

# SCHOOL OF PHARMACY

## Dean's welcome



The School of Pharmacy is delighted that you are interested in our programs. The role of a pharmacist has expanded in recent years and requires knowledge in biomedical sciences, pharmaceutical sciences, social and administrative science; as well as the pharmacy practice areas of therapeutics, drug information, pharmaceutical care, and experiential education. This catalog will introduce you to the courses and give you information on progression and services available to help you reach your goals.

Our goal is to provide an environment where you can gain the knowledge and skills to become a caring, competent and skillful pharmacist. The faculty, staff, and administration are committed to ensuring that all students develop the knowledge and skills needed for the profession and a commitment of lifelong service to others. While a student at Loma Linda University School of Pharmacy, you will have opportunities to participate in outreach and service programs to underserved populations.

The University motto, "To make man whole," combined with the mission to continue the teaching and healing ministry of 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, and socially for a life of service to those in need.

Marilyn M. Herrmann, Ph.D.

Interim 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 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, goals, and values

### Our mission

Additive to the mission of Loma Linda University to continue the teaching and healing ministry of Jesus Christ, the School of Pharmacy is committed to:

- Educating competent, caring pharmacists who will serve as integral members of the health-care team;
- Expanding, through research, the development of therapeutic regimens that will advance the knowledge and technology available for the treatment of disease; and
- Providing high-quality pharmaceutical care to all those within the global sphere of influence of Loma Linda University.

The School of Pharmacy educates pharmacists of the highest ethical and professional standards to deliver competent and compassionate pharmaceutical care. A diverse and dynamic educational environment produces students who are practitioners, health professionals, and providers of humanitarian service to a global community. Graduates will be dedicated to lifelong learning; developing new knowledge; advancing standards of practice; and integrating physical, mental, social, and spiritual dimensions of health.

### Our goals

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

- Provide pharmaceutical care in a global community.
- Expand and disseminate pharmaceutical knowledge through research and scholarly activities.
- Promote integrity and high ethical standards in conjunction with empathic attitudes that contribute to the well-being of patients and society.
- Engender and nurture the desire to serve humankind.
- Create an educational environment supportive of diverse populations and learning styles.
- Demonstrate pharmacy leadership within the University and the region.
- Encourage cultivation of self-education habits that foster lifelong learning.
- Instill positive personal health lifestyles that promote wholeness, wellness, and spiritual values.

- Incorporate educational techniques and technologies that best serve student learning.
- Promote responsible management of health-care resources and the environment.

## **Our values**

The School of Pharmacy's academic and cocurricular activities focus on the following seven values:

- **Compassion**—the sympathetic willingness to be engaged with the needs and sufferings of others. Among the most memorable depictions of compassion in Scripture is the story of the Good Samaritan, which Loma Linda University has taken as a central symbol of its work.
- **Excellence**—the commitment to exceed minimum standards and expectations.
- **Humility**—the willingness to serve others in a sacrificial manner, and the self-respect that renounces haughtiness or arrogance.
- **Integrity**—the quality of living a unified life in which one's convictions are well-considered and match his/her actions. Integrity encompasses honesty, authenticity, and trustworthiness.
- **Purity/Self-Control**—the commitment to be morally upright and moderate in all things, with complete control over one's emotions, desires, and actions.
- **Freedom**—the competency and privilege to make informed and accountable choices and to respect the freedom of others. God has called us not to slavery but to freedom.
- **Justice**—the commitment to equality and to treat others fairly, renouncing all forms of discrimination. The God of the Bible is One who calls people continually to justice. According to the prophets, religious faith could be genuine only when it led the believers to "seek justice, rescue the oppressed, defend the orphans, [and] plead for the widow."

### **Interim Dean**

Marilyn M. Herrmann

### **Primary faculty**

Kathleen Besinque

Kristopher Boyle

Thomas R. Bushell

Michael S. Campbell

David Chai

Nancy Y. Chang

Rebecca J. Cheung

Nam Cho

Michael P. Coronado

Danielle L. Davis

Willie L. Davis

Kofi Donkor

Paul Gavaza

Larisa Gunther

Norman M. Hamada

Christopher L. Hauschild

Alireza Hayatshahi

Elvin A. Hernandez

Lisa T. Hong

Daniel S. Kardasinski

Nancy E. Kawahara

Christine Kim

Justin M. Kinney

Kathryn T. Knecht

Jessa M. Koch

Huy X. Le

Richard Maskiewicz

Victoria Maskiewicz

Wayne R. Matthews

Kyle L. Miller

Rashid Mosavin

Kayvan Moussavi

Lee H. Nguyen

Teddy D. Nguyen

Paul M. Norris

Kristine A. Parbuoni

James Pinder

Jody M. Santos

Julie H. Selim

Wei-Xing Shi

Caroline M. Small

Michelle M. Spencer-Safier

Javad Tafreshi

Robert Tan

Robert W. Teel

Huyentran N. Tran

Desiree R. Wallace

Jill F. Weissman

David Weldon

Linda M. Williams

Joycelyn M. Yamzon

Farnoosh Zough

### **Secondary and adjunct faculty**

Samuel Achilefu

Ingrid K. Blomquist

Eileen J. Brantley

Jun R. Chiong

Richard T. Cranston

Khashayar Dashtipour

John R. Faltys

Steven C. Forland

W. William Hughes III

Busuyi S. Olotu

Christopher C. Perry

Erin E. Stephens

Richard S. Sun

Stanley C. Weisser

Sean Wilson

## **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 does not accept students with advanced status in the Pharmacy Program.

### **Computer competency**

Students must have computer proficiency prior to enrollment, which includes use of an e-mail system (including attaching a document); familiarity with a learning management system (i.e. 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 computer.

## **Technical standards for admission, promotion, and graduation**

### **Introduction**

Pharmacy education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of skills and professional attitudes and behavior. Pharmacy school faculty have a responsibility to society to matriculate and graduate the best possible

pharmacists. Thus, admission to the School of Pharmacy is offered only to those who present the highest qualifications for the study and practice of pharmacy. Technical standards presented in this document are requirements for admission to, promotion within, and graduation from the Loma Linda University School of Pharmacy.

It is the policy of Loma Linda University School of Pharmacy that no person shall be denied admission, promotion, or graduation on the basis of any disability, provided that the individual demonstrates ability to meet the minimum technical standards set forth herein. Standards are developed as criteria to achieve the Doctor of Pharmacy degree in preparation for licensure as a practicing pharmacist and for postgraduate professional training and education in any of the varied fields of pharmacy. Further, the safety of the patient must be guarded as the final and ultimate consideration. Therefore, it is not only reasonable, but also essential, for competent patient care to require minimum technical standards for the education of pharmacists.

Graduates of schools of pharmacy must have the knowledge and skills to function in a broad variety of clinical, administrative, and leadership situations and to render a wide spectrum of pharmaceutical care. Loma Linda University School of Pharmacy acknowledges Section 504 of the 1973 Vocational Rehabilitation Act and PL 11-336, the Americans with Disabilities Act (ADA) 1993, but ascertains that certain minimum technical standards must be present in the prospective candidates. The Accreditation Council for Pharmacy Education requires that the curriculum provide a general professional education, enabling each student to eventually practice as a pharmacist generalist. This requires the development of broad knowledge, skills, behaviors, ongoing self-directed learning, and the eventual ability to deliver competent pharmaceutical care within a reasonable time frame and within the context of the legal and ethical framework of the profession.

### **Technical standards**

Technical standards specify those attributes the faculty consider necessary for initiating, continuing, or completing a high-quality pharmacy education program, thus enabling each graduate to enter practice, residency, or fellowship training. Faculty have responsibility to monitor the maintenance of these standards. Students must be able to perform independently all of the described functions. A candidate for the Doctor of Pharmacy degree must have aptitude, abilities, and skills in the following areas: observation, communication, motor coordination and function; intellectual-conceptual, integrative, and quantitative abilities; behavioral and social attributes; and ethical values.

The School of Pharmacy will consider for admission any applicant who demonstrates the ability to perform or to learn to perform the skills listed in this document. Applicants are not required to disclose the nature of their disability(ies) to the Admissions Committee. However, any applicant with questions about these technical standards is strongly encouraged to discuss his/her specific issue(s) with the associate dean for student affairs and admissions prior to the interview process. If appropriate, and upon the request of the applicant, reasonable accommodations will be provided. This commitment also holds for current students whose health or abilities change while enrolled in the program.

The School of Pharmacy recognizes that certain student disabilities can be accommodated without compromising the standards required by the college and the integrity of the curriculum. Technological compensation can be made for some handicaps in these areas, but a candidate should be able to perform in a reasonably independent manner. The school is committed to the development of innovative and creative ways of opening the curriculum to competitive and qualified disabled candidates

while protecting the care of patients. The use of a trained intermediary means that a candidate's judgment must be mediated by someone else's power of selection and observation. Therefore, third parties cannot be used to assist students in accomplishing curricular requirements in the skill areas specified above.

### **Observation**

Students must be able to observe demonstrations and conduct exercises in a variety of areas related to contemporary pharmacy practice, including but not limited to monitoring of drug response and preparation of specialty dosage forms and experiments in the basic sciences. A student must be able to observe a patient accurately at a distance and close at hand, noting nonverbal as well as verbal signals. The student must be able to observe and interpret presented information. Specific observation requirements include, but are not limited to the following abilities: visualizing and discriminating findings on monitoring tests; reading written and illustrated material; observing demonstrations in the classroom or laboratory, including projected images; observing and differentiating changes in body movement; observing anatomic structures; discriminating numbers and patterns associated with diagnostic and monitoring instruments and tests; observing a patient's environment; and competently using instruments for monitoring drug response.

### **Communication**

A student should be able to speak, hear, and listen to patients in order to elicit information; describe changes in mood, activity, and posture; and perceive verbal as well as nonverbal communications. Students must be able to relate effectively and sensitively with patients and their caregivers/partners, and convey a sense of compassion and empathy. Students must be able to communicate effectively and sensitively with patients, colleagues, and other personnel in the School of Pharmacy. Communication includes speech, reading, writing, hearing, and computer literacy. Students must be able to communicate quickly, effectively, and efficiently in oral and written English with all members of the health-care team. Specific requirements include but are not limited to the following abilities: communicating rapidly and clearly with members of the health-care team individually and collectively; eliciting a thorough medication and medical history; and communicating complex findings in appropriate terms that are understood by patients and their caregivers, partners, and various members of the health-care team (fellow students, pharmacists, faculty and staff members, physicians, nurses, aides, therapists, social workers, and others). Students must be able to prepare and communicate concise but complete summaries of individual activities, decisions, and complex, prolonged encounters with patients. Students must be able to complete forms or appropriately document activities according to directions in a thorough and timely fashion.

### **Motor coordination and function**

Students should have sufficient motor function and skills necessary to perform basic tasks in the practice of pharmacy and to elicit information from patients by various screening maneuvers. Students should be able to execute motor movements reasonably required to participate in the general care and emergency treatment of patients. They must be able to respond promptly to emergencies within the practice setting and must not hinder the ability of their co-workers to provide prompt care. Examples of such emergency treatment reasonably required of pharmacists include arriving quickly when called, administering cardiopulmonary resuscitation, applying pressure to stop bleeding, participating in the initiation of appropriate procedures, rapidly and accurately preparing appropriate emergency medication, and preparing sterile intravenous medications. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional

use of the senses of touch and vision. Students must have sufficient sensory and motor function to monitor drug responses and to prepare and or dispense pharmaceuticals. A candidate should be able to perform basic laboratory tests (e.g., blood glucose and lipid levels); administer immunizations (intramuscular and subcutaneous); compound sterile and nonsterile dosage forms; use current technology for drug information evaluation; read EKGs, drug blood levels, and other laboratory results. It is also necessary for the student to be able to access drug and disease information sources (both paper and electronic) within a reasonable time frame and record data correctly so that it is clearly understood by other health professionals.

### **Intellectual--conceptual, integrative, and quantitative abilities**

A student should possess sufficient intellectual, conceptual, integrative, and quantitative abilities to complete a rigorous and intense didactic and experiential curriculum. These abilities include measurement, calculation, rational reasoning, problem analysis and solving, decision-making, judgment, numerical recognition, information integration, and solution synthesis. In addition, the candidate should be able to comprehend three-dimensional relationships and to understand the spatial relations of structures. Especially important is the appropriate and rapid calculation of dosages for a variety of patient-specific conditions, such as renal or hepatic failure, obesity, cardiac or respiratory arrest, etc. Additionally, calculations involving appropriate dilution or reconstitution of drug products, electrolytes, etc., must be made accurately and quickly. Problem solving and critical skills demanded of all pharmacists require all of the above-mentioned intellectual abilities and must be performed quickly, especially in emergency situations. The ability to incorporate new information from peers or teachers and to locate and evaluate new information from the literature to be used appropriately in formulating assessments and pharmaceutical care plans is essential, as is good judgment in patient assessment and therapeutic planning for disease management. Students must be able to identify and acknowledge the limits of their knowledge to others when appropriate and be able to recognize when the limits of their knowledge indicate that further study or investigation is essential before participating in decision making. A student must be fully alert and attentive at all times in clinical settings.

### **Behavioral and social attributes**

Empathy, integrity, honesty, concern for others, kindness, patience, good interpersonal skills, interest, and motivation are all personal qualities that are required. Students must possess the emotional and mental health required for full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the screening and care of patients, and the development of mature, sensitive, and effective relationships with patients of differing cultures and backgrounds. Students must also be able to develop mature, sensitive, and effective relationships with patients and their caregivers and partners--providing comfort and reassurance when appropriate. Students must possess adequate endurance to be able to tolerate physically, intellectually, and emotionally taxing workloads; and to function effectively under stress or with distractions. At times, this requires the ability to be aware of and appropriately react to one's own immediate emotional responses and environment. For example, students must maintain a professional demeanor and organization in the face of long hours and personal fatigue, dissatisfied patients, and tired colleagues.

Students must develop the skills necessary to instruct and supervise technical personnel assisting with the delivery of pharmaceutical services. Students are expected to accept appropriate suggestions and criticism and, if necessary, respond quickly, appropriately, and cooperatively by modification of behavior. Empathy, patience, integrity,



concern for others, interpersonal skills, interest, and motivation are all personal qualities that should be assessed during the admission and education processes.

### Ethical values

A student must demonstrate the highest level of professional demeanor and behavior; and must perform in an ethical manner in all dealings with peers, faculty, staff, and patients. Students must also be able to develop professional relationships with patients and their caregivers and partners while protecting patient confidentiality. Students must also meet the expected ethical standards set forth by the pharmacy profession. Good moral character, decent values, and principled judgment are paramount attributes for being a professional. In order to participate in key components of the curriculum, a student must be able to obtain and maintain a valid intern pharmacist license from the California State Board of Pharmacy and pass requisite criminal background checks and random illegal drug screens required by the Board of Pharmacy or affiliated clinical institutions of Loma Linda University.

### Applicable technical standards requirements

1. The candidate/student observes demonstrations and participates in experiments in the basic pharmaceutical sciences.
2. The candidate/student analyzes, synthesizes, extrapolates, solves problems, and reaches therapeutic judgments and monitoring parameters.
3. The candidate/student sufficiently uses the senses of vision and hearing and the somatic sensation necessary to perform a physical assessment. (For example, the candidate/student performs palpation, auscultation, and percussion.)
4. The candidate/student relates to patients of all cultures and backgrounds and establishes sensitive, professional relationships with them.
5. The candidate/student communicates therapeutic options and decisions to the patient and to colleagues with accuracy, clarity, and efficiency.
6. The candidate/student learns and performs routine laboratory tests and screening procedures.
7. The candidate/student performs with precise, quick, and appropriate actions in emergency situations.
8. The candidate/student displays good judgment in the assessment and treatment of patients.
9. The candidate/student possesses the perseverance, diligence, and consistency to complete the pharmacy school curriculum and to enter the practice of pharmacy.
10. The candidate/student accepts criticism and responds with the appropriate modification of behavior.

### In summary

Candidates for the Doctor of Pharmacy degree must have somatic sensation and functional use of the senses of vision and hearing. Candidates must have sufficient use of senses (touch, pain, temperature, position, pressure, movement, and vibratory) and motor function to permit them to carry out the activities described above. Students must be able to consistently, quickly, and accurately integrate all information received by whatever sense(s) employed; and they must have the intellectual ability to learn, integrate, analyze, and synthesize data. Finally, students must have good moral character, decent values, and principled judgment; and they are expected to meet the ethical standards set forth by the pharmacy profession.

Any faculty or administrative team member may question any enrolled student's or admission candidate's ability to meet any technical standard. A request for such an investigation of a specific individual must be made in writing to the associate dean for student affairs and admissions, detailing the reasons why such an evaluation is deemed necessary. The dean will be notified if such a request is granted.

## 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 the 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.

## Health check requirements

All new students are required to have the immunizations listed below completed 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 of these 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.
- Tdap (tetanus/diphtheria)—Must be current within ten years. (Note: Tetanus-only immunization does not meet the requirement.)
- Hepatitis B—Series of three injections, recombinant form-Engerix-B.
- 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 either a series of two injections or a positive Varicella titer.

A completed immunization record form must be submitted to the School of Pharmacy Office of Student Affairs, as well as to the 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.

## Background check

Students are required to pass a background check prior to each Autumn Quarter registration in order to comply with clinical site regulations. Applicants receive detailed information through the applicant portal regarding the process for obtaining the background check.

## 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, nonprobationary 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 in 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. It 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 (CPR) and first aid during their enrollment in the School of Pharmacy.

## Student organizations

### Professional development

Participation in the professional development sequence each academic quarter is part of the curriculum for the School of Pharmacy. The purpose of professional development is to encourage student participation that develops leadership skills in student organizations, the School of Pharmacy, and University activities.

### Professional organizations

Involvement in professional organizations is an integral part of the educational and professional experience within the School of Pharmacy.

School of Pharmacy-recognized student professional societies include:

- American Pharmacists Association (APhA-ASP)
- California Pharmacists Association (CPhA)
- California Society of Health Systems Pharmacists (CSHP)
- National Community Pharmacist's Association (NCPA)
- American Society of Health System Pharmacists (ASHP)
- Academy of Managed Care Pharmacy (AMCP)
- Christian Pharmacist Fellowship International (CPFII)
- Student National Pharmaceutical Association (SNPhA)

### Organization membership by invitation

The School of Pharmacy endorses three organizations in which student membership is by invitation only. Membership in these organizations is seen as prestigious and indicative of superior academic achievement and leadership.

- California Pharmacy Student Leadership (CAPSLEAD)
- Rho Chi Pharmaceutical Honor Society (RX)
- Phi Lambda Sigma National Pharmacy Leadership Society (PLS)

### Class leadership

Each class elects leaders to serve as student representatives to administration and to guide the class in addressing student-related issues. The Office of Student Affairs works closely with class leaders—assisting with class issues, helping plan events, and facilitating a strong communication link to and from students. Each class also elects a full-time faculty member to serve as class advisor. The advisor's function is to serve as mentor, keep abreast of class issues, and maintain an open communication link with the associate dean for student affairs and admissions.

## Academic policies and procedures

### Curriculum outcome objectives

On August 21, 2014, the faculty approved and adopted the following outcomes, which are 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

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

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

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

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 and influences the development of practice guidelines and evidence-based best practices.

### Learning objectives

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

3.1.1—Identify and define the primary problem.

3.1.2—Define goals 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

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**

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**

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**

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 nonverbally when interacting with an individual, group, or organization.

**Learning objectives**

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.

**Academic integrity policy**

Academic dishonesty is an act of deliberate deceit in the fulfillment of a student's obligations to the academic community. It includes, but is not limited to, the failure to observe rules of fairness in taking examinations or writing papers, plagiarism, fabrication and cheating.

1. Plagiarism is the act of presenting the work of another as if it were one's own. It includes quoting, paraphrasing, summarizing or utilizing material from the Internet or from books, articles in periodicals, magazines, or newspapers without appropriate citation. In addition, any unacknowledged use of another's ideas constitutes plagiarism, including the use of papers written by other students, interviews, radio or TV broadcasts, or any published or unpublished materials (e.g., letters, pamphlets, leaflets, notes, or documents).
2. Fabrication is the act of contriving or making up material, data, or other information (e.g., research data, patient test results) and submitting such as fact.
3. Cheating is the act of deceiving, which includes such acts as looking at another's examination during the examination, possessing (on your person or within reach) unauthorized aids (e.g., notes, electronic equipment), or any other act deemed contrary to the rules of fairness—including violation of specific rules designated by the instructor of the course.
4. Facilitation of academic dishonesty is the act of attempting to help someone engage in plagiarism, fabrication, cheating, or any other type of academic dishonesty.



#### 5. School of Pharmacy procedures

- a. If any faculty member, employee, or student of the school has reason to believe that academic dishonesty or unethical conduct may have occurred, he/she shall report the incident in writing to the course coordinator and the Office of Academic Affairs in a timely manner. Failure to report breaches of integrity is considered a failure of academic and/or professional responsibility—and thus, may be subject to disciplinary action by the School or University.
- b. When allegations of misconduct are made, the Office of Academic Affairs is responsible to ensure that an inquiry is made. This central reporting system allows patterns of behavior to be considered in determining the appropriate course of action. A discussion with the accused student will take place before formal action is taken. The student will have the opportunity to submit a written response.
- c. The Office of Academic Affairs will inform the student in writing if formal disciplinary action is taken.
- d. Disciplinary measures include but are not limited to warning, probation, censure, leave of absence, suspension, or expulsion.

- b. Preparation for the comprehensive examination is the student's responsibility. Faculty will not be required to "re-lecture" or "re-teach" subject matter to students who are preparing for the examination.
- c. The student must achieve a score of 80% or higher on the comprehensive examination in order to continue full enrollment in the Pharm.D. program. If the student achieves this score, he/she will receive a grade of C- for the course. A score of less than 80% on this comprehensive examination will require the student to repeat the course the following academic year when it is offered.
- d. If the student is a PY1, he/she will be placed on a leave-of-absence for the remainder of the school year. Upon the start of the new academic year, a PY1 student will have the options of PY2 and PY3 students, as outlined in 'e' below; or remain on a leave-of-absence until returning to re-take the failed course work.
- e. While waiting to retake the failed course work, the student may choose to enroll in elective courses for which he or she is qualified (requires permission from the course coordinator). The student may also retake courses that have already been passed, in an attempt to earn a higher grade. The student is permitted to participate in campus activities and student organizations (no leadership roles or competitions) and to maintain his/her intern license.
- f. Alternatively, the student may go on academic leave of absence for two quarters and surrender his/her intern license.
- g. Upon return, the student must repeat the course(s) failed initially. Returning students are able to take elective courses for which they are qualified, at their own discretion. They may also re-take courses they have already passed, in an attempt to earn a better grade. Repeated courses are posted as actual grade earned (per LLU policy); however both grades remain on the transcript. Only the latter grade is used for G.P.A. calculations.
- h. Failing more than nine (9) units of required course work, whether accumulated in a single academic quarter or throughout the entire academic program, will result in dismissal from the program. A student will have a maximum of six academic years to complete the Doctor of Pharmacy degree, beginning with the initial date of matriculation.
- i. Withdrawing from individual required courses (as a full-time student) is not permitted and will result in an automatic withdrawal from all enrolled courses for that quarter. Withdrawing from an entire block of courses requires administrative approval and requires the student to return and re-take the entire block the next academic year.

1. Withdrawing from elective courses incurs no penalty as it pertains to the progression policy.

#### Progression/remediation policy for PY4

1. All APPE courses must be passed with a grade of 'S' (satisfactory). Any student who receives a 'U' (unsatisfactory) will have to repeat the APPE course.
2. Any student who fails one (1) APPE course during the PY4 year will be allowed to participate in the commencement ceremonies only if he or she does not have more than nine (9) units of failed or withdrawn (see section "e") required courses since the start of the program. However, the student's degree will not be awarded until he or she successfully passes the previously failed rotation when it is offered the following academic year.

#### HIPAA violations

It is illegal for anyone to access any medical record that they have not been given specific permission to access, including their own profile. HIPAA (protected health information) violations are reported directly to the dean. The dean will meet with the student to review the compliance report. The dean may seek counsel on appropriate disciplinary action from academic, institutional, and/or other agency personnel. The dean will determine the appropriate disciplinary action and communicate the actions(s) taken to the student and corporate compliance officer. In all cases, the action of the dean is final. The student may only follow through with a University-level procedural appeal as related to the procedures contained in this section (i.e., HIPAA violations).

#### Interprofessional education

The School of Pharmacy provides interprofessional education (IPE) experiences for pharmacy students to develop their professional communication skills and to use their knowledge and experience to provide a team based approach and patient centered care.

It is required for all pharmacy students to participate in scheduled IPE-related courses and events throughout their didactic education and clinical training.

#### Student progression/remediation

1. All students are required to maintain a minimum G.P.A. of 2.75 in all required courses (elective courses not included) at the conclusion of each academic year (PY1 – PY3) to be eligible to proceed with the following year of matriculation.
2. Any student who fails to achieve a minimum cumulative G.P.A. of 2.75 in all required courses at the conclusion of the academic year (PY1-PY3) will be dismissed from the Pharm.D. program.
3. A minimum grade of C- is required to pass all pharmacy courses and electives. Any student who fails a required course within an academic term will be given an opportunity to remediate the class by taking a comprehensive examination that will be offered during the first three days of the week following final examinations. The time and date of the examination is scheduled by the Office of Academic Affairs.
  - a. The Office of Academic Affairs will administer this examination to students who have received a grade below a C- in that class.

- Students failing two APPE rotations will be dismissed from the program because they will have failed more than nine (9) units of required courses.

### Grading

The following grades and grade points are used in the School of Pharmacy. All courses taught are approved for letter grades only. The exceptions are Professional Development, Independent Study, IPPE and APPE, which will be graded on a "satisfactory/unsatisfactory" basis. For the definition of satisfactory/unsatisfactory, consult the respective course syllabus.

Letter grades are determined based on performance in gaining a certain percentage of total points possible in each class. The grade distribution below shows the percentage range and the letter grade associated with each range. A passing grade of C- or above is required in all courses. At least 70% of the total points must be achieved to pass each course.

The grade distribution is as follows:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C*	70-72
D**	60-69
F**	< 60
S	0.0
U**	0.0
*	Marginal Performance
**	Unsatisfactory Performance

Based on the grading policy above, a course is passed with a grade of C- or above unless both conditions listed below are met in the order listed.

- The final percentage point of performance is below 70%.
- The final percentage point is below 1.75 standard deviations of the class percentage point mean.

### Incomplete notation

The notation "I" (incomplete) in a course is given only for circumstances beyond a student's control. It will not be granted as a remedy for course overload, failure on a final examination, absence from a final examination for reasons other than an emergency situation, or a low grade to be raised with extra work.

To receive an incomplete, the student is responsible for initiating a request to receive a grade of "I" by completing a "petition to receive incomplete grade" on-line form ([myllu llu.edu](http://myllu llu.edu)), stating the reason for the request. If this request is approved, the instructor reports an "I" as well as the grade the student would have received if the deficiency is not removed within the time limit.

An "I" notation must be changed to an earned letter grade before the end of the following term (excluding the summer sessions). Failure to complete course requirements will cause the incomplete work to be counted as a zero and factored in with the existing grade to calculate the final grade for the course.

### Final course grade appeal and grade change policy

Every student has a right to receive a grade assigned upon a fair and unprejudiced evaluation based on a method that is neither arbitrary nor capricious. Furthermore, instructors have the right to assign a grade based on any method that is professionally acceptable, submitted to all students in the course syllabus, and applied equally.

Instructors have the responsibility to provide careful evaluation and timely assignment of appropriate grades. Course and project grading methods are explained to students at the beginning of the term. Academic integrity assumes that the judgment of the instructor of record is authoritative, and the final grades assigned are correct.

A grade appeal is confined to charges of unfair action toward an individual student and may not involve a challenge of an instructor's grading standard. A student has a right to expect thoughtful and clearly defined approaches to grading, but it must be recognized that varied standards and individual approaches to grading are valid. The grade appeal considers whether a grade was determined in a fair and appropriate manner; it does not attempt to grade or re-grade individual assignments or projects. It is incumbent on the student to substantiate the claim that his or her final grade represents unfair treatment. Only the final grade in a course may be appealed. In the absence of compelling reasons, such as clerical error, prejudice, or arbitrariness, the grade assigned by the instructor of record is to be considered final.

In a grade appeal, only *arbitrariness*, *prejudice*, and/or *error* will be considered as legitimate grounds for an appeal.

- Arbitrariness:** The grade awarded represents such a substantial departure from accepted academic norms as to demonstrate that the instructor did not actually exercise professional judgment.
- Prejudice:** The grade awarded was motivated by ill will, and is not indicative of the student's academic performance.
- Error:** The instructor made a mistake in fact.

The grade appeal procedure applies only when a student initiates a grade appeal and not when the instructor decides to change a grade due to possible error. This procedure does not cover instances where students have been assigned grades based on academic dishonesty or academic misconduct. Also excluded from this procedure are grade appeals alleging discrimination, harassment, or retaliation in violation of Loma Linda University's Sexual Harassment Policy.

The grade appeal procedure strives to resolve a disagreement between student and instructor concerning the assignment of a grade in a collegial manner. The intent is to provide a mechanism for the informal discussion of differences of opinion, and for the formal adjudication by a grade appeal panel only when necessary. In all instances, students who believe that an appropriate grade has not been assigned must first seek to resolve the matter informally with the instructor of record. If the matter cannot be resolved informally, the student must proceed with a grade appeal in the procedure outlined below. The grade appeal process must be started within three business days after grades are posted by University Records.

### Student grade appeal process

**Step 1.** A student who wishes to challenge a grade must discuss the matter first with the instructor within three business days after grades are posted by University Records. In most cases, the discussion between the student and the instructor should suffice and the matter will not need to be carried further. The student should be aware that the only valid basis

for grade appeal beyond Step 1 is to establish that an instructor assigned a grade that was arbitrary, prejudiced, or in error.

**Step 2.** If the student's concerns remain unresolved after Step 1, he or she may submit a written request to the appropriate department chair within three business days of speaking with the instructor. In situations where the instructor of record is a department chair or associate dean, then the dean will serve as the appropriate department chair in this step. The appropriate department chair will communicate within three business days with the student; and, if the department chair believes that the complaint may have merit, s/he will meet with the instructor. After consultation with the department chair, the instructor may choose to let the grade remain or to change a course grade. The department chair will communicate the result to the student and instructor.

**Step 3.** If the matter remains unresolved after Step 2, the student within three business days may submit to the dean a written request that includes all supporting documents. The dean will appoint a grade appeal panel to review the request. Only appeals directly related to the assignment of a final grade are considered; attendance, illness, personal circumstances, or other reason for appeal not directly related to the assignment of a grade will not be considered. The panel may require any or all individuals associated with the appeal to appear. The panel is charged to determine whether the grade was assigned in a fair and appropriate manner, or whether clear and convincing evidence of unfair treatment—such as arbitrariness, prejudice, and/or error—might justify changing the grade. The panel will make its decision based on a majority vote and is only required to state their decision, not the rationale for their decision. If the panel concludes that the grade was assigned in a fair and appropriate manner, it will report its conclusion in writing to the student, the instructor, and the dean; and the matter will be considered closed. If the panel determines that compelling reasons exist for changing the grade, it will request that the instructor make the change, providing the instructor with a written explanation of its reasons. Should the instructor decline, the instructor must provide a written explanation for refusing to change the grade. If after considering the instructor's explanation the panel concludes that it would be unjust to allow the original grade to stand, the panel will then determine what grade is to be assigned. The new grade may be higher than, the same as, or lower than the original grade. Having made this determination, each panel member will sign the grade change form and transmit it to the Office of University Records.

The instructor, the student, and the Dean will be advised of the new grade. Under no circumstances may persons other than the original faculty member or the panel change a grade. Should the panel conclude that the instructor's written explanation justifies the original grade, the panel will report this in writing to the student, the instructor, and the dean; and the matter will be closed.

## Performance levels

### Good academic standing

To remain in good academic standing, School of Pharmacy students must maintain a minimum cumulative grade point average of 2.75.

### Academic monitoring

Each student's academic status will be reviewed by the Academic Standing Committee at the end of each academic quarter, including each student's cumulative G.P.A. as reported by University Records. A student with a cumulative G.P.A. of less than 3.00 will be monitored by the Academic Standing Committee until the student has achieved two successive quarters with a quarterly G.P.A. above 3.00.

Each student being monitored by the Academic Standing Committee must follow the protocol from the Office of Academic Affairs.

## Academic dismissal

The progression policy addresses most elements of academic dismissal.

The following two paragraphs address additional elements related to academic dismissal.

Since required courses may not be attempted more than twice (i.e., a course may be repeated only once)—including APPEs—grades of D+, D, D-, F, and W are considered to be attempts to complete degree program courses. Failure to complete any course in the program within these limits will result in dismissal from the program.

A dismissed student will receive written notification from the associate dean for academic affairs in person. The notice will include procedures for appeal. Dismissed students are required to turn in any LLU identification badges and will have their electronic and parking privileges revoked. The school will also notify the California Board of Pharmacy for termination of the student's intern pharmacist license.

## Readmission of dismissed students

A dismissed student may appeal his or her dismissal from the program directly with the Office of the Dean within five business days.

## Withdrawal from the program

If, after having been registered, a student finds it necessary to withdraw during the course of a quarter, the associate dean of student affairs and admissions must be notified in writing. Arrangements for formal withdrawal must then be made by electronic submission. An exit interview with a member of the School of Pharmacy administration is required.

## Examination procedures and review

### Examination technology requirements

All incoming students will be required to have their own computer. The majority of testing will be done using computer-based testing programs. Students will need their own computer or iPad that meet or exceed the below requirements for test taking.

### Windows (PC) requirements

- CPU = 2GHz Intel® Core™/Celeron™ or equivalent x86 processor
- RAM = highest recommended for the operating system or 2GB
- Hard drive = highest recommended for the operating system or 1GB of free space
- Operating system = English 32-bit versions of Windows XP, 32-bit and 64-bit versions of Windows Vista, Windows 7, and Windows 8
- Microsoft's Virtual Machine, Parallels, or VMware, VMware Fusion—or any other virtual environments—cannot be used.
- Screen resolution 1024x768 or higher
- Administrator-level account permissions
- Adobe Reader (Version 9 or 11) is required for examinations containing PDF attachments

### Mac requirements

- CPU = Intel processor
- RAM = 2 GB
- Hard drive = 1 GB of free disk space
- Operating system = MAC OS X 10.6 (Snow Leopard), 10.7 (Lion), or 10.8 (Mountain Lion)
- **Server version of Mac OS X is not supported**
- Virtual operating systems are not permitted
- Administrator account

**iPad requirements**

- Hardware = iPad 2, 3, 4 and iPad Mini
- Operating system = iOS 6
- iPads must have 50% charge to commence a secure examination
- iPad must not be "jail broken"
- To receive support, you must be able to connect the iPad to a computer with iTunes installed

**Taking of examinations**

In order to minimize the potential for breaches of academic integrity, LLUSP faculty have established the following examination day procedures:

1. Students will be allowed to have only those items necessary for completion of the examination at their desk during the examination period. All cell phones and PDAs must be turned off and placed with all other items at the front of the room.
2. Students will be responsible for furnishing their own writing utensils, including No. 2 pencils for Scantron™.
3. Students may be assigned random seating during the examination period. Whenever possible, multiple rooms will be used during examination periods in order to maximize space between students. Whenever possible, a ratio of one proctor per 35 students will also be maintained.
4. Bathroom breaks: consult your course syllabus for policies relating to using the bathroom during examinations and other graded activities.
5. Late arrivals are disruptive. Be on time. At the instructor's discretion, students who arrive late to an examination will be allowed to take the examination only if no student who has completed the examination has left the room. Students who arrive late will not be given additional time and must turn their examination in at the same time the instructor calls time for those students who arrived on time.
6. It is important to write clearly. If the instructor or course coordinator cannot read your answer, it will be counted wrong.

**Examination review**

If examinations are not to be returned to the students permanently, examination reviews can take place under the following conditions:

1. Students must leave all personal items at the front of the room or outside the office (i.e., purses, backpacks, cell phones, PDAs, tape recorders, jackets, coats).
2. Students will not be allowed to have writing material or utensils during the review, unless specifically allowed by the instructor.
3. The examination review can occur either at a prescheduled time or may be individually scheduled in the instructor's/coordinator's office, and in all cases will occur under the direct supervision of the instructor or course coordinator.
4. Writing down questions and/or answers from an examination is prohibited and, if attempted, will constitute academic dishonesty with the requisite consequences up to and including dismissal from the program.
5. At the instructor's/coordinator's discretion, examinations and quizzes may be reviewed in class but will be collected immediately thereafter. Failure to return a test will result in a zero grade on it. Faculty will be responsible for ensuring that all tests are returned.

**Requests for examination re-grade**

Students will be allowed to review their examinations during instructor office hours, during a review session, or upon return of essay/calculations examinations. All requests for examination re-grades must be submitted in writing within seven days after the date when grades for the examination have been communicated to class students, and must address specific disagreements. The instructor or course coordinator will respond to the request in writing, stating whether or not each particular grade change request has been allowed. Once an examination has been submitted for re-grading, the course coordinator reserves the right to re-grade the entire examination, not just the question(s)/section for which the examination has been submitted for re-grade. This may result in additional point deductions. After the one week review period, requests for re-grade will not be accepted for any reason.

**Missed examination policy**

Make-up work for missed examinations will be granted only when proper procedure for being absent has been followed (see Class Absence Policy) and at the discretion of the course coordinator. Such an absence requires timely notification to the course coordinator and proper documentation provided to the Office of Student Affairs. Absences for religious reasons or school-approved activities will be honored. The student must notify the course coordinator in advance of the examination that such a situation exists. Make-up examinations may be different in both content and form from the original (missed) examination.

**Disclaimer**

The faculty of the School of Pharmacy reserves the right to revise the curriculum at any time to assure that students acquire the most current and relevant training possible. If curricular changes become necessary, every effort will be made to apprise students of the change and how it impacts their course of study. However, assurance of well-prepared graduates will prevail as the dominant concern.

The School of Pharmacy will graduate only those students it deems ready to accept the moral, ethical, and professional responsibilities of the practice of pharmacy, and consequently reserves the right to withhold the recommendation for graduation of any student who does not conform to these standards.

**Graduation requirements**

A candidate for the degree of Doctor of Pharmacy at Loma Linda University shall meet all of the following requirements:

1. Satisfactorily complete all requirements for admission.
2. Satisfactorily complete all requirements of the curriculum, including;
  - a. Specified attendance at Chapel,
  - b. The total number of credit units,
  - c. All specified didactic and experiential course work,
  - d. Passed applicable qualifying and comprehensive assessment examinations.
3. Have a cumulative grade point average of 2.75 or higher for the total degree program requirements.
4. Give evidence of moral character, with due regard for Christian citizenship, and consistent responsiveness to the established aims of the University and of the school.
5. Give evidence of good professional behavior through organizational activities, outreach involvement, and personal conduct.
6. Discharge all financial obligations to the University and the school.



7. Complete an exit interview with the LLU Office of Student Finance, Financial Aid Office, and School of Pharmacy administration.

A student failing to meet any of these requirements may not graduate until such time as all requirements are met.

Students may not participate in commencement exercises until all course work has been satisfactorily completed. Students with a maximum of one APPE to complete after the commencement date will be allowed to participate. Receipt of degree and certification of completion will occur only when all course work is done and degree requirements are met.

### ACPE complaint policy

The accreditation standards and guidelines for the professional program in pharmacy leading to the Doctor of Pharmacy degree states in Standard No. 20: Student Complaints Policy—"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>

### Technical standards for admission, promotion, and graduation

Candidates for the Doctor of Pharmacy degree must have somatic sensation and the functional use of the senses of vision and hearing. Candidates must have sufficient use of senses related to touch, pain, temperature, position, pressure, movement, and vibratory and motor function to permit them to carry out the activities described in the foregoing. Students must be able to consistently, quickly, and accurately integrate all information received by whatever sense(s) employed; and they must have the intellectual ability to learn, integrate, analyze, and synthesize data. Finally, students must have good moral character, decent values, and principled judgment; and meet the ethical standards set forth by the pharmacy profession.

Any faculty or administrative team member may question any enrolled student's or admission candidate's ability to meet any technical standard. A request for such an investigation of a specific individual must be made in writing to the associate dean for student affairs and admissions detailing the reasons why such an evaluation is deemed necessary. The dean will be notified if such a request is granted.

### Experiential education

The School of Pharmacy participates in the California Board of Pharmacy's approved, supervised experiential program. Successful completion of the School of Pharmacy's didactic and experiential programs, and passing scores on the North American Pharmacist Licensure Examination (NAPLEX) and a law examination or equivalent, are required in order to become a registered pharmacist (RPh) in the state(s) of choice.

The experiential program consists of a variety of introductory and advanced pharmacy practice experiences designed to provide the student with professional experience through the use of a structured and supervised program of study. Students participating in the experiential program will receive a Loma Linda University School of Pharmacy *Experiential Program Manual*. Guidelines and policies are listed in this manual and must be adhered to in order to successfully complete the program.

Didactic education is a systematic approach intended to convey instruction and information (classroom, laboratory, recitation, etc.). Experiential education is related to or derived from providing experiences in real-life professional settings. In pharmacy education, the experiential component is designed to provide in-depth exposure to and active participation in selected pharmacy practice settings. Pharmacy students are exposed to prescription processing, compounding, documenting services, obtaining drug histories, drug therapy monitoring, counseling, evaluating drug usage, drug distribution systems, and other relevant pharmacy practice activities.

Under the philosophy of pharmaceutical care, the School of Pharmacy offers introductory pharmacy practice experiences (IPPE) in the PYs 1-3 to enhance practice skills and prepare students to function as members of a health-care team. The advanced pharmacy practice experiences (APPE) in the PY4 are designed to help students integrate and refine the skills learned in the first three years of pharmacy (didactic and experiential) course work.

The purpose of the experiential education program is to apply didactic knowledge to 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

The majority of the student's time during experiential courses is spent on out-of-the-classroom activity under the direct supervision of a School of Pharmacy preceptor. When a student is off campus during 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 excessive tardiness will not be tolerated.
- Students must maintain their University e-mail account and check the account 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. No student is allowed to change rotation sites.
- Students are not to function as an agent or employee 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.

All financial obligations associated with the student's pharmacy education are the responsibility of the student. It is the student's responsibility to satisfy all site requirements prior to each rotation with the time frame requested. These responsibilities include transportation, food, lodging, and any other incidental costs related to off-site 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 a 70-mile radius from campus. APPE rotations do not have any mile limitations.

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 physically 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 card and short white laboratory coat at all times while at the experiential site. The laboratory coat must be white, clean, and freshly pressed/ironed. 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).

### Introductory pharmacy practice experience (IPPE)

The goals of the introductory pharmacy practice experience are to sharpen students' 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 tutelage 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 on. These experiences will 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.

### Prerequisites for advanced pharmacy practice experiences

In order to progress to the advanced pharmacy practice experiences, a student must meet the following requirements:

- *PY4 standing*: Students must achieve PY4 standing as defined by the School of Pharmacy.
- *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.
- *Tuberculosis screening*: Students must be screened and cleared for tuberculosis (complete a one- or two-step PPD test, depending on the practice site requirement) during summer of PY4. A chest X-ray may also be required. Students shall follow specific instructions provided by the Department of Experiential and Continuing Education. A record of tuberculosis screening clearance must be on file in the office of the director of experiential education.
- *Background check*: Facilities require a background check 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. Background checks are required for entry into the School of Pharmacy. 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 a valid California pharmacist intern license throughout the advanced pharmacy practice experiences.
- *CPR/First aid*: Students must hold valid, non probationary CPR and first aid certificate. Effective dates must be current through PY4.
- *Student health card*: Students must carry the Loma Linda University student health insurance card with them at all times.

## Licensing

### Pharmacy intern license

All School of Pharmacy students must have a current California pharmacist intern license. Students begin the application process prior to the start of PY1. During the first-year orientation, applications for this license are completed. The Department of Experiential and Continuing Education submits these applications to the California Board of Pharmacy. All students involved in introductory pharmacy practice experiences (IPPE) and advanced pharmacy practice experiences (APPE) must hold a current, nonprobationary pharmacy intern license. Information about the pharmacy intern license can be found on the Web site <[http://www.pharmacy.ca.gov/forms/intern\\_app\\_pkt.pdf](http://www.pharmacy.ca.gov/forms/intern_app_pkt.pdf)>.

It is the student's responsibility to keep his/her pharmacy intern license current and valid. The Board of Pharmacy must be notified of any address, updated student status, or name 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, the California State Board of Pharmacy requires each applicant to have completed a minimum of 1,500 hours of 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 charges that follow are subject to change without notice.

#### Tuition

Fee	Description
\$42,000	Annual block tuition
\$14,000	Per quarter

#### Fees

Fee	Description
\$778	Per quarter, University enrollment fee (health-care insurance, Drayson Center membership, student activities, and publications)

#### Miscellaneous

Fee	Description
\$75	Application fee
\$500	Acceptance deposit; nonrefundable, applicable to first quarter's tuition
\$500	Per quarter, estimated books and supplies
\$25	Returned check processing fee
\$100-200	Late fee

#### Other charges

Fee	Description
\$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://llu.edu/central/housing)> for housing information and a housing application form.

## Additional requirements

For additional policies governing Loma Linda University students, see Section II of this CATALOG, as well as the University *Student Handbook*. Students are responsible for informing themselves of and satisfactorily meeting all regulations pertinent to registration, matriculation, and graduation.