund of all monies paid within ten (10) business days of filing the notice of cancellation.

## **Tuition and Fees: Withdrawals and Refunds**

*Addition to policy:*

### **State Specific Refund Policy**

Some states where the University has authorization to operate require a separate tuition refund policy for their residents. These are described below.

**Wisconsin Residents** \* (for Wisconsin residents enrolled in on-line programs/courses)

Students have the right to cancel enrollment until midnight of the third business day after receipt of notice of acceptance and are entitled to a full refund of any tuition and other monies paid such as deposits or application fees. Refunds for **cancellation** will be paid within **10** days.

Students who withdraw before completing 60% of the term are entitled to partial refunds, prorated in accordance with Wisconsin state policies. The pro-rata refund is calculated by the number of class days remaining in the term after the last day completed, divided by the total number of class-days, rounded down to the nearest 10%. The pro rata refund percentage will be applied to tuition and other required costs paid by the student for the term. Application fees and enrollment fees are non-refundable.

All efforts will be made to refund "prepaid" expenses, books, supplies and other charges billed in advance directly to a student's account; unless the student has consumed or used those items and they can no longer be used or returned.

The school will issue refunds within **40** days of the effective date of termination. A written notice of withdrawal is not required. A registered student will be considered as having withdrawn from the University after two consecutive weeks of unexplained absence.

No refund is required for any student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

*\*The federal guidelines for returning federal Title IV funds will remain intact with NO exceptions.*

## **Courses**

### **Occupational Therapy (OTD):**

*Delete Course:* OTD 374

*Changes to Courses:*

OTD 601 Capstone – Change in grading mode to Standard. Also change in description and prerequisite:

During this course students complete a culminating project that demonstrates the synthesis of occupational therapy theory, evidence-based practice principles and advanced knowledge in a practice area. Through this course, students demonstrate skills of self-direction, self-sufficiency, independence and professionalism expected of therapists prepared at the doctoral level. Student will complete a professional written report and oral presentation. Pre-requisite(s): OTD 541.

### **Pharmacy (PHA):**

### *New Courses:*

#### PHA 303 Lifestyle Medicine in Pharmacy Practice (1)

This course discusses basic health promotion and lifestyle modification strategies such as nutrition, physical activity, weight control, tobacco cessation, sleep success, stress management and health behavior change. These lifestyle modification strategies are applied to healthy individuals and patients with chronic diseases in the pharmacy practice setting to prevent disease and/or the progression of disease. The course is designed to be discussion and application based so students have ample practice implementing these lifestyle modification strategies.

#### PHA 362 Ocular Pharmacology and Therapeutics (1)

This course will provide an overview of basic concepts of physiology, biochemistry and anatomy of the eye to facilitate an understanding of the etiology and pharmacological management of various ocular diseases. The following ophthalmic disorders will be covered; glaucoma, Dry Eye Syndrome, cataract, diabetic retinopathy and age-related macular degeneration. This course is open to P1 through P3 students in both the campus and distance pathways.

#### PHA 397 Directed Study (1-6)

An opportunity for motivated students to become involved in a research project or topic study under the direction and guidance of a faculty member. This study may be in any area of pharmacy practice. A maximum of six semester hours may be taken.

#### PHA 416 Pharmacotherapeutics IV (6)

This continuation of Pharmacotherapeutics III continues to provide in-depth instruction into the pharmacotherapeutic management of major medical diseases with continued incorporation of pathophysiologic, pharmacologic and pharmacokinetic principles in a comprehensive medication therapy management model.

Pre-requisites: PHR 242, PHA 447, 414 and 415.

#### PHA 494 Advanced Pharmaceutical Compounding Seminar and Practicum (2)

This is an advanced compounding course for students who have taken and passed the introductory compounding course and would like further instruction in advanced methods and techniques of pharmaceutical compounding.

#### PHA 495 Advanced Veterinary Compounding Seminar and Practicum (2)

This is an advanced compounding course for students who have taken and passed the introductory compounding course and would like further instruction in advanced methods and techniques of compounding, with the emphasis on veterinary medicine.

#### PHA 547 Neurology Rotation (5)

The Neurology Rotation is a clinical elective experience in which the student gains competency in medical management of patients with neurological disorders in the inpatient hospital and/or ambulatory clinic environments.

#### PHA 575 Patient Care Discharge Rotation (5)

The Patient Care Discharge Rotation, is an elective, inpatient hospital clinical experience intended to provide students with advanced experiential training in medication management and counseling provided for patients upon discharge. The skills developed in this rotation include: communicating verbally with physicians and other healthcare professionals regarding discharge medication orders, coordinating discharge patient care, documenting services, provider counseling and educating patients about their discharge prescription medications, and reviewing patient discharge medication orders for completeness and accuracy. Pre-requisite: Successful completion of all didactic courses within the PharmD curriculum.

### *Changes to Courses:*

#### PHA 303 Description change to:

This course discusses basic lifestyle medicine activities of nutrition, physical activity, weight control, tobacco cessation, sleep success, stress management, alcohol moderation and health behavior change. These lifestyle modification activities are applied to healthy individuals and patients with chronic diseases in the pharmacy practice

setting to prevent disease and/or the progression of disease. The course is designed to be discussion and application based so students have ample practice implementing these lifestyle modification activities.

PHA 313 Title and description change to: Calculations in Pharmacy Practice

This course prepares students to perform calculations as they pertain to the chemistry and biochemistry of pharmaceuticals, prescription preparation, extemporaneous compounding, drug administration, and dosage adjustments based on patient-specific parameters.

PHA 333 Introductory Pharmacy Practice Experience II – Change to 3 credits; Add to description that course is graded Satisfactory/Unsatisfactory; Change prerequisite to PHA 312.

PHA 342, 352, 462, 472 – Each change to .5 credits.

PHA 350 Introduction to Research Methods and Biostatistics – Change to just 2 credits; Change description: Students will identify and interpret research questions, hypotheses, variables, sampling methods, research designs, as well as, descriptive and inferential statistics. The emphasis is to evaluate and assess the validity and significance of these research components so there is appropriate interpretations of research results. The goal is for students to become critical readers and users of research so they can practice evidence-based pharmacy and contribute to pharmacy's knowledge base. Students will learn to interpret the validity and the statistics of a research report, but will not necessarily learn to conduct research or perform statistical calculations.

PHA 352 Pharmacy Skills Lab IV – Change description:

Pharmacy Skills Lab (PSL) is a longitudinal experience in semesters 1 through 6 of the curriculum. The PSLs are designed to reinforce understanding of concepts presented in course lectures, and to support the development and application of skills required to practice contemporary pharmacy. PHA 352 PSL (Skills Lab IV) is designed to supplement understanding of concepts presented in fourth semester pharmacy courses. Specific pharmacy practice skills in regard to disease state monitoring and medication therapy management for the assurance of optimal therapeutic outcomes are reinforced through knowledge-in-use activities in simulated pharmacy practice cases and situations. Selected practice fundamentals and processes, such as patient counseling, patient safety, and pharmaceutical calculations, are reinforced throughout all six semesters of the curriculum. PHA 352 is designed with the intention that it be taken concurrently with PHA 414 Pharmacotherapeutics II and PHA 351 Foundations of Public Health. Taking this course independently is only at the discretion of the instructors of record for these courses. Co-requisites: PHA 414 and 351.

PHA 377 Change title and description to:

Alcoholism, Addiction, and Other Substance-Related Disorders (3) (Elective)

A study of alcoholism and other substance-related disorders, including etiology, addiction, prevention, and treatments. Special emphasis is given to the disease concept of these disorders, intervention techniques, 12-step programs, dysfunctional families, codependence, adult children, policies relating to impaired professionals, and the impact of alcohol and drug use on society.

PHA 388 Change title and description to:

Integrative Medicine (2)

Evidence-based principles will be used to explore the integration of complementary and alternative medicine (CAM) and pharmacy practice. Ethical considerations relative to CAM therapies will be discussed. Nutraceutical products utilized in the care of selected patient populations will be investigated. Students will be given the opportunity to

participate in making a lifestyle change using some of the techniques and activities associated with course topics and activities.

PHA 415 Pharmacotherapeutics III – Add prerequisites of PHR 242, PHA 414, and PHA 447.

PHA 430 Immunopharmacology and Biotechnology – Change description:

Students will identify and interpret research questions, hypotheses, variables, sampling methods, research designs, as well as, descriptive and inferential statistics. The emphasis is to evaluate and assess the validity and significance of these research components so there is appropriate interpretations of research results. The goal is for students to become critical readers and users of research so they can practice evidence-based pharmacy and contribute to pharmacy's knowledge base. Students will learn to interpret the validity and the statistics of a research report, but will not necessarily learn to conduct research or perform statistical calculations. Pre-requisite: PHR 242.

PHA 433 Introductory Pharmacy Practice Experience III – Change description:

Introductory Pharmacy Practice Experience (IPPE) 3 will provide third-year pharmacy students with an eighty-hour (two-week block) experience in a hospital pharmacy practice setting. Students will actively participate in hospital pharmacy practice activities such as processing of medication orders, preparing and dispensing of medications, communicating with other healthcare professionals, as well as working with inventory control procedures. Students will also have opportunities for professional growth and development through attending professional meetings, participating in health related service, and reflecting upon their experiences. IPPE 3 will prepare students for future pharmacy practice experiences. Graded Satisfactory/Unsatisfactory. Pre-requisite: PHA 333.

PHA 442 Pharmacy Practice Management – Change description:

This course is designed to prepare students for the various roles of management in pharmacy practice they may be required to assume regardless of future position or practice setting. Management principles that are introduced, developed and demonstrated include operations management, financial analysis, human resource management, marketing, management of traditional pharmacy goods and services, management of value added pharmacy services, and risk management. Students will be introduced to these concepts, and asked to apply them by demonstrating business planning and pharmacy service implementation. Pre-requisite: PHA 321.

PHA 448 Professional Development Seminar IV – Change title and description:

Professional Development Seminar IV continues to introduce and reinforce elements of pharmacy practice and professionalism. Ignatian Values are reinforced through discussion and reflection regarding the student's discernment about their role in the pharmacy profession. Specialized post-graduate training opportunities will be reinforced. Graded Satisfactory/Unsatisfactory. Pre-requisite: PHA 338.

PHA 458 Literature Evaluation and Evidence-Based Practice – Change last sentence of description and add prerequisite:

Additionally, students are introduced to concepts of formulary management, quality assurance, and medication policy issues. Prerequisites: PHA 350 and 414.

PHA 462 Pharmacy Skills Lab V – Change description and pre-requisites:

Pharmacy Skills Lab (PSL) is a longitudinal experience in semesters 1 through 6 of the curriculum. The PSLs are designed to reinforce understanding of concepts presented in course lectures, and to support the development and application of skills required to practice contemporary pharmacy. PHA 462 PSL (Skills Lab V) is designed to supplement understanding of concepts presented in fifth semester pharmacy courses. Specific pharmacy practice

skills in regard to disease state monitoring and medication therapy management for the assurance of optimal therapeutic outcomes are reinforced through knowledge-in-use activities in simulated pharmacy practice cases and situations. Selected practice fundamentals and processes, such as patient counseling, patient safety, and pharmaceutical calculations, are reinforced throughout all six semesters of the curriculum. PHA 462 is designed with the intention that it be taken concurrently with PHA 415 Pharmacotherapeutics III. Objective Structure Clinical Examinations (OSCEs) will be used to assess students' pharmacy skills. Taking the course independently is only at the discretion of the instructors of record for these courses. Pre-requisites: PHA 352, 447, 414, and PHR 242.

**PHA 472 Pharmacy Skills Lab VI (1) – Change description:**

Pharmacy Skills Lab (PSL) is a longitudinal experience in semesters 1 through 6 of the curriculum. The PSLs are designed to reinforce understanding of concepts presented in course lectures, and to support the development and application of skills required to practice contemporary pharmacy. PHA 472 PSL (Skills Lab VI) is designed to supplement understanding of concepts presented in sixth semester pharmacy courses. Specific pharmacy practice skills in regard to disease state monitoring and medication therapy management for the assurance of optimal therapeutic outcomes are reinforced through knowledge-in-use activities in simulated pharmacy practice cases and situations. Selected practice fundamentals and processes, such as patient counseling, patient safety, and pharmaceutical calculations, are reinforced throughout all six semesters of the curriculum. PHA 472 is designed with the intention that it be taken concurrently with PHA 416 Pharmacotherapeutics IV. Objective Structured Clinical Examinations (OSCEs) will be used to assess students' pharmacy skills. Taking this course independently is only at the discretion of the instructors of record for these courses. Graded Satisfactory/Unsatisfactory. Pre-requisites: PHA 462 Pharmacy Skills Lab V; and PHA 415 Pharmacotherapeutics III.

*Delete Courses:*

PHA 308, 331, 335, 348, 384, 420, 434

### **Post-Professional OTD Distance Pathway (POTD):**

*Changes to Courses:*

POTD 580 Professional Trajectory – Change grading mode to Satisfactory/Unsatisfactory.

POTD 590 Post-Professional Rotation – Change credits to 1-16; Change description:

Students construct this professional experience by carrying out their personal learning objectives identified on POTD 580 Professional Trajectory. Course objectives move from personal and professional transformation toward the transformation of practice. A total of 16 credit hours of Post-Professional Rotation coursework is required for graduation. Number of credit hours assigned to each experience is based on learning objectives and approval of instructor. Pre-requisite: POTD 580.

### **Interprofessional Education (IPE):**

*Changes to Course:*

IPE 410 Change title to - Interprofessional Foundations in Patient Safety

*New Course:*

IPE 413 Developing Care for a Vulnerable Population: An Interprofessional Collaborative Approach for Health Promotion (1)

This course will provide students an opportunity to collaborate to address community identified health needs in partnership with a community partner. The focus of the course is to implement interprofessional collaborative care to address health status of a population in a community setting. P: Nursing - enrollment in graduate nursing; Physical Therapy, Occupational Therapy, and Pharmacy - successful completion of second year of professional curriculum.

### **Entry-Level Doctor of Physical Therapy (PTD):**

*New Courses:*

#### PTD 322 Behavioral Concepts and Strategies in Practice I (2)

Effective human interaction is central to the physical therapist's varied roles in providing direct physical therapy care as an integral member of the health care team in a diverse society. This course is the first in a two-semester sequence that provides students with foundation knowledge and experience in the behavioral sciences as applied to clinical practice. Theory and principles of human communication and behavior will be explored to facilitate an awareness of self and others, enhancing interactions with patients/clients, family, caregivers, health practitioners and consumers. In addition, evidence-based strategies for understanding and facilitating adaptations to illness and disability across the lifespan are introduced. P: Enrolled full-time in the professional program with satisfactory completion of all coursework to date.

#### PTD 422 Behavioral Concepts and Strategies in Practice II (3)

This course explores the central role of the physical therapist as an educator – a facilitator of learning and behavior change related to health behaviors. Behavioral theories and individual/social factors influencing health and wellness throughout the lifespan are examined and applied, including management of physical therapy care for patients with psychiatric or psychological diagnoses. Key teaching and learning concepts that are essential to facilitate learning in the academic, community and clinical settings are differentiated. Development of health education and wellness program prescriptions based on social, cultural and economic influences are introduced, emphasizing the importance of epidemiological assessment and program evaluation. P: Enrolled in the Doctor of Physical Therapy professional program with satisfactory completion of all coursework to date.

#### *Change of Course:*

##### PTD 566 becomes PTD 421 Critical Inquiry II (2)

This course is designed to develop students' inquiry skills as consumers of the literature with the ability to critically analyze and evaluate research evidence, as well as to identify researchable problems and questions. Principles and application of inquiry and investigation are explored in relation to the clinical environment. Research design and statistical methods are discussed and used in the analysis of research literature. An evidence-based decision making process will be modeled, emphasizing applications for use in clinical practice. Pre-requisite: Enrolled in the professional program with satisfactory completion of all coursework to date.

#### *Changes to Courses:*

PTD 445 Health and Human Behavior: Educational Strategies for the Health Professional – Change credits to 3;

##### Change description:

This course is designed to explore the central role of the physical therapist as an educator – a facilitator of learning and behavior change related to health behaviors. Behavioral theories and individual/social factors influencing health and wellness throughout the lifespan are examined and applied. Key teaching and learning concepts that are essential to facilitate learning in the academic, community and clinical settings are differentiated. Development of health education and wellness program prescriptions based on social, cultural and economic influences are introduced, emphasizing the importance of epidemiological assessment and program evaluation. Pre-requisite: Enrolled in the Doctor of Physical Therapy professional program with satisfactory completion of all coursework to date.

PTD 559 Change title to: Cardiovascular, Pulmonary, and Integumentary Physical Therapy II; Change credits to 3;

##### Change description:

This is the second of a two-course sequence designed to prepare the student in the physical therapy management of patients/clients with diagnoses involving the cardiovascular, pulmonary and integumentary systems. Physical therapy examination, evaluation, prognosis, diagnosis, intervention, and outcome assessment across the lifespan will be emphasized across the continuum of care. Student learning experiences will include lecture, small group discussions, projects and case study preparation, laboratory practice and clinical observations. Pre-requisite: Enrolled in professional physical therapy program with satisfactory completion of all coursework to date.

#### *Delete Courses:*

PTD 433, 445, 564