

SCHOOL OF PHARMACY

Dean's welcome



Pharmacists play an integral role in caring for patients in a multidisciplinary approach within the health-care team. While the traditional role for pharmacists is to dispense medications to patients, the practice of pharmacy is extensive and has become a "hands-on" practice. In the community setting, pharmacists administer vaccines to patients and also conduct patient assessments of ailments such as hypertension, hyperlipidemia, and seizures in outpatient disease-based clinics. In the institutional setting, pharmacists work closely with physicians, nurses, and allied professionals to ensure that patients are receiving appropriate doses of medications per protocol. In order to gain these skills, knowledge of pharmacy practice in drug information, pharmaceutical care, clinical therapeutics, and experiential education is vital; along with an understanding of biomedical, pharmaceutical, social, and administrative science. This catalog will introduce you to the courses and services available to help you reach your goals.

The aim of our faculty, staff, and administration is to provide an environment that helps you develop into a caring, compassionate, competent, and skillful pharmacist. We are committed to ensuring that all students gain the knowledge and skills needed for the profession, and a dedication of lifelong service to others. While a student at Loma Linda University School of Pharmacy, you will have opportunities to

participate in community outreach, including programs to underserved patient populations.

The University motto, "To make man whole," combined with the mission to continue the teaching and healing ministry to Jesus Christ, is the foundation on which all programs at Loma Linda University are built. It is our desire to prepare all graduates to fulfill this mission. Welcome to the school that will help you grow spiritually, mentally, physically, socially, and professionally for a life of service to those in need.

Michael D. Hogue, Pharm.D., FAPhA, FNAP
Dean, School of Pharmacy

School foundations

History

In 1994, a school of pharmacy was proposed to the Loma Linda University Board of Trustees; and in 1995, the board voted to continue to approve, in principle, the establishment of a school of pharmacy.

The new School of Pharmacy's pioneering class of 2006 began on September 19, 2002. In July 2007, the Accreditation Council for Pharmacy Education granted full accreditation status to the School of Pharmacy. In October 2012, the School of Pharmacy moved into Shryock Hall, a historical building in the core of the LLU campus. The administrative team, Department of Pharmacy Practice, and Department of Experiential and Continuing Education now call Shryock Hall home. The Chan Shun Pavilion houses the Department of Pharmaceutical and Administrative Sciences and three research laboratories.

Mission, vision, goals and values

Our mission

The mission of Loma Linda University School of Pharmacy is to educate competent and compassionate pharmacists who are dedicated to whole person care as integral members of a healthcare team. We pursue excellence in teaching, service, research and clinical care in honor of Jesus Christ.

Our vision

To continue the teaching and healing ministry of Jesus Christ.

Our goals

The goals of Loma Linda University School of Pharmacy are to:

- Develop graduates who possess the leadership and critical thinking skills to innovate and influence the dynamic field of health care.
- Develop a spirit of service in students by engaging in reciprocal and sustainable relationships with local and global communities.
- Develop students, faculty and alumni who are accountable and responsible for patient drug therapy outcomes.
- Develop graduates who will demonstrate mastery of social intelligence and emotional intelligence.
- Actively engage students and faculty in collaborative teaching, scholarship, service and patient care.

Our values

The School of Pharmacy's academic and co-curricular activities focus on the Loma Linda University's seven core values (<http://llucatalog.llu.edu/about-university/core-values-loma-linda-university/>) (J-CHIEFS).

Dean

Michael D. Hogue

Primary faculty

Olayemi Adeoye

Khaled Bahjri

Kristopher Boyle

Danielle L. Davis

Willie L. Davis

Ike delaPena

Alireza FakhriRavari

Olivia Francis

Paul Gavaza

Jody M. Gonzalez

Alireza Hayatshahi

Michael D. Hogue

Lisa Hong

Christopher Jacobson

Soo Min Jang

Nancy E. Kawahara

Justin M. Kinney

Kathryn T. Knecht

Jessa M. Koch

Victoria Maskiewicz

Aimable Ngendahimana

Lee H. Nguyen

Wei-Xing Shi

Caroline M. Sierra

Kyle M. Sousa

Noreen Chan Tompkins

Huyentran N. Tran

Farnoosh Zough

Secondary and adjunct faculty

Steven C. Forland

Antony Gobin

Norm Hamada

Christopher Hauschild

Michelle Spencer-Safier

General regulations

Students of the University are responsible for informing themselves of and satisfactorily meeting all regulations pertinent to registration, matriculation, and graduation. Section III provides the general setting for the programs of each school and outlines the subject and unit requirements for admission to individual professional programs. It is important to review specific program requirements in the context of the general requirements applicable to all programs.

Transfer credit units

The School of Pharmacy accepts students with advanced standing into the Pharm.D. program under the following conditions:

1. Student must meet one of the two following conditions:
 - a. They must be currently enrolled in good standing at an ACPE-accredited school of pharmacy, or
 - b. If not currently enrolled, they must be currently eligible to be re-enrolled at their previous ACPE-accredited school of pharmacy.
2. Student must have a grade point average of not less than 3.25 or equivalent in a Pharm.D. program.
3. Student must complete the prescribed admissions process and provide for evaluation all requested documents (e.g., transcripts, syllabi, and/or course descriptions) related to their previous enrollment in pharmacy school. Applications will be reviewed on a case-by-case basis.

Students will only be admitted with advanced standing to either the PY1 or PY2 years of the LLUSP curriculum.

Computer competency

Students must have computer proficiency prior to enrollment, which includes use of an email system (including attaching a document); familiarity with a learning management system (Canvas or Blackboard); basic knowledge of word processing program(s), presentation program(s), and spreadsheet program(s). Students must also be capable of searching the internet and navigating their computers.

Student life

The information on student life contained in this CATALOG is brief. The University *Student Handbook* more comprehensively addresses University and school expectations, regulations, and policies; and is available to each registered student. Students need to familiarize themselves with the contents of the *Student Handbook*. Additional information regarding policies specific to a particular school or program within the University is available from the respective school.

The School of Pharmacy prepares a school-specific *Policy and Procedure Manual*, which is provided to all pharmacy students. Regulations, policies, procedures, and other program requirements are contained in this manual. Students who have questions about the *Policy and Procedure Manual* should contact the associate dean of student affairs and admissions.

Health check requirements

All new students are required to have the immunizations listed below before their first registration. Students will not be allowed to register without a valid and completed immunization record. It is strongly recommended that all required immunizations and physical examinations be obtained by the student before arrival on campus. All immunizations,

except the third hepatitis B, can be completed in one month. Many county health departments offer these immunizations at a reduced cost.

Immunizations

- Measles, mumps, rubella (MMR)—Series of two injections must be current after 1980 or show a positive MMR titer.
- Tetanus/diphtheria/pertussis (Tdap)—Must be current within ten years. (Note: tetanus-only or Td vaccine does not meet the requirement; must contain the pertussis component.)
- Hepatitis B—Series of three injections, recombinant form-Engerix-B or Recombivax-HB; or series of two injections, intradermal form Hepsilav-B consistent with Centers for Disease Control and Prevention current recommendations.
- Tuberculosis skin test (PPD Mantoux)—Must be current within six months. (If student tests positive, a chest X-ray report done within the past year is required.)
- Varicella (chickenpox)—Must show proof of a positive Varicella titer.

A completed immunization record form must be submitted to the School of Pharmacy Office and must be uploaded to the E-Value program in Experiential Education, as well as to Student Health Services. A valid and completed immunization record is required before the student can register.

Physical examination

Documentation of a physical examination is required for entrance into the program. For additional information, please contact Student Health Services directly at 909/558-8770.

Pharmacy intern license

California law requires that all pharmacy students be licensed as interns before participating in any pharmacy practice experience. Consequently, all enrolled students must possess a valid, non-probationary intern pharmacist license to participate in the experiential components of the Pharm.D. program. Application for this license is part of the orientation program scheduled prior to the start of the PY1 year.

Professional integrity

Loma Linda University seeks to educate ethical and proficient pharmacists within a Christian paradigm. Fundamental core values of compassion, integrity, freedom, excellence, justice, purity, and humility are expected of each student attending the School of Pharmacy. Integrity is important in upholding the standards of professional and personal conduct and is consistent with the oath that is taken upon graduation. Integrity includes being accountable for one's own conduct, as well as assuming responsibility for the professional behavior of one's colleagues within the profession. Professionalism involves treating others with courtesy and respect. It is expected that all School of Pharmacy students will exhibit conduct that shows respect to others at all times.

Code of conduct

In harmony with the goals of Loma Linda University, students are expected to demonstrate a pattern of personal discipline with lifestyle expectations that are consistent with those of the Seventh-day Adventist Church. Joining the Loma Linda University family is an honor and requires each individual to uphold the policies, regulations, and guidelines established for all members of the University team. The following are expected of each member of the Loma Linda University family:

- To respect oneself.
- To respect the dignity, feelings, worth, and values of others.

- To respect the rights and property of others and to discourage vandalism and theft.
- To prohibit discrimination while striving to learn from differences in people, ideas, and opinions.
- To practice personal, professional, and academic integrity; and to discourage all forms of dishonesty, plagiarism, deceit, and disloyalty to the code of conduct.
- To foster a personal, professional work ethic within the Loma Linda University family.
- To foster an open, fair, and caring environment.
- To be fully responsible for upholding the Loma Linda University code.

Specific policies are outlined in greater detail in the University *Student Handbook*.

CPR and first aid certification

All students must be currently certified in cardiopulmonary resuscitation and first aid during their enrollment in the School of Pharmacy.

Professional organizations

Involvement in professional organizations is an integral part of the educational and professional experience within the School of Pharmacy. The complete list of School of Pharmacy-recognized professional organizations can be found in the *Professional Organization Policies and Procedure Manual*. This manual is maintained by the Office of Student Affairs.

Academic policies and procedures

Curriculum outcome objectives

On August 21, 2014, the faculty approved and adopted the following outcomes based on CAPE 2013 educational outcomes.

Domain 1—Foundational Knowledge

Subdomain 1.1. Learner (Learner)—Develop, integrate, and apply knowledge from the foundational sciences (i.e., pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

Learning objectives

By the end of the program, the graduate should be able to:

- 1.1.1. Develop and demonstrate depth and breadth of knowledge in pharmaceutical, social/behavioral/administrative, and clinical sciences.
- 1.1.2. Articulate how knowledge in foundational sciences is integral to: 1) clinical reasoning, 2) evaluation of future advances in pharmacotherapy, 3) supporting health and wellness initiatives, and 4) delivery of contemporary pharmacy services.
- 1.1.3. Integrate knowledge from foundational sciences to explain how specific drugs or drug classes work, and evaluate their potential value in individuals and populations.
- 1.1.4. Apply knowledge in foundational sciences to solve therapeutic problems and advance patient-centered care.
- 1.1.5. Analyze scientific literature related to drugs and disease to enhance clinical decision making.

1.1.6. Identify and analyze emerging theories, information, and technologies that may impact patient-centered and population-based care.

Domain 2—Essentials for Practice and Care

Subdomain 2.1. Patient-centered care (Caregiver)—Provide patient-centered care as the medication expert (collect and interpret evidence; prioritize; formulate assessments and recommendations; implement, monitor and adjust plans; and document activities).

Learning objectives

By the end of the program, the graduate should be able to:

- 2.1.1. Collect subjective and objective evidence related to patient, medications, allergies/adverse reactions, and disease by performing patient assessment (including physical assessment) from chart/electronic health records, pharmacist records, and patient/family interviews.
- 2.1.2. Interpret evidence and patient data.
- 2.1.3. Prioritize patient needs.
- 2.1.4. Formulate evidence-based care plans, assessments, and recommendations.
- 2.1.5. Implement patient-care plans.
- 2.1.6. Monitor the patient and adjust care plan as needed.
- 2.1.7. Document patient care-related activities.

Subdomain 2.2. Medication-use systems management (Manager)—Manage patient health-care needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication-use systems.

Learning objectives

By the end of the program, the graduate should be able to:

- 2.2.1. Compare and contrast the components of typical medication-use systems in different pharmacy practice settings.
- 2.2.2. Describe the role of the pharmacist in impacting the safety and efficacy of each component of a typical medication-use system (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, documentation, and outcomes).
- 2.2.3. Utilize technology to optimize the medication-use system.
- 2.2.4. Identify and utilize human, financial, and physical resources to optimize the medication-use system.
- 2.2.5. Manage health-care needs of patients during transitions of care.
- 2.2.6. Apply standards, guidelines, best practices, and established processes related to safe and effective medication use.
- 2.2.7. Utilize continuous quality improvement techniques in the medication-use process.

Subdomain 2.3. Health and wellness (Promoter)—Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

Learning objectives

By the end of the program, the graduate should be able to:

- 2.3.1. Describe the use of risk assessment, risk reduction, screening, education, and immunizations to provide systematic preventive care.
- 2.3.2. Provide prevention, intervention, and educational strategies for individuals and communities to improve health and wellness.
- 2.3.3. Participate with interprofessional health-care team members in the management of and health promotion for all patients.
- 2.3.4. Evaluate personal, social, behavioral, economic, and environmental conditions to improve health and wellness.

Subdomain 2.4. Population-based care (Provider)—Describe how population-based care influences patient-centered care, the development of practice guidelines and evidence-based best practices.

Learning objectives

By the end of the program, the graduate should be able to:

- 2.4.1. Assess the health-care status and needs of a targeted patient population.
- 2.4.2. Develop and provide an evidence-based approach that considers items—including cost, care, access, satisfaction needs, and cultural appropriateness of a targeted patient population.
- 2.4.3. Participate in population health management by evaluating, recommending, and/or adjusting interventions to maximize health.

Domain 3—Approach to Practice and Care

Subdomain 3.1. Problem solving (Problem Solver)—Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

Learning objectives

By the end of the program, the graduate should be able to:

- 3.1.1. Identify and define the primary problem.
- 3.1.2. Define basic and alternative goals.
- 3.1.3. Explore multiple solutions by organizing, prioritizing, and defending each possible solution.
- 3.1.4. Anticipate positive and negative outcomes by reviewing assumptions, inconsistencies, and unintended consequences.
- 3.1.5. Implement the most viable solution, including monitoring parameters, to measure intended and unintended consequences.
- 3.1.6. Reflect on the solution implemented and its effects to improve future performance.

Subdomain 3.2. Educator (Educator)—Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

Learning objectives

By the end of the program, the graduate should be able to:

3.2.1. Conduct a learning needs assessment of constituents who would benefit from pharmacist-delivered education (e.g., patients/caregivers, technicians and interns, pharmacy students, fellow pharmacists, other health-care providers, legislators).

3.2.2. Select the most effective techniques/strategies to achieve learning objectives.

3.2.3. Demonstrate the ability to coordinate educational efforts with other health-care providers, when appropriate, to ensure a consistent, comprehensive, and team-based encounter.

3.2.4. Ensure that instructional content contains the most current information relevant for the intended audience.

3.2.5. Adapt instruction and delivery to the intended audience.

3.2.6. Assess audience comprehension.

Subdomain 3.3. Patient advocacy (Advocate)—Assure that patients' best interests are represented.

Learning objectives

By the end of the program, the graduate should be able to:

3.3.1. Incorporate elements of Loma Linda University's wholeness philosophy to empower patients to take responsibility for and control of their health.

3.3.2. Assist patients in navigating the complex health-care system.

3.3.3. Ensure patients obtain the resources and care required in an efficient and cost-effective manner (e.g., triage to social and/or other health-care services).

Subdomain 3.4. Interprofessional collaboration (Collaborator)—Actively participate and engage as a health-care team member by demonstrating mutual respect, understanding, and values to meet patient-care needs.

Learning objectives

By the end of the program, the graduate should be able to:

3.4.1. Establish a climate of shared values and mutual respect necessary to meet patient-care needs.

3.4.2. Define clear roles and responsibilities for team members to optimize outcomes for specific patient-care encounters.

3.4.3. Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.

3.4.4. Foster accountability and leverage expertise to form a highly functioning team (one that includes the patient, family, and community) and promote shared patient-centered problem solving.

Subdomain 3.5. Cultural sensitivity (Includer)—Recognize social determinants of health to diminish disparities and inequities in access to quality care.

Learning objectives

By the end of the program, the graduate should be able to:

3.5.1. Recognize the collective identity and norms of different cultures without overgeneralizing (i.e., recognize and avoid biases and stereotyping).

3.5.2. Demonstrate an attitude that is respectful of different cultures.

3.5.3. Assess a patient's health literacy and modify communication strategies to meet the patient's needs.

3.5.4. Safely and appropriately incorporate patients' cultural beliefs and practices into health and wellness care plans.

Subdomain 3.6. Communication (Communicator)—Effectively communicate verbally and non-verbally when interacting with an individual, group, or organization.

Learning objectives

By the end of the program, the graduate should be able to:

3.6.1. Interview patients using an organized structure, specific questioning techniques, and medical terminology adapted for the audience.

3.6.2. Actively listen and ask appropriate open- and closed-ended questions to gather information.

3.6.3. Use available technology and other media to assist with communication as appropriate.

3.6.4. Use effective interpersonal skills to establish rapport and build trusting relationships.

3.6.5. Communicate responsibly with assertiveness, persuasiveness, confidence, and clarity.

3.6.6. Demonstrate empathy when interacting with others.

3.6.7. Deliver and obtain feedback to assess learning and promote goal setting and goal attainment.

3.6.8. Develop professional documents pertinent to organizational needs.

3.6.9. Document patient-care activities clearly, concisely, and accurately using appropriate medical terminology.

ACPE complaint policy

Standard No. 20: Student Complaints Policy of the accreditation standards and guidelines for the professional program in pharmacy leading to the Doctor of Pharmacy degree states, "the college or school must produce and make available to students a complaints policy that includes procedures to be followed in the event of a written complaint related to one of the accreditation standards, students rights to due process, and appeal mechanisms. Students must receive information on how they can submit a complaint to the ACPE for unresolved issues on a complaint related to the accreditation standards."

The ACPE complaints policy with instructions on how to file a complaint can be found at < (<http://www.acpe-accredit.org/complaints/default.asp>)<https://www.acpe-accredit.org/complaints/>>. (<http://www.acpe-accredit.org/complaints/default.asp>)

Experiential education

While enrolled in the Doctor of Pharmacy program, students are required to complete a supervised series of practice-based courses to prepare them for licensure as pharmacists. To qualify for licensure as a pharmacist, students must graduate from the School of Pharmacy with

a Doctor of Pharmacy degree, complete required internship hours, and achieve passing scores on the North American Pharmacist Licensure Examination (NAPLEX) and the law examination for the state where they plan to practice.

The experiential program consists of both introductory (IPPE) and advanced (APPE) pharmacy practice experiences designed to meet the required structured, supervised, professional experience for a Doctor of Pharmacy degree. Students and their supervising preceptors are guided by the Loma Linda University School of Pharmacy *Experiential Program Manual*, which contains guidelines and policies for successful completion of the program.

The School of Pharmacy requires participation in introductory pharmacy practice experiences (IPPE) each year during PY1 through PY3 to enhance practice skills and prepare students to function as members of a health-care team. Advanced pharmacy practice experiences (APPE) comprise the entire PY4 curriculum and are designed to help students integrate and refine skills learned in the first three years of pharmacy (didactic and experiential) course work.

The purpose of the experiential education program is to apply knowledge from classroom and laboratory courses to patient care (pharmacy practice). The ultimate goal of the experiential program is to produce well-rounded, competent, caring, and responsible pharmacists who can deliver exemplary pharmaceutical care, as well as communicate effectively with diverse patients and other health-care professionals.

Experiential education requirements

During experiential courses, students are assigned to both hospital-based and community-based pharmacy practice settings under the direct supervision of a School of Pharmacy preceptor. Participation in the IPPE/APPE courses requires a valid California intern pharmacist license issued by the California Board of Pharmacy. Students completing IPPE/APPE experiences at sites outside of California must be licensed in the applicable state. When a student is participating in an IPPE or APPE rotation, Loma Linda University's code of conduct and the guidelines found in the *School of Pharmacy Student Policies and Procedures Manual* are still in effect throughout the completion of this experience. If experiential site regulations and policies differ from University policies, the site policies supersede. In addition to the above-mentioned guidelines, the following regulations are to be followed by all professional pharmacy students assigned to experiential sites or rotations.

- Attendance is mandatory. Punctuality is expected, and tardiness will not be tolerated.
- Students must maintain their University email accounts and check them at least daily to keep apprised of important information or announcements.
- All experiential educational assignments are made through the Department of Experiential and Continuing Education and are the responsibility of the chair of the Department of Experiential and Continuing Education.
- Students are not to function as agents or employees of the site. They must identify themselves as pharmacy students from Loma Linda University School of Pharmacy. While participating in this graded experience, students shall not, under any circumstances, receive financial remuneration from the experiential site. Failure to adhere to this policy will result in suspension and removal from the rotation and receipt of a failing grade in the course.

The student is responsible for all financial obligations associated with their pharmacy education. They are also responsible for fulfilling all site

requirements prior to each rotation within the time frame requested. These responsibilities include transportation, food, lodging, and any other incidental costs related to practice assignments. Concurrent employment during the experiential experience does not exclude or excuse students from any responsibilities associated with course requirements. The student must possess a valid driver's license and is responsible for transportation to and from sites. IPPE rotations can be up to 70 miles from campus.

Loma Linda University School of Pharmacy students are required to dress and act professionally at all times. This expectation extends to experiential educational activities where the student is not on the campus but receives instruction and guidance through a School of Pharmacy preceptor.

The Department of Experiential and Continuing Education requires all students to adhere to the School of Pharmacy dress code and to wear their Loma Linda University identification cards and short white laboratory coats at all times while at the experiential site. The laboratory coat must be white, clean, and freshly pressed. Students who attend out of dress code will be considered absent by the preceptor and sent home to fulfill dress code requirements *prior to returning* to the practice site.

In addition to the general school requirements, other rules may apply for students who are off site. If the experiential site implements special attire or dress code requirements, the more stringent of the dress code requirements prevails, whether that of Loma Linda University or of the off-site institution.

Pharmacy practice experience

The chair of the Department of Experiential and Continuing Education coordinates both introductory pharmacy practice experience (IPPE) and advanced pharmacy practice experience (APPE). Participation in the practice-based experiences requires:

- *Immunizations:* Students must safeguard themselves and be sure that all University-required immunizations are up to date. Students are responsible for keeping the records of their own immunizations accessible. For the protection of patients and the students themselves, it is highly recommended that students receive the influenza vaccine in September during their PY4 year. Some sites may require this immunization.
- *HIPAA certificate:* All students are required to complete HIPAA training and obtain a certificate of completion annually.
- *Bloodborne pathogen training:* All students are required to complete training and obtain a certificate of completion annually.
- *Medicare fraud and abuse training:* Students must complete training and obtain a certificate of training annually.
- *Tuberculosis screening:* Students must be screened and cleared for tuberculosis annually during their enrollment (complete a one- or two-step PPD test, depending on the practice site requirement). A chest X-ray may also be required when medically indicated. Students shall follow specific instructions provided by the Department of Experiential and Continuing Education. A record of tuberculosis screening clearance must be on file with student health.
- *Background check:* Loma Linda University School of Pharmacy and practice facilities require background checks of all personnel, including students who are placed on site for experiential education. Some institutions may require the student to sign a confidentiality agreement or disclosure statement. Annual review and update is required during the program.

- *Random drug screening:* Random drug screening may be required for some practice settings. This screening may be above and beyond school-mandated screening.
- *Intern license:* Students must hold valid, nonprobationary California pharmacist intern licenses throughout the advanced pharmacy practice experiences.
- *CPR/First aid:* Students must hold valid CPR and first aid certificates. Effective dates must be current through the completion of PY4.
- *Student health card:* Students must carry the Loma Linda University student health insurance card with them at all times.

Requirements for participation in the IPPE/APPE program are subject to modification based on the requirements for licensure and the requirements for placement in the participating practice settings.

Introductory pharmacy practice experience (IPPE)

The goals of the introductory pharmacy practice experience are to sharpen clinical skills through direct patient-care activities in community, institutional, and ambulatory care settings, to introduce the student to different career opportunities in pharmacy, and to assist them in determining their career choices. Under the supervision of a School of Pharmacy preceptor, who is also a licensed pharmacist, the student will be provided opportunities to apply didactic knowledge to patient care in community, institutional, and ambulatory care settings early in the program. These experiences enhance communication, problem-solving, critical-thinking, and decision-making skills through direct patient-care activities.

Advanced pharmacy practice experience (APPE)

Students are required to complete a total of six advanced pharmacy practice experiences in specific clinical areas. Four experiences (each lasting six weeks) will be in required fields of hospital practice, ambulatory care, internal medicine, and clinical community practice. Two experiences will be in elective fields. All APPE must be completed under the supervision of a School of Pharmacy preceptor who is also a licensed pharmacist. In order to progress to the advanced pharmacy practice experiences, a student must achieve PY4 standing as defined by the School of Pharmacy.

Licensing

Pharmacy intern license

All School of Pharmacy students must have a current nonprobationary California intern pharmacist licenses. Students will be guided through the licensure application process during the first-year orientation. The intern licensure is required for the introductory pharmacy practice experiences (IPPE) and advanced pharmacy practice experiences (APPE). Information about the pharmacy intern license can be found online at <http://www.pharmacy.ca.gov/forms/intern_app_pkt.pdf>.

It is the student's responsibility to keep their pharmacy intern license current and valid. The Board of Pharmacy must be notified of address, enrollment status, or name changes within thirty days of the change. A photocopy of the student's valid pharmacy intern license must be on file in the school's Department of Experiential and Continuing Education.

Pharmacy intern hours

In order to be licensed as a pharmacist in California, the California State Board of Pharmacy requires each applicant to have completed a minimum of 1,500 hours of supervised pharmacy practice experience. As of January 1, 2016, an applicant for the pharmacist examination who has graduated on or after January 1, 2016, from an ACPE-accredited college of pharmacy or school of pharmacy recognized by the board

shall be deemed to have satisfied those pharmacy practice experience requirements.

Financial information

The Office of the Dean is the final authority on all financial matters and is charged with the interpretation of all financial policies. Any exceptions to published policy in regard to reduction or reimbursement of tuition must be approved by the dean. Any statement by individual faculty members, program directors, or department chairs in regard to these matters is not binding on the school or the University unless approved by the dean.

Registration is not complete until tuition and fees on the required installment are paid; therefore, the student should be prepared to make these payments during scheduled registration for each academic year. There may be adjustments in tuition and fees as economic conditions warrant.

General financial practices

The student is expected to arrange for financial resources to cover all expenses before the beginning of each school year. Previous accounts with other schools or with this University must have been settled.

Deposits

Upon notification of acceptance, the applicant must deposit \$500 to hold a place in the class. This amount is deducted from the tuition and fees due at registration and is nonrefundable should an applicant decide not to register.

International student deposit

Students who are not U.S. citizens or permanent residents entering Loma Linda University School of Pharmacy must deposit funds in the amount of the first full year of tuition. This deposit will be applied to the student's account for education costs during his/her last term of enrollment. An international student's deposit will be refunded if a student visa is not obtained.

Schedule of charges

The following charges are subject to change without notice.

Tuition

\$46,900 Annual block tuition

Fees

\$3,500 Enrollment fee

Miscellaneous

\$75	Application fee
\$500	Acceptance deposit; nonrefundable, applicable to tuition
\$1,500	Estimated books and supplies
\$25	Returned check processing fee
\$100-200	Late fee

Other charges

\$90 California Board of Pharmacy internship license (application, examination, interim practice permit); plus Live Scan fingerprinting fee (cost varies).

On- and off-campus student housing

Students may go to <[llu.edu/central/housing](http://www.llu.edu/central/housing) (<http://www.llu.edu/central/housing/>)> for housing information and a housing application form.

Additional requirements

Students are responsible for informing themselves of and satisfactorily meeting all regulations pertinent to registration, matriculation, and graduation.