

NR 725A-D. APPLICATION TO PRACTICE CLINICAL HOURS (1-7). Students register for a variable number of credit hours based on faculty review of transcripts and degree plan requirements. These precepted experiences are designed to assist students apply theory to practice, identify theory to practice disjunctions, and complete a DNP Capstone Project in the student's area of interest. Application to practice hours may be scheduled in conjunction with the student's capstone project courses. Note: DNP students only.

NR 799. CAPSTONE DEFENSE (0). Required of all DNP students. Consists of an oral comprehensive presentation on core and specialty course content and evidence of achievement or program and University outcomes. Prerequisite(s): All DNP theory and Capstone Project courses in the emphasis, greater than 80% of all Application to Practice clinical hours, and approval of the appropriate director/coordinator. Note: DNP students only.

SCHOOL OF PHARMACY

The Doctor of Pharmacy program is 150 semester hours of full-time study, offered in nine semesters over four years. The curriculum prepares graduates to become licensed pharmacists able to practice in a wide array of professional settings.

The Doctor of Pharmacy curriculum explores the role of medications in the management of health and treatment of diseases of all populations of people. Students study the basic biological and pharmaceutical sciences, including pharmacology, medicinal chemistry, and pharmaceuticals, that form the foundation of modern medication therapy. Application of these principles is achieved during the curriculum through small group activities that focus on real-world, professional situations that require critical thinking, communication, and team-building skills. Students also learn about the U.S. health care system, pharmacy law, using drug information resources, health care ethics, and more. The primary teaching strategy used throughout the curriculum is team-based learning, which is a method that emphasizes student preparation and assessment both as an individual and as a member of a student team. During the curriculum, students learn how to apply fundamental principles to medication management as part of a health care team.

The School of Pharmacy program offers students experiential learning opportunities throughout the curriculum. Experiential learning opportunities are designed to allow the students to apply the knowledge gained from campus based courses in a variety of health care settings. The experiential sequence includes both introductory and advanced pharmacy practice experiences. The introductory experiential component consists of one semester of campus-based learning and five semesters of off-campus introductory practice experiences. The advanced experiential component requires students to complete seven, six-week experiences during the summer semester following their third and

during their fourth professional years. Participation in the experiential learning component of the program necessitates travel to various sites in the Denver metro and surrounding areas. Advanced pharmacy practice experiences are also offered (but not required) in other states within the United States, its territories and possessions. All expenses incurred during the introductory and advanced practice experiences are the responsibility of the student. During any one rotation students are given choices within a select subset of these sites.

The goal of the curriculum is found within the educational outcomes of the Regis University School of Pharmacy developed by the faculty. The educational outcomes are:

A Regis Pharmacist Must Be Knowledgeable.

Regis University School of Pharmacy must prepare students so that they know how:

- to acquire and process information to solve problems efficiently;
- the pharmacy profession fits into the interdisciplinary health care system;
- to integrate knowledge from different scientific and academic disciplines into pharmacy practice;
- the economic, psychological, social, and cultural factors affect all aspects of health care;
- scientific and clinical principles dictate disease management strategies; and
- the business, social and administrative aspects affect pharmacy practice.

A Regis Pharmacist Must Be Skillful.

Regis University School of Pharmacy must ensure that students will:

- acquire and critically evaluate information related to patient care;
- provide pharmaceutical care using evidence-based principles;
- accurately communicate drug therapy information to health care professionals, patients and their caregivers;
- be proficient in drug compounding, distribution, and administration;
- demonstrate the ability to manage basic business aspects of pharmacy practice;
- be able to adapt to changes in the health care system; and
- collaborate with all members of the health care team.

A Regis Pharmacist Must Be Principled.

Regis University School of Pharmacy must foster students who are:

- aware of his or her and others' emotions and respond to them appropriately;
- accountable to, responsible to, and respectful of others;
- committed to continuous professional and personal development;
- empathetic towards others;
- trustworthy;
- prepared for leadership roles in the profession and the community;
- ethical and socially responsible;
- culturally aware when interacting with others;
- sensitive to issues of social justice; and
- willing to accept the crucial role that pharmacists play in achieving a common good within society.

Essential Functions

In order to provide safe and effective pharmacy care, a student in the Doctor of Pharmacy program is expected to possess functional use of the senses of vision, hearing, and somatic sensation. All information received by the senses must be integrated, analyzed, and synthesized in a consistent and accurate manner. The applicant/student must be able to observe a patient accurately at a distance and close at hand.

If a student cannot meet these essential skills and abilities, it is the responsibility of the student to request appropriate accommodations. The university will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship. The details of the essential functions are found in the School of Pharmacy Student Handbook.

ADMISSION

Applicants to the Doctor of Pharmacy (Pharm.D.) program must complete and submit their application through the PharmCAS system at www.pharmcas.org. Initial screening of PharmCAS applications is performed by the Rueckert-Hartman College for Health Professions Office of Admissions & Student Operations. Screening is based on selection criteria designed by the School of Pharmacy faculty. Applicants who meet the required qualifications are invited for an interview with members of the faculty and leaders in the pharmacy community.

1. The Interview Selection Criteria:

- cumulative grade point average;
- math and science grade point average;
- completion of prerequisite courses;

- Pharmacy College Admission Test (PCAT) scores;
- letters of recommendation;
- community service; and
- work experience

2. Early Assurance Program

The School of Pharmacy does not offer an early assurance program for entrance into the Doctor of Pharmacy program for Regis University students or students from other universities or colleges. Regis University students, however, are afforded a guaranteed admission interview provided they have completed at least three semesters of full-time study at Regis University and have maintained a minimum overall GPA of 3.0 in their prerequisite mathematics and life sciences courses. These students must also have achieved a score of 30% or greater on the PCAT.

3. Interview Day

Selected applicants will be invited for a one day on-campus interview. The interview day consists of the following:

- welcome session;
- tour of the campus;
- spontaneous writing exercise;
- multiple mini-interviews;
- lunch with faculty, preceptors, and current Regis University students;
- introduction to Regis University and the School of Pharmacy;
- team-based learning activity;
- information session with student service organizations (financial aid, housing); and
- Ask the faculty" session.

Informational activities will be provided for parents, spouses, and partners while the applicant participates in the interview process.

4. Qualified Applicants

Multiple criteria are used in admission screening and decisions. Successful applicants must have:

- earned a minimum cumulative grade point average of 2.5 (on a 4.0 scale) with a minimum science and mathematics grade point average of 2.5 (on a 4.0 scale);
- achieved a grade of "C" or better in all prerequisite courses. (Note: prerequisite course work must be completed prior to matriculation; however, course work may be in progress or planned at the time of application.);
- achieved a rank of 30% or greater on the Pharmacy College Admissions Test (PCAT);
- successful interview
- demonstrated ability to communicate in writing

- demonstrated familiarity with the pharmacy profession and its future;
- demonstrated evidence of potential for success in doctoral degree program;
- demonstrated evidence of potential success as a professional;
- demonstrated evidence of an orientation toward service; and
- demonstrated willingness to work in teams and provide leadership.

Scoring and Ranking of Applicants

The Office of Admissions and Student Operations compiles a composite score based on PharmCAS and interview data. Applicants are ranked and selected by the Student Affairs Committee. The Office of Admissions & Student Operations sends an offer of admission to qualified applicants. The admission decisions of the Student Affairs committee are final.

Offer of Admission

Applicants who have been selected for admission into the Doctor of Pharmacy program receive either a conditional or final offer of admission. Offers of admission are sent out until all program spaces are filled.

Conditional Admission

Conditional admission may be offered to applicants who are attending a post-secondary institution and whose final academic grades for prerequisite courses are not yet available. Applicants offered conditional admission are accepted into the program pending successful completion of prerequisite courses with a grade of "C" or higher, maintaining grades consistent with the initial review and meeting the GPA requirements. Students must submit official transcripts to the Office of Admissions & Student Operations demonstrating that the conditional requirements have been met prior to the first day of regular classes. Students who may not have fully completed prerequisite course work at the time of admission may be accepted into the program pending successful completion of prerequisite courses with a grade of "C" or higher. Students must submit official transcripts demonstrating that the conditional requirements have been met prior to the first day of regular classes.

Final admission will be given to applicants who have met all of the admission criteria and who have submitted all application documentation

Alternate List

An alternate list may be maintained until the beginning of classes. If space becomes available, alternate list applicants will receive written notification and/or a phone call of an offer of admission.

DEPOSIT

Applicants must reply to the Office of Admissions & Student Operations within 10 days of receipt of the offer of admissions. A non-refundable deposit is required upon acceptance. The current deposit amount can be found at www.regis.edu/pharmd.

PREREQUISITES

Prerequisite course work must be completed prior to matriculation into the School of Pharmacy. A minimum of 68 SH of prerequisite coursework is required prior to entry into the program.

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| Natural Sciences and Mathematics | 44 SH |
| General Biology and Lab I | 4 SH |
| General Biology and Lab II | 4 SH |
| General Chemistry and Lab I | 5 SH |
| General Chemistry and Lab II | 5 SH |
| Organic Chemistry and Lab I | 5 SH |
| Organic Chemistry and Lab II | 5 SH |
| Microbiology and Lab | 4 SH |
| Calculus I | 4 SH |
| Anatomy and Lab | 4 SH |
| Physiology and Lab | 4 SH |
| Written and Oral Communication | 6 SH |
| English Composition | 3 SH |
| Speech Communication | 3 SH |
| Social Sciences | 9 SH |
| Psychology | 3 SH |
| Sociology | 3 SH |
| Social Science Elective | 3 SH |
| Other | 9 SH |
| Economics | 3 SH |
| Philosophy | 3 SH |
| Religious Studies | 3 SH |

COMPUTER LITERACY

Students are required to be computer literate prior to entering the program. Necessary skills include proficiency in several computer applications, including Microsoft Word, Excel, PowerPoint, and Outlook. Students are also expected to be comfortable navigating web pages using common Internet browsers, attaching documents to e-mails, and participating in online discussion groups as required by specific courses within the program. For students unfamiliar with computers and software, courses can be taken through community colleges, continuing

education programs or through private companies prior to beginning the program.

Due to the possibility of the need for emergency curricular delivery as the result of campus or national closure, students are required to have access to a computer, a printer, and Internet access from home. A mobile device such as a personal digital assistant (PDA) or Smartphone is also recommended but not required. Since nearly all public spaces on the Regis University campus have wireless Internet access, any device with wireless Internet connectivity can allow students to access Internet resources necessary for the program such as library databases, course resources that may have audio and video supplements to course content, and specialized databases such as pharmacology databases. In addition, high speed broadband (cable or DSL) or wireless Internet access at home and while on experiential rotations is suggested so that students can access multimedia files through the University system throughout the entire program. All student, faculty, and staff electronic communication is accomplished through an issued RegisNET e-mail account. Class notes, routine school communication, and class scheduling are examples of critical information that students will access daily through the RegisNET account. The University has several computer labs on campus that students may use, however, access from home is highly recommended. Consult the School of Pharmacy website for further information on system requirements and configurations at www.regis.edu.

ADVISING

A faculty advisor is assigned to all Doctor of Pharmacy students. An advisor counsels students on the process for meeting requirements for the Doctor of Pharmacy program and provides guidance and support for progression throughout the program as necessary. Students are required to meet with their advisors a minimum of twice per semester to facilitate ongoing dialogue and development of professional behaviors, complete portfolio requirements, and address graduation criteria throughout their studies. Conflicts with the assigned advisor must be presented in writing to the Assistant Dean for Student Affairs.

PROGRAM PROGRESSION/PROBATION/ SUSPENSION/DISMISSAL

See details within the RHCHP Academic Standing and Penalties section of this Catalog and the School of Pharmacy Student Handbook.

TRANSFER CREDIT

The School of Pharmacy curriculum integrates content from pharmaceuticals, pharmacology, medicinal chemistry, and the biological sciences with therapeutics in the courses over the first three professional years. Since the curriculum is highly integrated, it is unlikely that a student wishing to transfer into the School of Pharmacy during the first three professional years will be able to

do so without difficulty (e.g. not having adequate background in the pharmaceutical sciences or therapeutics). However, requests will be considered on a case-by-case basis.

DEGREE AWARD

Students graduate in the semester that all requirements are met and documentation of such is received by the Office of Academic Records and Registration. Incomplete grades and late application for graduation may delay graduation to a subsequent semester. The Doctor of Pharmacy degree will be conferred to a student when he/she has satisfactorily completed all required academic and experiential course work, met the School of Pharmacy educational outcomes, and demonstrated behaviors consistent with the pharmacy profession.

It is the student's responsibility to read and understand all policies and requirements of the School of Pharmacy and the University. It is also the student's responsibility to maintain personal records of course work applicable to the degree.

DEGREE REQUIREMENTS

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| <i>Total Degree Requirements</i> | <i>150 SH</i> |
| <i>YEAR 1</i> | <i>34 SH</i> |
| <i>Fall Semester</i> | <i>17 SH</i> |
| PHRM 450--Introduction to Pharmacy | 2 SH |
| PHRM 401--Integrated Pharmacotherapy 1 | 4 SH |
| PHRM 402--Integrated Pharmacotherapy 2 | 4 SH |
| PHRM 421--Integrated Pharmacy Laboratory 1 | 1 SH |
| PHRM 440--Pharmacy Law and Policy | 3 SH |
| PHRM 441--Therapeutic Principles of Self Care | 3 SH |
| <i>Spring Semester</i> | <i>17 SH</i> |
| PHRM 451--Introductory Pharmacy Practice Experience 1 | 2 SH |
| PHRM 403--Integrated Pharmacotherapy 3 | 4 SH |
| PHRM 404--Integrated Pharmacotherapy 4 | 4 SH |
| PHRM 422--Integrated Pharmacy Laboratory 2 | 1 SH |
| HCE 442--Ethics and Advocacy in Pharmacy 3 SH | |
| PHRM 430--Pharmacy and the United States Health Care System 3 SH | |
| <i>YEAR 2</i> | <i>34 SH</i> |
| <i>Fall Semester</i> | <i>17 SH</i> |
| PHRM 752--Introductory Pharmacy Practice Experience 2 | 2 SH |
| PHRM 705--Integrated Pharmacotherapy 5 | 4 SH |
| PHRM 706--Integrated Pharmacotherapy 6 | 4 SH |
| PHRM 723--Integrated Pharmacy Laboratory 3 | 1 SH |
| PHRM 727--Integrated Literature Evaluation 1 | 3 SH |

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| PHRM 728--Integrated Literature Evaluation 2 | 3 SH |
| <i>Spring Semester</i> | 17 SH |
| PHRM 753--Introductory Pharmacy Practice Experience 3 | 2 SH |
| PHRM 707--Integrated Pharmacotherapy 7 | 4 SH |
| PHRM 708--Integrated Pharmacotherapy 8 | 4 SH |
| PHRM 724--Integrated Pharmacy Laboratory 4 | 1 SH |
| PHRM 731--Pharmacoeconomics | 3 SH |
| PHRM 770-777--Elective 1 | 3 SH |

YEAR 3 46 SH

Fall Semester 17 SH

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| PHRM 754--Introductory Pharmacy Practice Experience 4 | 2 SH |
| PHRM 709--Integrated Pharmacotherapy 9 | 4 SH |
| PHRM 710--Integrated Pharmacotherapy 10 | 4 SH |
| PHRM 725--Integrated Pharmacy Laboratory 5 | 1 SH |
| PHRM 732--Leadership and Management | 3 SH |
| PHRM 770-777--Elective 2 | 3 SH |

Spring Semester 17 SH

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| PHRM 755--Introductory Pharmacy Practice Experience 5 | 2 SH |
| PHRM 711--Integrated Pharmacotherapy 11 | 4 SH |
| PHRM 712--Integrated Pharmacotherapy 12 | 4 SH |
| PHRM 726--Integrated Pharmacy Laboratory 6 | 1 SH |
| PHRM 743--Faith Traditions in Health Care | 3 SH |
| PHRM 770-777--Elective 3 | 3 SH |

Summer Semester 12 SH

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| PHRM 760-767--Advanced Pharmacy Practice Experience | 6 SH |
| PHRM 760-767--Advanced Pharmacy Practice Experience | 6 SH |

YEAR 4 36 SH

Fall Semester 18 SH

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| PHRM 760-767--Advanced Pharmacy Practice Experience | 6 SH |
| PHRM 760-767--Advanced Pharmacy Practice Experience | 6 SH |
| PHRM 760-767--Advanced Pharmacy Practice Experience | 6 SH |

Spring Semester 18 SH

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| PHRM 760-767--Advanced Pharmacy Practice Experience | 6 SH |
| PHRM 760-767--Advanced Pharmacy Practice Experience | 6 SH |
| PHRM 760-767--Advanced Pharmacy Practice Experience | 6 SH |

DOCTOR OF PHARMACY COURSE DESCRIPTIONS (PHRM)

PHRM 401. INTEGRATED PHARMACOTHERAPY 1 (4). Introduction to basic biochemical, pharmacologic, pharmacokinetic, pharmaceutical, and medicinal chemistry principles essential to understanding the scientific basis of drug therapy.

PHRM 402. INTEGRATED PHARMACOTHERAPY 2 (4). Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of gastrointestinal, endocrine, cardiovascular, renal and nutrition disorders. Includes principles of dosage forms and drug delivery strategies. Prerequisite(s): PHRM 401.

PHRM 403. INTEGRATED PHARMACOTHERAPY 3 (4). Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, immunology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of cardiovascular, endocrine, psychiatric, and respiratory disorders. Includes principles of dosage forms and drug delivery strategies. Prerequisite(s): PHRM402.

PHRM 404. INTEGRATED PHARMACOTHERAPY 4 (4). Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, immunology, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of respiratory, oncologic, and infectious disease disorders. Includes principles of dosage forms and drug delivery strategies. Prerequisite(s): PHRM403.

PHRM 421. INTEGRATED PHARMACY LABORATORY 1 (1). Introduces basic pharmaceutical measurements, prescription interpretation and dispensing, emphasizing preparation of sterile products. Physical assessment, documentation, and clinical chemistry skills are covered that extend student understanding of disease states covered in the IP sequence.

PHRM 422. INTEGRATED PHARMACY LABORATORY 2 (1). Introduces compounding of tablet, topical, and oral suspensions and solutions. Examines about devices for home diabetes monitoring. The second half of the semester focuses on pulmonary assessment, inhaler counseling, and smoking cessation counseling.

PHRM 430. PHARMACY AND THE UNITED STATES HEALTH CARE SYSTEM (3). Examines ways health care is accessed and used in the United States. Compares other systems around the world. Discusses roles of regulatory agencies, advocacy organizations, and the pharmaceutical industry. Covers issues of public health policy, economic behavior, outcomes.

PHRM 440. PHARMACY LAW AND POLICY (3). Examines the history of pharmacy laws and how the laws structured current practice guidelines and impact the distribution/dispensing of drugs. Explores state and local statutes concerning business and pharmacy practice. Civil liability and professional ethics are discussed.

PHRM 441. THERAPEUTIC PRINCIPLES OF SELF-CARE (3). Provides principles of self-care, product selection and rational use of nonprescription medications. Emphasizes appliances, durable medical goods, and OTC testing devices. Practices interviewing, decision-making for patient triage, and consultation skills. Service learning allows students to consider issues of self-care in socio-economically challenged populations.

PHRM 450. INTRODUCTION TO PHARMACY (2). Focuses on preparing students for the introductory pharmacy practice experiences. Students spend the semester obtaining necessary training for experiential education, learning elements of professionalism, specifically, communications, interactions, and behaviors. Introduction is also made to health care documentation and drug information.

PHRM 451. INTRODUCTORY PHARMACY PRACTICE EXPERIENCE I (2). The first of five introductory experiential courses. Students spend six hours weekly at a community or institutional site learning about the pharmacy practice setting and completing assignments related to concepts in their concurrent coursework. Prerequisite(s): PHRM 450.

PHRM 705. INTEGRATED PHARMACOTHERAPY 5 (4). Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected renal, hepatic, hematological, infectious disease, and cardiovascular disorders. Includes principles of dosage forms and drug delivery strategies. Prerequisite(s): PHRM 404.

PHRM 706. INTEGRATED PHARMACOTHERAPY 6 (4). Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected cardiac, vascular, and renal disorders. Includes principles of dosage forms and drug delivery strategies. Prerequisite(s): PHRM 705.

PHRM 707. INTEGRATED PHARMACOTHERAPY 7 (4). Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, dosage form and drug delivery strategies, and pharmacotherapy of selected neurologic, psychiatric, bone and joint, and immunologic disorders. Prerequisite(s): PHRM 706.

PHRM 708. INTEGRATED PHARMACOTHERAPY 8 (4). Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, dosage form and drug delivery strategies, and pharmacotherapy of selected renal, hematologic, infectious disease, and gastrointestinal disorders. Prerequisite(s): PHRM 707.

PHRM 709. INTEGRATED PHARMACOTHERAPY 9 (4). Integrated approach to understanding the pharmacotherapy of selected disease states including oncologic and hematologic disorders, viral and fungal infections and transplant. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy, with principles of dosage forms and drug delivery strategies. Prerequisite (s): PHRM 708.

PHRM 710. INTEGRATED PHARMACOTHERAPY 10 (4). Integrated approach to understanding the pharmacotherapy of selected disease states including psychological and neurological disorders, and bacterial infections. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy, with principles of dosage forms and drug delivery strategies. Prerequisite(s): PHRM 709.

PHRM 711. INTEGRATED PHARMACOTHERAPY 11 (4). Integrated approach to understanding/solving problems of concomitant diseases through complicated patient cases. Material from previous pharmacotherapy courses is addressed, and new material is introduced. Includes physicochemical/biological principles of dosage forms and drug delivery methods for appropriate treatment. Prerequisite(s): PHRM 710.

PHRM 712. INTEGRATED PHARMACOTHERAPY 12 (4). Integrated approach to understanding/solving problems of concomitant diseases through complicated patient cases. Material from previous pharmacotherapy courses is addressed, and new material is introduced. Includes physicochemical/biological principles of dosage forms and drug delivery methods for appropriate treatment. Prerequisite(s): PHRM 711.

PHRM 723. INTEGRATED PHARMACY LABORATORY 3 (1). The course is designed to develop patient assessment and counseling, prescription preparation, extemporaneous compounding, and dispensing skills. The topic sequence is designed to coordinate with those presented in the integrated therapeutics sequence.

PHRM 724. INTEGRATED PHARMACY LABORATORY 4 (1). Builds on skills introduced in IL 1-3 and acquire new patient assessment, communication, pharmaceutical calculations, prescription preparation and dispensing, and extemporaneous compounding skills. Topics are designed to complement the integrated pharmacotherapy course. Prerequisite(s): PHRM 723.

PHRM 725. INTEGRATED PHARMACY LABORATORY 5 (1). Develops patient interviewing and counseling skills, along with critical evaluation of literature and presentation skills. Topic sequence is designed to coordinate with those presented in the integrated pharmacotherapeutics and experiential education sequences. Prerequisite(s): PHRM 724.

PHRM 726. INTEGRATED PHARMACY LABORATORY 6 (1). Extends skills developed through professional years one and two to effectively access and critically evaluate drug information. Students research contemporary health topics, interpret/evaluate literature, organize and prepare a doctoral-level presentation that integrates pharmacy knowledge and skills. Prerequisite(s): PHRM 725.

PHRM 727. INTEGRATED LITERATURE EVALUATION I (3). Study of literature evaluation and research study design. Discuss advantages and disadvantages of primary, secondary, and tertiary literature. Systematically approach drug information requests and to efficiently find and evaluate biomedical literature. Evaluate a study for validity, design, and methods.

PHRM 728. INTEGRATED LITERATURE EVALUATION 2 (3). Study of literature evaluation including critical assessment of research design and statistical method. Systematic evaluation of primary literature. Students learn to respond systematically to drug information requests and to efficiently find and evaluate biomedical literature and apply it to patient care. Prerequisite(s): PHRM 727.

PHRM 731. PHARMACOECONOMICS (3). Discusses how to collect, analyze, and interpret costs of drug therapies and alternatives as well as how to determine the economic impact of clinical outcomes, pharmacoeconomic models, cost-minimization, cost-of-illness, cost-effectiveness, cost-benefit, and cost utility analysis and techniques. Prerequisite(s): PHRM 430.

PHRM 732. LEADERSHIP AND MANAGEMENT (3). Introduces topics such as key business relationships, planning, market analysis, ownership, service offerings, competitive strategies, and operations. Covers fundamental principles of leadership, including attributes of effective leaders, and cultivation of personal leadership qualities.

PHRM 743. FAITH TRADITIONS IN HEALTH CARE (3). Survey of different religious beliefs and how people in various faith traditions access and use health care resources; emphasis on understanding and communicating with patients who present with less commonly encountered beliefs.

PHRM 752. INTRODUCTORY PHARMACY PRACTICE EXPERIENCE 2 (2). The second of five experiential courses. Students spend six hours weekly at a community site learning about the community pharmacy practice setting and completing assignments related to concepts in their concurrent course work. Prerequisite(s): PHRM 451.

PHRM 753. INTRODUCTORY PHARMACY PRACTICE EXPERIENCE 3 (2). The third of five experiential courses. Students spend six hours weekly at a community site learning about the community pharmacy practice setting and completing assignments related to concepts in their concurrent course work. Prerequisite(s): PHRM 752.

PHRM 754. INTRODUCTORY PHARMACY PRACTICE EXPERIENCE 4 (2). Introductory Pharmacy Practice Experience 4 is the fourth of five experiential courses. Students spend six hours weekly at an institutional site learning about the institutional pharmacy practice setting and completing assignments related to concepts in their concurrent course work. Prerequisite(s): PHRM 753.

PHRM 755. INTRODUCTORY PHARMACY PRACTICE EXPERIENCE 5 (2). Inter-professional simulations designed to combine pharmacy knowledge with practice in professionalism. Prerequisite(s): PHRM 754.

PHRM 760. ADVANCED PHARMACY PRACTICE EXPERIENCE I (6). This is the first of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 761. ADVANCED PHARMACY PRACTICE EXPERIENCE II (6). This is the second of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 762. ADVANCED PHARMACY PRACTICE EXPERIENCE III (6). This is the third of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 763. ADVANCED PHARMACY PRACTICE EXPERIENCE IV (6). This is the fourth of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 764. ADVANCED PHARMACY PRACTICE EXPERIENCE V (6). This is the fifth of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 765. ADVANCED PHARMACY PRACTICE EXPERIENCE VI (6). The eighth of eight required advanced experiential courses. Designed to expand the student's knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings. Prerequisite(s): PHRM 764. Note: Majors Only.

PHRM 766. ADVANCED PHARMACY PRACTICE EXPERIENCE VII (6). The eighth of eight required advanced experiential courses. Designed to expand the student's knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings. Prerequisite(s): PHRM 765. Note: Majors Only.

PHRM 767. ADVANCED PHARMACY PRACTICE EXPERIENCE VIII (6). The eighth of eight required advanced experiential courses. Designed to expand the student's knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings. Prerequisite(s): PHRM 766. Note: Majors Only.

PHRM 772. DRUGS OF ABUSE (3). Covers the pharmacological, clinical, and societal aspects of psychoactive/psychotropic drugs of abuse. Special emphasis is placed on observable signs and symptoms, screening, and therapeutic management of commonly abused drugs. NOTE: Students must have a P-2 standing.

PHRM 774. ADVANCED TOPICS IN COMPOUNDING AND DRUG DELIVERY (3). Students will apply biopharmaceutical principles to the design and preparation of compounded dosage forms. The class will consist of theoretical discussions, pharmaceutical compounding, and product analysis.

PHRM 775. PHARMACOGENOMICS (3). This course discusses effects of genetic variability on drug toxicity and efficacy, characterization of polymorphisms relevant to drug action, and identification of novel genomic targets for drug development. Legal, ethical, and social implications, and pharmaceutical biotechnology are addressed.

PHRM 777. PALLIATIVE CARE (3). This course is designed to develop skills in the interdisciplinary team approach and principles of palliative care, including symptom assessment and management, ethical issues, and advance care planning. Emphasis is placed on the role of the pharmacist in the palliative care and hospice settings.

PHRM 778. SPANISH FOR PHARMACY PRACTICE I (3). Introduces elemental and basic conversational Spanish. Basic words and phrases, and health-related words will be covered so that students can communicate with Spanish-speaking patients and clients. NOTE: Students must have a P-2 standing.

PHRM 779. APPLIED LEADERSHIP IN PHARMACY PRACTICE (3). Discover, reflect on, and enhance leadership skills by emphasizing the development of a personal mission statement, timeless leadership and influence principles, conflict management, positive reinforcement strategies, effective interpersonal communication, embracement of adversity, and emotional intelligence. Prerequisite(s): PHRM 451 and PHRM 752.

PHRM 780. SPANISH FOR PHARMACY PRACTICE II (3). This Intermediate Medical Spanish course, tailored for pharmacy students, helps students move from a beginning knowledge of general and medical Spanish to an intermediate level of Medical Spanish. It is perfect for the student with 3+ years of High School Spanish or 2+ years of college Spanish in the past, who wants to review what they already know and gain more knowledge of medical terminology in the pharmacy context.

PHRM 781. INTERPROFESSIONAL FOUNDATIONS IN GLOBAL HEALTH I (1). Examines strategies for students to become engaged leaders in the health professions within the current global reality. Core concepts of international service, poverty and global injustice, structural violence, determinants of health, culture and foreign aid will be addressed. Co-requisite: NR 681, HSA 682, DPT 780M, and DPT 781M.

PHRM 782. INTERPROFESSIONAL FOUNDATIONS IN GLOBAL HEALTH II (2). Expands on Foundations of Global Health I and exams the growing body of knowledge, scholarship, and engagement in global health. Challenges students in the health professions to become engaged leaders to help address growing global health disparities. Co-requisite: PHRM 781, HSA 683, and NR 682.

PHRM 783. ADVANCED TOPICS IN DRUG INFORMATION (3). Expands on the students' understanding of drug information. Covers how to efficiently answer drug information questions using available resources and provide effective answers both verbally and in writing. Prerequisite(s): PHRM 727 and PHRM 728.

PHRM 784. INTRODUCTION TO INTERPROFESSIONAL SPIRITUAL CARE (1). Blended foundational inter-professional course assessing spiritual care needs of clients to maximize quality of care outcomes. Activities include personal reflection,

interventions, and identification of roles of spiritual care team through participation in community observation.

PHRM 785. INTERPROFESSIONAL SPIRITUAL CARE (2). Blended inter-professional course advancing knowledge in application of spiritual assessment and support of whole patient needs. Includes a community field experience working with spiritual provider mentors in various settings- examples: hospital and hospice. Prerequisite(s): PHRM 784.

PHRM 786. ADVANCED SELF CARE (3). Incorporation of multiple disease-states in the self-care arena to evaluate and determine appropriate self-care product selection and non-pharmacologic recommendation for numerous patient populations. Further emphasis on interviewing, decision-making for patient triage, and consultation skills will be incorporated. NOTE: Majors Only.

PHRM 788. CRITICAL REVIEW IN ONCOLOGY RESEARCH (3). Provides critical review of preclinical and clinical oncology pharmacy research. Emphasis of study is placed on groundbreaking discoveries in oncology pharmacotherapy. Reviews and discusses essential articles from primary literature sources in order to develop an original research proposal in the field of oncology pharmacy. Note: Students must be in professional year 3 of the pharmacy program. Prerequisite(s): PHRM 728.

PHRM 790E-W. TOPICS IN PHARMACEUTICAL SCIENCES (3). Individually supervised independent study related to current topics in pharmaceutical sciences. A contract between the student and supervising faculty, detailing learning objectives, activities used to attain the objectives, and the basis for evaluation must be developed and approved in advance.

SCHOOL OF PHYSICAL THERAPY

BACHELOR OF SCIENCE IN HEALTH AND EXERCISE SCIENCE

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| <i>Total Degree Requirements</i> | 128 SH |
| <i>Core Studies Requirements</i> | 45 SH |
| English Composition (RCC 200) | 3 SH |
| Literature/Humanities/Oral and Written Communication | 6 SH |
| PH 202A--General Physics with Trigonometry I | 3 SH |
| PH 205A--General Physics Lab with Trigonometry I | 1 SH |
| PH 202B--General Physics with Trigonometry II | 3 SH |
| PH 205B--General Physics Lab with Trigonometry II | 1 SH |
| NS 260--Introduction to Brain and Behavior | 3 SH |
| NS 261--Introduction to Brain and Behavior Lab | 1 SH |
| PY 250/PY 250C--General Psychology | 3 SH |
| SO 200/SO 200C--Introduction to Sociology | 3 SH |
| PY 461--Developmental Psychology: Adulthood and Aging | 3 SH |