



EZELL CENTER

Graduate

Graduate Studies in
PHARMACY



Ray Marcrom, special assistant to the dean and professor, Department of Pharmacy Practice, consults with pharmacy students; the Burton Health Sciences Center is home to the College of Pharmacy; students work in a pharmacy lab.

College of Pharmacy

• Doctor of Pharmacy

Roger L. Davis, *Dean*

Introduction

The College of Pharmacy at Lipscomb University is an extraordinary new College steeped in the traditions of public service, focused on health care delivery to the public, especially those who are underserved, and committed to the principles of Christian service. The College of Pharmacy at Lipscomb University embraces an environment that emphasizes a commitment to academic excellence and a life of Christian faith. The College of Pharmacy is currently pursuing “candidate” accreditation status by the Accreditation Council for Pharmacy Education (ACPE), after having been awarded pre-candidate status. The College plans to have achieved the second step of that process by the end of June 2009.

Accreditation Disclosure Statement

The Accreditation Council for Pharmacy Education (ACPE) accredits Doctor of Pharmacy programs offered by Colleges and Schools of Pharmacy in the United States and selected non-US sites. For a Doctor of Pharmacy program offered by a new College or School of Pharmacy, ACPE accreditation involves three steps: Precandidate status, Candidate status, and Full accreditation. Precandidate accreditation status denotes a developmental program, which is expected to mature in accord with stated plans and within a defined time period. Precandidate status is awarded to a new program of a College or School of Pharmacy that has not yet enrolled students in the professional program, and authorizes the college or school to admit its first class. Candidate accreditation status is awarded to a Doctor of Pharmacy program that has students enrolled, but has not yet had a graduating class. Full accreditation is awarded to a program that has met all ACPE standards for accreditation and has graduated its first class. Graduates of a class designated as having Candidate status have the same rights and privileges of those graduates from a fully accredited program, generally including eligibility for licensure. ACPE conveys its decisions to the various boards of pharmacy and makes recommendations in accord with its decisions. It should be noted, however, that decisions concerning eligibility for licensure, by examination or reciprocity, reside with the respective state boards of pharmacy in accordance with their state statutes and administrative rules.

For more information on the accreditation process, consult the ACPE website at <http://www.acpe-accredit.org/>.

For more information on the College’s accreditation status, please visit the College’s website at pharmacy.lipscomb.edu for the most current information or call the College of Pharmacy at 800-333-4358, Ext. 7160.

** Approval by the Commission on Colleges of the Southern Association of Colleges and Schools is pending.*

Message from the Dean

Building a college to educate pharmacists for a life of service ...

Welcome to the Lipscomb University College of Pharmacy. Thank you for your interest in this opportunity for professional education. Lipscomb University has a rich history in preparing students to be leaders in multiple career fields and, most importantly, a strong history in preparing students for a life of service. I am excited about the opportunity to expand our legacy and tradition of excellence to the field of pharmacy education. Lipscomb University’s location in Nashville, Tennessee, is an incredible asset for our students. Nashville is the nation's health care industry capital and growing with opportunities everyday. The pharmacy profession is also growing, and is in the midst of a revolution in healthcare delivery and the improvement of quality of life for millions of individuals. At the center of this revolution is the discovery of and appropriate use of medications. Pharmacists in a variety of practice settings will bear accountability for achieving optimum outcomes for patients. Pharmacy is a service profession built on compassion and commitment to those who have healthcare needs. It is critical that pharmacists, as essential members of the healthcare team, apply Christian principles such as compassion, understanding and caring into their practices. The College of Pharmacy at Lipscomb University embraces an environment that emphasizes a commitment to a life of Christian mission and ideals. It is an exciting time to be in the pharmacy profession, and Lipscomb University is an exciting place to begin that journey.

If you would like more information regarding the College of Pharmacy, email us at pharmacy@lipscomb.edu or call 888-333-4358, ext. 7160. We also encourage you to personally visit our campus at any opportunity.

— Roger L. Davis, Pharm.D.

Dean and Professor

Mission - College of Pharmacy

The mission for the Lipscomb University College of Pharmacy is to provide an educational environment characterized by academic excellence and Christian faith, where student pharmacists are prepared to optimize patient medication outcomes in an ethical and compassionate practice. The College will achieve its mission by improving patient care through:

- Excellence in Education
- Excellence in Scholarship
- Clinical and Professional Service
- Professional Development
- Interdisciplinary Collaboration

Admission Policies and Procedures

- **Complete a minimum of 66 semester hours of pre-professional education at an accredited college or university.**
 - The pre-pharmacy education will require a minimum of 66 semester hours. Required pre-pharmacy courses should be completed by the end of the spring semester prior to desired enrollment; however, coursework may be in progress or planned at the time of application without it negatively impacting the application. If an applicant has not completed all required pre-pharmacy coursework prior to submitting the application, a proposed plan for completion is required as part of the application process. The required pre-pharmacy courses are listed in the section below titled – Pharmacy Pre-requisites.
 - Achievement of a grade of "C" or higher for each required pre-pharmacy course is mandatory.
- **Attain a cumulative academic grade point average (GPA) of not less than 2.5 on a 4.0 scale for all courses.**
- **Complete the Pharmacy College Admission Test (PCAT) with a minimum composite score of 45th percentile.**
 - Applicants must achieve the minimum PCAT scores to be considered for admission.
 - The national average composite score is 50th percentile and the national average composite score of accepted students is 80th percentile. The Lipscomb University College of Pharmacy Admissions Committee strongly advises applicants to take the PCAT in the summer or fall prior to the year of admission. This timeline provides an opportunity to take the test again if it is believed that a re-examination will significantly improve your score. If Lipscomb University College of Pharmacy receives results from multiple test dates, the highest scores across all results will be accepted.
 - PCAT testing is administered through:
 - Pearson
 - 19500 Bulverde Rd.
 - San Antonio, TX 78259
 - 1-800-622-3231 (toll free) or 210-339-8710 (local)
 - Website: <http://www.pcatweb.info>
- **Submit on-line the Application for Admission and Supplemental Application.**
 - Applications for the 2010 enrolling year will be submitted through the Pharmacy College Application Service (PharmCAS). Application reviews begin in September. Detailed instructions for submitting the application, transcripts and letters of recommendation through PharmCAS may be found online at <http://pharmacy.lipscomb.edu> or at www.pharmacas.org in the school pages section. The deadline for application submission is February 1, 2010.
 - A supplemental application is also required. This application is distributed directly from the College of Pharmacy after the primary application has been received from PharmCAS. A \$50 non-refundable fee must accompany your supplemental application.
 - Payment can be processed on-line at the time of supplemental application submission using a debit or credit card.
 - If on-line payment by debit or credit card is not an option, then a check or money order made to the Lipscomb University College of Pharmacy may be mailed to the address below. Please print and include a copy of the completed application if payment is made via mail.
 - Lipscomb University College of Pharmacy
 - Director of Admissions & Recruitment
 - One University Park Drive
 - Nashville, TN 37204-3951
 - Applications are only considered complete when an application fee is received.

° Applications will not be accepted via fax transmission.

- **Prepare for an Admissions interview.**

An on-site interview is required for admission to Lipscomb University College of Pharmacy. Interviews are conducted by invitation only. The Office of Student Affairs at Lipscomb University College of Pharmacy will evaluate each application for competitiveness and request an interview with those determined to be qualified applicants. Lipscomb University College of Pharmacy utilizes a rolling admissions process and candidates are accepted at the discretion of the Admissions Committee based upon their qualifications and interview. While the application deadline is February 1, 2010, review of applications begins in September 2009. Applicants are interviewed and admissions decisions are made on a continual basis beginning in November 2009 until the class is filled. Applicants are strongly encouraged to apply early.

Financial Information

Tuition and Fees for 2009-10*

Tuition for 2009-10\$28,875

Special Fees

Supplemental Application Fee	\$50
Student Activity and Technology Fees	\$1060
Professional Liability Insurance.....	\$16/yr
Laboratory Fee	\$195 for first professional year only
Certification Materials Cost	\$150 for first and fourth professional years only
E*Value student portfolio.....	\$55/yr

Textbooksestimated \$900/yr

Additional Out of Pocket Expenses

Background check.....	\$100 every 2 years
Drug Screen.....	\$40/yr
Required Apparel - minimum required expense for scrubs.....	\$40

Room and Board Charges per semester are available in the undergraduate catalog

*Effective June 2009

Student Pharmacist Voluntary Withdrawal Policy

Acceptance of a position in a class of the College of Pharmacy is viewed as a long term commitment and different from registering for classes in an undergraduate program. The curriculum of the College of Pharmacy is offered in fulfillment of a professional degree where the focus of education is more narrow and the intensity of effort is more profound. Since classes are admitted only one time a year for a defined number of students, the opportunity to replace student pharmacists who choose to voluntarily withdraw is extremely limited. It is the operational policy of the Lipscomb University College of Pharmacy that no potential student pharmacist will be asked to join any class after the official fifth day of classes, unless there is agreement between the Dean and the Provost that it will be in the best interests of the student pharmacist and the College to permit a later start.

Therefore, the College's policy on voluntary withdrawal and refund of tuition and fees for the College of Pharmacy is as follows.

- 1) Upon acceptance by an applicant of a position in a class of the College of Pharmacy, the student pays an initial deposit to hold the position. This deposit is non-refundable. The full deposit amount is lost if the student pharmacist then chooses to forfeit their position in the class.
- 2) Fees, including textbooks, assessed as a part of the registration process are non-refundable if a student pharmacist chooses to voluntarily withdraw from the College of Pharmacy.
- 3) A student pharmacist is considered enrolled in the College of Pharmacy when all steps of their registration are complete including final arrangements for payment for all student pharmacist charges through one of the options offered by the University and the date for completion of registration as defined by the College is passed. At this point, the student pharmacist makes a commitment to pay all fees and tuition associated with that respective year of the College's curriculum.

4) If a student pharmacist chooses to voluntarily withdraw from the College of Pharmacy after being officially registered, then an official withdrawal process must take place. To withdraw from the College of Pharmacy, a student pharmacist should meet first with the Associate Dean for Student Affairs and the Associate Dean for Academic Affairs. Following this meeting, all parties should meet with the Dean of the College and complete the College of Pharmacy withdrawal form and pay a withdrawal fee of \$180.

5) Refund of the tuition shall be according to the following schedule:

For the first semester of the inaugural year, from official registration completion to one week before the first official day of orientation.	100%
From one week before the first official day of orientation through the official fifth day of class	50%
After the official fifth day of class	0%
For the second or any subsequent semester of the program.	0%

6) By completing registration in the College of Pharmacy, each student pharmacist has agreed to meet all financial obligations to the Lipscomb University College of Pharmacy. Failure to meet these obligations may result in a variety of activities being pursued toward collection of the outstanding obligations.

Pharmacy — Pre-requisites

Pharmacy pre-requisites include a minimum 66 undergraduate hours including:

Course	Minimum Semester Credit Hours
General Chemistry with Laboratories	8
Organic Chemistry with Laboratories	8
Physics with Laboratories	4
Biology with Laboratories	8
Calculus*	3
Statistics**	3
English Composition I and II	6
Speech/Communications	3
Micro or Macro Economics	3
Electives - Humanities	6
Electives - Social Science	6
Additional Electives	8

TOTAL Hours (Minimum) 66

* Calculus I or Calculus for the Life Sciences

** Business statistics is not accepted.

Doctor of Pharmacy Curriculum

The following courses of study are designed to prepare a student for the Doctor of Pharmacy degree at Lipscomb University College of Pharmacy.

- PHSC – Pharmaceutical Sciences
- PHAD – Health Sciences Administration
- PHPR – Pharmacy Practice
- PHIE – Introductory Pharmacy Practice Experiences
- PHAE – Advanced Pharmacy Practice Experiences

Professional Year 1

Semester 1

Course #	Course	Credit Hours
PHSC 1113	Physiological Basis of Therapeutics I	3
PHSC 1213	Biomolecular Chemistry	3
PHSC 1313	Microbiology & Immunology	3
PHSC 1413	Pharmaceutics	3
PHSC 1512	Integrated Biomedical Sciences Lab I	2
PHPR 1002	Pharmacy Practice I	2
PHIE 1512	Introductory Pharmacy Practice Exp. I	2
PHAD 1000	Dean's Hour	0
PHAD 1111	Applied Christian Values in Pharmacy	1 (S/U)

Semester Credit Hours 19

Professional Year 1

Semester 2

Course #	Course	Credit Hours
PHSC 1123	Physiological Basis of Therapeutics II	3
PHSC 1613	Pharmacologic Basis of Therapeutics I	3
PHSC 1522	Integrated Biomedical Sciences Lab II	2
PHSC 1423	Biopharmaceutics	3
PHPR 1613	Dispensing Lab/ Compounding	3
PHPR 1102	Pharmacy Practice II	2
PHIE 1522	Introductory Pharmacy Practice Exp. II	2
	Semester Credit Hours	18

Professional Year 2

Semester 3

Course #	Course	Credit Hours
PHSC 2623	Pharmacologic Basis of Therapeutics II	3
PHPR 2422	Health Informatics	2
PHAD 2413	Practice Management	3
PHAD 2102	PP III (Biostatistics/ Study Design)	2
PHIE 2512	Introductory Pharm. Practice Exp. III	2
PHPR 2201	Interpreting Lab Data	1
PHSC 2433	Advanced Biopharmaceutics and Pharmacokinetics	3
PHAD 2432	Communication Skills for HCPs	2
PHAD 2111	Applied Christian Caring and Compassion in Pharmacy	1 (S/U)
	Semester Credit Hours	19

Professional Year 2

Semester 4

Course #	Course	Credit Hours
PHPR 2813	Pharmacotherapy I	3
PHPR 2823	Pharmacotherapy II	3
PHAD 2443	Pharmacy Law/ Ethics	3
PHAD 2203	PP IV (Pharmacoeconomics/ Health Outcomes)	3
PHIE 2522	Introductory Pharmacy Practice Exp. IV	2
PHPR 2703	Non-prescription Medications and Devices	3
PHSC 2633	Pharmacologic Basis of Therapeutics III	3
	Semester Credit Hours	20

Professional Year 3

Semester 5

Course #	Course	Credit Hours
PHPR 3312	Natural Medicine	2
PHPR 3813	Pharmacotherapy III	3
PHPR 3823	Pharmacotherapy IV	3
PHPR 3502	Medication Therapy Management	2
PHAD 3203	PP V- Community Management	3
PHPR 3112	Prin. Of Healthcare Delivery	2
PHPR 3121	Clinical Seminar I	1
PHPR 3nnV	Electives	2-3
PHPR 3220	Serving and Learning Together (SALT I)	0 (P/F)

PHAD 3111	Applied Christian Ethics in Pharmacy	1 (S/U)
	Semester Credit Hours	19-20

Professional Year 3

Semester 6

Course #	Course	Credit Hours
PHPR 3833	Pharmacotherapy V	3
PHPR 3843	Pharmacotherapy VI	3
PHPR 3513	Developing Clinical Practice	2
PHAD 3213	PP VI- Instit. Management	3
PHPR 3131	Clinical Seminar II	1
PHPR 3603	Adv. Clinical Practice Skills	3
PHPR 3330	Serving and Learning Together (SALT I)	0 (P/F)
PHPR 3nnV	Electives	2-3
	Semester Credit Hours	17-18

Professional Year 4

Semester 7

Course #	Course	Credit Hours
PHAE 4nn4	Advanced Practice Experience I	4
PHAE 4nn4	Advanced Practice Experience II	4
PHAE 4nn4	Advanced Practice Experience III	4
PHAE 4nn4	Advanced Practice Experience IV	4
PHAE 4nn4	Advanced Practice Experience V	4
	Semester Credit Hours	20

Professional Year 4

Semester 8

Course #	Course	Credit Hours
PHAE 4nn4	Advanced Practice Experience I	4
PHAE 4nn4	Advanced Practice Experience II	4
PHAE 4nn4	Advanced Practice Experience III	4
PHAE 4nn4	Advanced Practice Experience IV	4
PHAE 4nn4	Advanced Practice Experience V	4
PHPR 4903	May – Certificate Programs	3
	Semester Credit Hours	23

Course Descriptions

PHSC 1113 Physiological Basis of Therapeutics I (3)

The first of a two course sequence designed to emphasize integrated concepts of structure (anatomy) and function (physiology) of the integumentary, skeletal, muscular, and nervous systems. Particular emphasis will be placed on cellular, homeostatic and control mechanisms that regulate the physiologic response of target tissues. Laboratory exercises for this course will be incorporated into the Integrated Biomedical Sciences laboratory Course and consist of directed use of anatomical models of various structures, systems and physiology simulations in a modified gross anatomy and physiology laboratory. Methods of instruction include lectures, group discussions, and independent study.

PHSC 1213 Biomolecular Chemistry (3)

This course is designed to cover integrated concepts of human biochemistry as it relates to the synthesis, structure and function of key biomolecules (nucleic acids, amino acids, proteins, lipids and carbohydrates), membranes, cells, signal transduction processes, and metabolic pathways in physiologic systems. Special emphasis will be placed on the comprehension of key biomolecules, cellular organelles or pathways that can be targeted or manipulated for the diagnosis, prevention, or treatment of human dis-

ease. Laboratory exercises for this course will be incorporated into the Integrated Biomedical Sciences Laboratory Course when necessary. Methods of instruction include lectures, group discussions, and independent study.

HSC 1313 Microbiology/Immunology (3)

This course is designed to cover general principles of microbial concepts; principles of infectious disease, host-parasite relationships; viral structure and reproduction; pathogenic micro-organisms of man; inflammatory responses to infectious agents; and clinical aspects of infection. Immunology content will include discussions on human immunity and immune response; principles of antigen-antibody relationships; molecular biology of immune response; and the genetic basis for antibody synthesis, development, function, and immunopathology. Laboratory exercises for this course will be incorporated into the Integrated Biomedical Sciences Laboratory Course when necessary. Methods of instruction include lectures, group discussions, and independent study.

PHSC 1413 Pharmaceutics (3)

This course is designed for the student pharmacist to develop an understanding of the physical, chemical, and pharmaceutical properties of medicinal products used in the delivery of pharmaceutical care. Course content includes general principles of thermodynamics; physical and chemical properties of molecules; particle size, shape, and surface area; kinetic, equilibrium and interfacial phenomena; principles of drug dissolution, release, and diffusion; rheologic properties of liquids, solutions, and colloidal systems; polymers and biomaterials; and drug delivery systems. The course will also introduce fundamental aspects of medicinal chemistry used in the rational design of drug molecules; molecular changes in drug molecules that affect affinity and activity at drug receptors and influence the absorption, distribution, metabolism, excretion, and stability of drugs; and the properties of drug molecules which are important in their formulation into drug products. Laboratory exercises for this course will be incorporated into the Integrated Biomedical Sciences Laboratory Course. Methods of instruction include lectures, group discussions, and independent study.

PHSC 1512 Integrated Biomedical Sciences Lab I (2)

The focus of this laboratory course will be to engage students in laboratory exercises, experiments and simulations that supplement and enhance didactic material in the biomedical and pharmaceutical sciences. Special emphasis will be placed on exercises, experiments and simulations that relate to the biochemical, physiological or pharmacological basis of drug discovery, formulation, disposition and response. Methods of instruction include independent and group laboratory exercises, computer simulations, and independent study.

PHPR 1002 Pharmacy Practice I (2)

The didactic portion of this course includes an introduction to the practice of pharmacy within the major practice settings; the history of the pharmacy profession; discussion on the role of the pharmacist as a part of the healthcare team; the drug use process; utilization of technology and support personnel in pharmacy practice; and the provision of pharmaceutical care. The course also provides student pharmacists with certification in Basic Cardiac Life Support (BCLS) and Pharmacy-Based Immunization Delivery. Additionally, a mandatory online certification course will be completed before the student's hospital based IPPE. This certification course will be developed in cooperation with area hospitals and will meet their legal policies and procedures for admittance in the pharmacy and patient care areas. This course will also include small group discussion sessions where students can reflect on topics from the didactic portion and relate that discussion to what they have experienced in the IPPE course.

PHIE 1512 Introductory Pharmacy Practice Experiences I (2)

Introductory Pharmacy Practice Experiences (IPPEs) consist of shadowing a practitioner and upper level pharmacy student for four (4) hours a day, one day a week, for the entire semester. Students will rotate within the semester between hospital, community, and specialty pharmacy practices (5 weeks at each practice type). This experience will provide 75 IPPE contact hours. Concepts that will be covered in IPPE I will be introduction to pharmacy law, introductory drug knowledge, interprofessional interactions, and understanding the role of the pharmacist.

PHAD 1000 Dean's Hour (0)

The content of this course will focus on what it means to be a pharmacist; historical view of the profession; professionalism; attitudes and values needed in the care of patients; leadership skills; and guest speakers sharing experiences in their careers as a pharmacist.

PHAD 1111 Applied Christian Values in Pharmacy (1) (Satisfactory/Unsatisfactory)

A pass/fail online Bible study that deals with Christian values. This study will discuss the attitudes and values that pharmacists should exemplify in the care of patients. This study will look at the Biblical origin of these values and discuss their attributes in patient case study. It is required that each student complete this online course and participate in live monthly discussion meetings.

PHSC 1123 Physiological Basis of Therapeutics II (3)

The second of a two course sequence designed to emphasize integrated concepts of structure (anatomy) and function (physiology) of the respiratory, cardiovascular, endocrine, digestive, urinary and reproductive systems. Particular emphasis will be placed on cellular, homeostatic and control mechanisms that regulate the physiologic response of target tissues. Laboratory exercises for this course will be incorporated into the Integrated Biomedical Sciences Laboratory Course and will consist of directed use of anatomical models of various structures, systems and physiology simulations in a modified gross anatomy and physiology laboratory. Methods of instruction include lectures, group discussions, and independent study.

PHSC 1613 Pharmacologic Basis of Therapeutics I (3)

The first of a three course sequence designed to emphasize principles of drug action used to characterize, evaluate and compare drug molecules in the areas of neuropharmacology, inflammation and immune pharmacology, and antimicrobial agents. Fundamental principles that will be covered in this sequence includes evaluating physical and chemical properties of drug molecules (medicinal chemistry) and drug targets (biochemistry) that regulate drug-receptor interactions, characterizing the type of drug molecules and drug targets that interact with specific cell signaling pathways (pharmacology), and understanding pharmacodynamic and pharmacokinetic principles that alter drug efficacy (therapeutics) or drug toxicity (toxicology). Laboratory exercises for this course will be incorporated into the Integrated Biomedical Sciences laboratory Course. Methods of instruction include lectures, group discussions, and independent study.

PHSC 1522 Integrated Biomedical Sciences Lab II 2 Credit Hours

The focus of this laboratory course will be to engage students in laboratory exercises, experiments and simulations that supplement and enhance didactic material in the biomedical and pharmaceutical sciences. Special emphasis will be placed on exercises, experiments and simulations that relate to the biochemical, physiological or pharmacological basis of drug discovery, formulation, disposition and response. Methods of Instruction include independent and group laboratory exercises, computer simulations, and independent study.

PHSC 1423 Biopharmaceutics (3)

Content includes physicochemical principles of dosage forms; biological principles of dosage forms; principles of drug delivery via dosage forms (e.g., liquid, solid, semi-solid, controlled release, transdermal, and implants); principles of dosage form stability and drug degradation in dosage forms; materials and methods used in preparation, testing, and use of dosage forms; drug discovery and development; basic principles of in vivo drug kinetics (linear and non-linear); and principles of bioavailability/bioequivalence. Methods of instruction include lectures, group discussions, and independent study.

PHPR 1613 Dispensing Lab / Compounding (3)

Course content and projects include U.S. Pharmacopeia guidance on compounding and FDA compliance; policy guidelines; techniques and principles used to prepare and dispense individual extemporaneous prescriptions, including dating of compounded dosage forms; liquid (parenteral, enteral), solid, semi-solid, and topical preparations; dosage form preparation calculations; sterile admixture techniques (stability and sterility dating, clean room requirements, infusion devices and catheters, and preparation and dispensing of prescriptions, including mock antineoplastic agents); interpretation of a prescription; and requirements and parts of a prescription label. Pharmaceutical calculations materials will also be a component of this course and will include the interpretation of a prescription; overview of pharmaceutical measurements; dosage calculations and adjustments in standard and special population patients; and medication administration techniques. Pharmacy students will also receive instruction relating to the calculations needed to compound standard pharmaceutical products from raw materials and commercial products and the use of mechanical and electronic balances for compounding.

PHPR 1102 Pharmacy Practice II (2)

This course is a continuation of the first semester Pharmacy Practice I course. The didactic portion

of this course includes: a review of the drug discovery and approval process within the pharmaceutical industry; roles of pharmacists within industry; a review of the Top 100 drugs; an introduction to basic principles of pharmacoeconomics and pharmacoepidemiology; legal, social, moral, and ethical issues in pharmacy; communication skills; drug information skills; the role and importance of professional pharmacy organizations; and postgraduate educational and career opportunities in pharmacy practice.

PHIE 1522 Introductory Pharmacy Practice Experiences II (2)

The second semester of IPPEs continues with student pharmacists rotating through hospital, community, and specialty pharmacy settings for four (4) hours a day, one day a week, for the entire semester (5 weeks at each practice type). Student pharmacists will also be expected to reflect upon their experiences in small group discussion sessions with faculty. This experience will provide 75 IPPE contact hours (cumulative 150 IPPE contact hours). It is expected that student pharmacists will build upon the concepts learned in IPPE I and add to it the concepts of communication skills, introductory pharmaceutical calculations, and an introduction to pharmaceutical care.

PHSC 2623 Pharmacological Basis of Therapeutics II (3)

The second of a three course sequence designed to emphasize principles of drug action used to characterize, evaluate and compare drug molecules in the areas of chemotherapeutic agents, cardiovascular pharmacology, and endocrinology. Fundamental principles that will be covered in this sequence includes evaluating physical and chemical properties of drug molecules (medicinal chemistry) and drug targets (biochemistry) that regulate drug-receptor interactions, characterizing the type of drug molecules and drug targets that interact with specific cell signaling pathways (pharmacology), and understanding pharmacodynamic and pharmacokinetic principles that alter drug efficacy (therapeutics) or drug toxicity (toxicology). Methods of instruction include lectures, group discussions, and independent study.

PHPR 2422 Health Informatics (2)

Course content will enable students to understand how to incorporate technology into the provision of safe, effective and evidence-based healthcare. Students will also be able to make decisions about the value and ethical application of specific technologies; and appreciate the perspectives and roles of patients and providers when using technology in care.

PHAD 2413 Practice Management (3)

Course content includes discussions of pharmacy practice management in both community and health system practice settings including general business, human, financial, and operations management. The course will also focus on quality assurance/risk management issues.

PHAD 2102 Pharmacy Practice III – Biostatistics / Study Design (2)

The third IPPE course continues with student pharmacists rotating through hospital, community, and specialty pharmacy settings for four (4) hours a day, one day a week, for the entire semester (5 weeks at each practice type). Student pharmacists will also be expected to reflect upon their experiences in small group discussion sessions with faculty. This experience will provide 75 IPPE contact hours (cumulative 225 IPPE contact hours). Concepts added this semester will be development of pharmaceutical care plans, advanced pharmaceutical calculations, advanced communication skills, and development of presentation skills.

PHIE 2512 Introductory Pharmacy Practice Experiences III (2)

The didactic portion of this class will be divided into the following sections: 1) biostatistics review; 2) research design; and 3) literature retrieval skills. Content of course to include understanding of commonly used statistical tests and their basis for use; management of data sets; evaluation of statistical results; understanding of statistical versus clinical significance; fundamentals of research design and methodology; principles of evaluation of the medical literature; fundamentals of the practice of drug information; application of drug information skills; and utilization of technology for drug information. The IPPE continues with student pharmacists rotating through hospital, community, and specialty pharmacy settings for four (4) hours a day, one day a week, for the entire semester (5 weeks at each practice type). Student pharmacists will also be expected to reflect upon their experiences in small group discussion sessions with faculty. This experience will provide 75 IPPE contact hours (cumulative 225 IPPE contact hours).

PHPR 2201 Interpreting Laboratory Data (1)

Content of course to include the fundamentals of laboratory medicine and its importance to screening, diagnosis, and evaluation of patients; clinical data relevant to disease state management; interpreta-

tion of drug screens; knowledge of the basis for common clinical laboratory values and diagnostic tests and the influences of common disease states; and false positive and false negative results.

PHSC 2433 Advanced Biopharmaceutics and Pharmacokinetics (3)

This course is a continuation of the biopharmaceutics course that will focus on the theoretical and practical models that predict and describe drug absorption, distribution, metabolism, excretion, and response; the use of mathematical equations to estimate doses and dosage regimens for patients; the effect of disease, drugs and dietary influences on drug formulation, pharmacokinetics and pharmacodynamic parameters. Methods of instruction include lectures, group discussions, computer simulations, and independent study.

PHAD 2432 Communication Skills for Healthcare Professionals (2)

Content and exercises to include effective verbal and written interpersonal communication; health literacy; communicating with diverse patients, families, pharmacists, and other health professionals in a variety of settings; patient interviewing techniques; active listening and empathy; assertiveness and problem-solving techniques; cultural influences on communication of health information; group presentation skills; strategies for handling difficult situations; documentation of pharmacist recommendations and consultations; and principles of behavior modification. Student pharmacists will also rotate through a Communications Patient Simulation Lab where the student pharmacist will join a medical student and nursing student at the (simulated) bedside of a patient. This lab will reinforce professional roles and focus on the necessary interdisciplinary communication needed to optimize patient care.

PHAD 2111 Applied Christian Caring and Compassion in Pharmacy (1) (Satisfactory/Unsatisfactory)

A pass/fail online Bible study that deals with Christian caring and compassion. This study will examine Biblical examples of caring and demonstration of compassion and then focus on the importance of these traits in the care of patients. It is required that each student complete this online course and participate in live monthly discussion meetings.

PHPR 2813 Pharmacotherapy I (3)

Course content is to be presented in modules focusing on organ systems (i.e., CNS, Gastrointestinal), disease states (i.e., epilepsy, depression, diarrhea, constipation), or patient populations (i.e., terminally ill, pediatrics, geriatrics). Modules will be sequenced so that organ systems and disease states are covered first, and then followed by unique patient populations. Content of these modules are to include pathophysiology; clinical signs and symptoms; diagnostic testing; therapeutic drug classes and literature supporting their use; principles of clinical practice guidelines for various disease states and their interpretation in the clinical setting; drug monitoring, including applied pharmacokinetics; design of patient centered, culturally relevant treatment plans; special populations; and development of treatment protocols. The course will consist of didactic lectures, case based teaching, and small group discussions.

PHPR 2823 Pharmacotherapy II (3)

Course content is to be presented in modules focusing on organ systems (i.e., hematological), disease states (i.e., infectious diseases), or patient populations (i.e., pediatrics, geriatrics). Modules will be sequenced so that organ systems and disease states are covered first, and then followed by unique patient populations. Content of these modules are to include pathophysiology; clinical signs and symptoms; diagnostic testing; therapeutic drug classes and literature supporting their use; principles of clinical practice guidelines for various disease states and their interpretation in the clinical setting; drug monitoring, including applied pharmacokinetics; design of patient centered, culturally relevant treatment plans; special populations; and development of treatment protocols. The course will consist of didactic lectures, case based teaching, and small group discussions.

PHAD 2443 Pharmacy Law and Ethics (3)

Content to include legal basis of pharmacy practice, pharmacist's responsibilities and limits under the law; pharmacist's role in reducing liability by reducing drug-related misadventure; civil versus criminal liability; business contract law; principles of professional behavior; ethical issues related to the development, promotion, sales, prescriptions, and use of drugs; dealing with ethical dilemmas; conflict of interest; ethical issues in delivery of patient centered care and clinical research; principles of end-of-life care; and ethical issues in teamwork.

PHAD 2203 Pharmacy Practice IV – Pharmacoeconomics / Health Outcomes (3)

This course will include the economic principles that relate to pharmacoeconomic analysis; concepts of pharmacoeconomics in relation to patient care; applications of economic theories and health-

related quality of life concepts to improve allocation of limited healthcare resources; application of principles of epidemiology to the study of drug use and outcomes in large populations; studies that provide an estimate of the probability of beneficial effects in populations, or the probability of adverse effects in populations, and other parameters relating to drug use benefit; evaluation of literature; concepts relating to formularies and their maintenance; and measuring health outcomes. The course will consist of didactic lectures, self-study, case based teaching, projects, and small group discussions.

PHIE 2522 Introductory Pharmacy Practice Experiences IV (2)

IPPE IV will allow for student pharmacists to rotate through hospital, community, and specialty pharmacy settings for four (4) hours a day, one day a week, for the entire semester (5 weeks at each practice type). During this semester, more focus will be placed on administrative and clinical roles of pharmacists in these practice settings as the students continue to build upon the knowledge and skills learned in the previous IPPE experiences. Student pharmacists will also be expected to reflect upon their experiences in small group discussion sessions with faculty. This experience will provide 75 IPPE contact hours (cumulative 300 IPPE contact hours).

PHPR 2703 Non-prescription Medications and Devices (3)

Course content will include a study of various non-prescription pharmaceuticals, medical and surgical supplies, and appliances commonly found in ambulatory pharmacy practice sites; their rational use and therapeutic efficacy; and decision making skills for ambulatory patient triage. The course will consist of didactic lectures, self-study, and case based teaching.

PHSC 2633 Pharmacological Basis of Therapeutics III (3)

The third of a three course sequence designed to emphasize principles of drug action used to characterize, evaluate and compare drug molecules in the areas of gastrointestinal pharmacology. This final sequence will also cover special areas such as protein and RNA-based therapies, pharmacogenomics and gene delivery, drug development and regulation, and principles of toxicology and poison management. Methods of instruction include lectures, group discussions, and independent study.

PHPR 3312 Natural Medicine (2)

Content of course to include concepts of crude drugs; semi-purified, and purified natural products; variability of occurrence of pharmacologically active substances in plants and impact on regulatory aspects of herbal products; overview of classes of pharmacologically active natural products; dietary supplements (vitamins, minerals, and herbals); alternative medical treatments; evaluation of alternative and complementary medicine purity, bioavailability, safety, and efficacy; herbal-drug interactions; and regulation of dietary supplements and herbal products.

PHPR 3813 Pharmacotherapy III (3)

Course content is to be presented in modules focusing on organ systems (e.g., respiratory, cardiovascular), disease states (e.g., asthma, hypertension, heart failure, angina), or patient populations (e.g., pediatrics, geriatrics, women's health). Modules will be sequenced so that organ systems and disease states are covered first, and then followed by unique patient populations. Content of these modules are to include pathophysiology; clinical signs and symptoms; diagnostic testing; therapeutic drug classes and literature supporting their use; principles of clinical practice guidelines for various disease states and their interpretation in the clinical setting; drug monitoring, including applied pharmacokinetics; design of patient centered, culturally relevant treatment plans; special populations; and development of treatment protocols. The course will consist of didactic lectures, case based teaching, and small group discussions.

PHPR 3823 Pharmacotherapy IV (3)

Course content is to be presented in modules focusing on organ systems (e.g., endocrinology, reproductive systems), disease states (e.g., diabetes, thyroid disorder, eclampsia), or patient populations (e.g., pediatrics, geriatrics, women's health). Modules will be sequenced so that organ systems and disease states are covered first, and then followed by unique patient populations. Content of these modules are to include pathophysiology; clinical signs and symptoms; diagnostic testing; therapeutic drug classes and literature supporting their use; principles of clinical practice guidelines for various disease states and their interpretation in the clinical setting; drug monitoring, including applied pharmacokinetics; design of patient centered, culturally relevant treatment plans; special populations; and development of treatment protocols. The course will consist of didactic lectures, case based teaching, and small group discussions.

PHPR 3502 Medication Therapy Management (2)

Content of this course surrounds the understanding of the core components of Medication Therapy

Management (MTM) and its implementation in the patient centered care setting. These core components include: Performing or obtaining necessary assessments of the patient's health status; formulating a medication treatment plan; selecting, initiating, modifying, or administering medication therapy; monitoring and evaluating the patient's response to therapy, including safety and effectiveness; performing a comprehensive medication review to identify, resolve, and prevent medication-related problems, including adverse drug events; documenting the care delivered and communicating essential information to the patient's other primary care providers; providing verbal education and training designed to enhance patient understanding and appropriate use of his/her medications; providing information, support services and resources designed to enhance patient adherence with his/her therapeutic regimens; coordinating and integrating medication therapy management services within the broader healthcare-management services being provided to the patient. Additionally, issues surrounding the cost for providing MTM services and accompanying appropriate pharmacist reimbursement will be discussed. The course will be taught with didactic lectures and special projects where student pharmacists are mock patients on which to develop MTM strategies.

PHAD 3203 Pharmacy Practice V – Community Management (3)

Course content is to be presented in modules focusing on organ systems (e.g., oncology, hematology, rheumatology), disease states (e.g., breast cancer, lung cancer, leukemia, arthritis, gout), or patient populations (e.g., pediatrics, geriatrics). Modules will be sequenced so that organ systems and disease states are covered first, and then followed by unique patient populations. Content of these modules are to include pathophysiology; clinical signs and symptoms; diagnostic testing; therapeutic drug classes and literature supporting their use; principles of clinical practice guidelines for various disease states and their interpretation in the clinical setting; drug monitoring, including applied pharmacokinetics; design of patient centered, culturally relevant treatment plans; special populations; and development of treatment protocols. The course will consist of didactic lectures, case based teaching, and small group discussions.

PHPR 3112 Principles of Healthcare Delivery (2)

Content of course to include introduction to U.S., state, and local healthcare delivery systems and their interfaces; social, political, and economic factors of the U.S. healthcare delivery system; principles that influence the distribution of pharmaceutical products and services; role of public and private insurers, pharmaceutical industry, and managed care on healthcare delivery in the U.S.; Medicaid and Medicare, including Part D; indigent care programs; incidence of and problems associated with drug overuse, under use, and misuse in the U.S. healthcare system; off-label drug use; issues relating to healthcare policy; the evolution of healthcare insurance; managed care; government's role in healthcare; community and institutional reimbursement issues; collaborative practice agreements; and prescriptive authority.

PHPR 3121 Clinical Seminar I (1)

Each student pharmacist will prepare and make one twenty minute presentation before their class and faculty during the semester. Emphasis will be placed on developing and exercising group presentation skills. Student pharmacists will be expected to research and develop the scientific content of the presentation and handle questions following the presentations.

PHPR 3nnV Elective(s) (2-3)

Opportunities will be provided for students to take course work designed to develop areas of personal interest, to expand their understanding of professional opportunities, and to achieve the outcomes of the curriculum.

PHPR 3220 Serving and Learning Together (SALT I) 0 (Pass/Fail)

A capstone course which will enable the student pharmacist to use the knowledge and skills gained to this point in the curriculum to provide patient centered care through different service-related projects. This course will allow for each student pharmacist to demonstrate academic enhancement, personal growth, and civic engagement. Student pharmacists will render meaningful patient-care services in the community that will relate back to academic materials. Through guided reflection, student pharmacists individually and in small groups examine their experiences critically and articulate specific learning outcomes. Student pharmacists will receive credit for 44 contact hours for introductory pharmacy practices, 4 of which will be reflection time.

PHAD 3111 Applied Christian Ethics in Pharmacy (1) (Satisfactory/Unsatisfactory)

A pass/fail online Bible study that deals with Christian ethics. This study will discuss various patient care scenarios where Christian ethics will be challenged. It is required that each student complete this online course and participate in live monthly discussion meetings.

PHPR 3833 Pharmacotherapy V (3)

Course content is to be presented in modules focusing on organ systems (e.g., oncology, hematology, rheumatology), disease states (e.g., breast cancer, lung cancer, leukemia, arthritis, gout), or patient populations (e.g., pediatrics, geriatrics). Modules will be sequenced so that organ systems and disease states are covered first, and then followed by unique patient populations. Content of these modules are to include pathophysiology; clinical signs and symptoms; diagnostic testing; therapeutic drug classes and literature supporting their use; principles of clinical practice guidelines for various disease states and their interpretation in the clinical setting; drug monitoring, including applied pharmacokinetics; design of patient centered, culturally relevant treatment plans; special populations; and development of treatment protocols. The course will consist of didactic lectures, case based teaching, and small group discussions.

PHPR 3843 Pharmacotherapy VI (3)

Course content is to be presented in modules focusing on organ systems (e.g., endocrinology, reproductive systems), disease states (e.g., diabetes, thyroid disorder, eclampsia), or patient populations (e.g., pediatrics, geriatrics, women's health). Modules will be sequenced so that organ systems and disease states are covered first, and then followed by unique patient populations. Content of these modules are to include pathophysiology; clinical signs and symptoms; diagnostic testing; therapeutic drug classes and literature supporting their use; principles of clinical practice guidelines for various disease states and their interpretation in the clinical setting; drug monitoring, including applied pharmacokinetics; design of patient centered, culturally relevant treatment plans; special populations; and development of treatment protocols. The course will consist of didactic lectures, case based teaching, and small group discussions.

PHPR 3513 Developing Clinical Practice Skills (2)

Using the ASHP text of the same name as the guide, this course will provide extensive training on key components of setting up a clinical practice in both institutional and ambulatory settings. Topics will include understanding patient issues; pharmacy profession and pharmaceutical care; patient-pharmacist encounters; patient records; clinical reasoning; designing and implementing the patient care plan; evaluating patient progress and outcome assessments; and utilization of drug information skills. The course will consist of didactic lectures, case based teaching, group projects, and small group discussions.

PHAD 3213 Pharmacy Practice VI (3)

Content of course is to include specific issues related to institutional (hospital, health-system) pharmacy practice such as management principles (planning, organizing, directing, and controlling resources); management of staff within the practice setting, including pharmacists, technicians, and other supportive personnel; management tools, including informatics needed to assess and address change, improve quality, and optimize patient services; legal and ethical considerations in institutional practice; management of medication use safety systems; strategies to improve the continuity of patient care as patients move between healthcare settings; marketing principles; basic accounting principles; project management; managed care and other third party administration; home care and long-term care; development of patient medication profiles; identification and prevention of medication related errors; issues of distribution systems; role of automation in the practice setting; patient counseling and other communication issues; disease state management; MTM; methods of outcome monitoring and assessment techniques; reimbursement related issues; infection control; JCAHO; sterile product preparation and dispensing; safe handling of hazardous drugs; and unique aspects of hospitals from the small community hospital to the academic health-system.

PHPR 3131 Clinical Seminar II (1)

Each student pharmacist will prepare and make one forty-five minute presentation during the semester before classmates and faculty. Emphasis will be placed on developing and exercising group presentation skills. Students will be expected to research and develop the scientific content of the presentation and handle questions following the presentations. Critical analysis and logical and persuasive presentation of the literature will be the emphasis of the class.

PHPR 3603 Advanced Clinical Practice Skills (3)

Content of the course to focus on developing skills in obtaining a comprehensive patient history; familiarity with basic physical assessment techniques such as assessing vital signs, HEENT assessment, integumentary assessment, thorax and lung assessment, cardiovascular assessment, abdominal assessment, musculoskeletal assessment, neurological assessment, and the changes that occur in the presence

of disease or drug therapy; principles of ECG and common abnormalities; and renewal of Basic Cardiac Life Support (BCLS).

PHPR 3330 Serving and Learning Together (SALT II) 0 (Pass/Fail)

A capstone course which will enable the student pharmacist to use the knowledge and skills gained to this point in the curriculum to provide patient centered care through different service-related projects. This course will allow for each student pharmacist to demonstrate academic enhancement, personal growth, and civic engagement. Student pharmacists will render meaningful patient-care services in the community that will relate back to academic materials. Through guided reflection, student pharmacists individually and in small groups examine their experiences critically and articulate specific learning outcomes. Student pharmacists will receive credit for 44 contact hours for introductory pharmacy practices, 4 of which will be reflection time.

PHPR 3nnV Elective(s) (2-3)

Opportunities will be provided for students to take course work designed to develop areas of personal interest, to expand their understanding of professional opportunities, and to achieve the outcomes of the curriculum.

PHAE 4nn4 Advanced Pharmacy Practice Experiences (40)

The advanced pharmacy practice experiences will encompass the entire fourth year of the curriculum (25% of total curriculum). Students will rotate through ten (10) advanced practice experiences, each being a calendar month in duration. Students will have four (4) required practice experiences (advanced community, advanced hospital, inpatient acute care, and ambulatory care). Students will select two (2) practice experiences in the areas of managed care, practice management, specialty pharmacy, or a medicine sub-specialty. Students will also choose four (4) elective practice experiences from an approved listing representing a variety of practice settings. It is the expectation that these practice experiences will be interdisciplinary in nature where the pharmacy student will work as a member of the healthcare team.

PHPR 4903 May Certificate Programs (3)

Students will spend the month of May participating in certification programs (or recertification) in immunization, diabetes, anticoagulation, and asthma. Additionally, a NAPLEX review course will occur in this month.

Academic Policies

Minimum Requirements for Graduation:

- Completion of the Doctor of Pharmacy curriculum with a passing grade in each course and with a 2.0 cumulative grade point average in a maximum of six academic years.
- Forty-six months residence in an accredited school of pharmacy, the final 24 months of which must be completed at Lipscomb University College of Pharmacy.
- Recommendation by the faculty of the College.
- Payment of all financial obligations to the College. Compulsory attendance at graduation exercises.

Early Identification of Academic Difficulty

- During the P1, P2, and P3 years, student pharmacists' academic performance will be monitored by the Academic Progression Committee each semester.
- During the P4 year, student pharmacists' academic performance will be monitored by the Academic Progression Committee. Additionally, the Associate Dean for Experiential Education and the Experiential Education Committee will also evaluate student pharmacist/preceptor performance and this evaluation will take place at the end of each practice experience cycle.
- Anyone identified as having less than "C" performance in any required course will receive written communication indicating the need for improvement and the need to meet with the Associate Dean for Academic Affairs.

Student pharmacists must maintain a cumulative and per semester GPA in all professional coursework of at least 2.0. A student who fails to attain a 2.0 GPA in any academic semester will be placed on Academic Probation. Additionally, student pharmacists with a GPA of 3.0 or less during their advanced practice experiences (APPEs) may be subject to remedial work. Students earning less than a 3.0 GPA during the fourth professional year must meet with the Associate Dean for Experiential Education, Associate Dean for Academic Affairs, and at least one of their preceptors.

- **Academic Warning:** A P1 student pharmacist who's GPA for the first semester is below 2.0 will be placed on Academic Warning. This is a one-time warning available only to P1 student pharmacists finishing the first semester. Student pharmacists on Academic Warning who do not raise their GPA to 2.0 by the end of their next semester in school will be placed on academic probation. Student pharmacists on Academic Warning will be required to participate in *Pharmacy Turning Point*, a program designed to assist student pharmacists attempting to recover from difficult academic situations (*Pharmacy Turning Point* is an adaptation of a successful University counseling program).
 - *Pharmacy Turning Point* is a program designed to assist student pharmacists who are attempting to recover from difficult academic situations. This program is coordinated by the Associate Deans in Student Affairs and Academic Affairs and will involve faculty, staff, and outside educational resources. Participants will be expected to fulfill all program requirements, such as supervisory office visits with the coordinating staff (or faculty advisor), participation in tutoring labs and academic skills workshops, and monitoring of class attendance and academic performance.
- **Academic Probation:** All student pharmacists must maintain a cumulative GPA of 2.0, including incomplete grades. Student pharmacists whose cumulative GPA falls below 2.0 will be placed on academic probation for the following semester. Student pharmacists on academic probation must contact the Associate Dean for Academic Affairs for a meeting before semester enrollment and complete a Probation Contract. The contract will be the result of an evaluation of the student pharmacist to determine the possible reasons for academic difficulty and development of a plan to address the areas contributing to academic difficulty. The Probation Contract is a useful way to address the academic problems the student pharmacist has encountered. Failure to sign a contract, by student pharmacist choice, results in academic dismissal from the College.
 - Student pharmacists on academic probation who earn a term GPA of 2.0 or higher but fail to raise their cumulative GPA to 2.0 or higher may be considered for a one-semester extension of their probation.
 - Student pharmacists on academic probation because of incomplete work can be removed from probation at any time the work is made up and a satisfactory GPA is recorded on the permanent record.
 - Student pharmacists on academic probation may not be appointed to any College committee or elected to any office in any College organization during the period of probation. Student pharmacists holding such appointed offices or elected positions must resign the position by the first class day of the semester in which they are placed on probation.
 - Student pharmacists on academic probation are not eligible to participate in any college sponsored activities without the written permission of the Associate Dean for Academic Affairs.
- **Failing Grades:** A student pharmacist who receives a failing grade (F or U) in any professional course work must successfully complete an Academic Recovery Contract developed with the Associate Dean for Academic Affairs and approved by the Academic Progression Committee. The Academic Recovery Contract is similar to the Probation Contract; however, it deals more specifically with the coursework in which a failing grade was received. The Academic Recovery Contract discusses remediation and the need for demonstration of proficiency in the coursework in which a failing grade was received.
 - Student pharmacists will be required to remediate any class in which a failing grade (F or U) was received. The process for remediation will range from retaking the class the next academic year to “after-hours” coursework and assessment. After hours class work will be reviewing of video lectures, one-on-one discussion with faculty, and an examination. The decision for this remediation will be made by the Academic Progression Committee in consultation with the Dean. The student pharmacist will also be enrolled into *Pharmacy Turning Point*.
 - A failing grade during the P4 year will require re-taking the APPE experience. If possible, an attempt will be made to have the APPE during December if approved by the preceptor, the Associate Dean for Experiential Education, the Academic Progression Committee, and the Dean. If the failing grade takes place after December of the P4 year, the student pharmacist's graduation may be delayed pending successful remediation of the APPE experience.
 - If a student pharmacist receives three (3) or more failing grades (F or U) in any professional course work or if the student pharmacist fails the same course twice, the student pharmacist will be dismissed from the program for scholastic deficiency. An exception to this policy is that if any student pharmacist fails two (2) APPEs, they will be dismissed from the program for scholastic deficiency.
 - Any student pharmacist, who receives a grade of “I” (incomplete) at the end of an academic semester, must develop an academic plan with the Associate Dean for Academic Affairs. The plan must be

approved by the coordinator of the course in which the “I” was received. The plan must be in place at the start of the next semester with dates specified for the completion of the incomplete work which will be no later than the end of the next academic year. It is expected that incomplete coursework will be completed in a manner and timeframe as stated in the academic plan.

- Failure to complete the academic plan will result in the course coordinator assigning a grade consistent with the academic work completed.
- Any student pharmacist with a grade of “I” may not proceed to the APPE portion of the curriculum until the grade is recorded or the course completed.
- **Academic Suspension:** A student pharmacist on academic probation who fails to earn a GPA of at least 2.0 in any term that he or she is on academic probation will be suspended. Additionally, if the student pharmacist is on academic probation and professional/disciplinary probation at the same time, the student pharmacist will be suspended. Readmission to the College will be available the next professional year pending approval by the Academic Progression Committee and the Dean. Both the suspension and readmission will be recorded on the student pharmacist’s permanent academic record. No student pharmacist shall be academically suspended unless he or she has been placed on academic probation for at least one semester.
 - A student pharmacist who returns from academic suspension will automatically be on academic probation. No work earned elsewhere during the suspension will be used either in the calculation of the student pharmacist’s academic status, nor transferred as credit toward a degree.
 - Academic Dismissal: If a student pharmacist is on probation as a result of having returned from an academic suspension, and fails to meet the 2.0 GPA retention standards for any semester, then he or she will be academically dismissed from the program. No student pharmacist shall be academically dismissed unless he or she has first been academically suspended.
- **Repeating Coursework**
 - Student pharmacists are not allowed to drop any classes within the College’s professional curriculum.
 - All failing grades (F or U) are subject to the remediation processes outlined in policy 6.3.
 - A course in which the student pharmacist receives a grade of “A”, “B”, or “C” may not be repeated under any conditions.
- **Transfer Credits from other Colleges/Schools of Pharmacy:** Student pharmacists requesting a transfer to Lipscomb University College of Pharmacy from another Doctor of Pharmacy program must follow College guidelines.
 - Each case will be individually assessed on its merit and potential transfer students are to be informed that it is likely that an additional semester or more will be needed to fulfill all required coursework.
 - Student pharmacists must have an official transcript of their work from each school they have attended mailed to the College of Pharmacy’s Director of Admission and Recruitment office.
 - A recommendation to accept courses will be made by the Associate Dean for Academic Affairs after consultation with the University Registrar, Department Chairs, and Associate Dean for Student Affairs. Final decision to accept or deny will reside with the Dean. Each course will be reviewed by the Associate Dean for Academic Affairs to establish whether or not the course work fulfills existing requirements within the College’s curriculum. If components of a particular course that are deemed critical elements by the Department Chairs were not covered by the previous academic institution in their respective curriculum (for a similarly described course), then the transfer student pharmacist will be asked to repeat that particular course upon admission to the College. The Associate Dean for Academic Affairs will provide the transfer student pharmacist a full listing of his/her curricular requirements prior to enrollment thereby providing opportunity to accept the conditions for transfer.
 - A transfer will only be considered if the transfer student pharmacist is in good academic standing and eligible to continue at his/her previous academic institution.
 - A grade of “C” or better must have been earned for each course for transfer.
 - At least 50 percent of the credit hours required for the Doctor of Pharmacy degree must be earned in coursework at Lipscomb University College of Pharmacy, therefore, only transfer candidates in the earliest semesters of their respective pharmacy programs are eligible to transfer.
 - Credit must have been received from an Accreditation Council for Pharmacy Education (ACPE) recognized college of pharmacy before it will be awarded. Additionally, the prospective transfer student pharmacist must complete an onsite interview process arranged by the Director of Admissions and Recruitment.

- Transfer student pharmacists will also be asked to complete a field test consistent with the level of coursework the student pharmacist should have completed prior to transfer. An assessment will be made on the score received to ascertain if the transfer should move forward and at what academic level within the College.
- Additionally, all applicants to Lipscomb University College of Pharmacy must possess a cumulative grade point average of at least 2.5 on a 4.0 scale on all previous college work. Grades from all undergraduate coursework attempted are included in the calculation of the overall undergraduate GPA which is the primary GPA used in the admissions process. All previous academic work will be evaluated.
- **CLEP/AP Credit Acceptance:** For routine applicants, no more than six (6) hours of CLEP or credit by examination will be accepted to meet the pre-pharmacy requirements; such credit must be listed on the official transcript. Advanced placement (AP) credit may be used to satisfy prerequisite coursework provided that the AP credit is accepted by the applicant's institution and is posted on the applicant's official academic transcript. Applicants receiving AP Credit for a math or science course, such as chemistry or calculus, will be expected to validate those courses through successful completion of one higher level course in the respective area. Grades below "C", or equivalent scoring, cannot be accepted for any math or science course.



Pharmacy Lab equipment

Faculty

Paige Akers, B.S. (Lipscomb University), Pharm.D. (University of Tennessee), *Associate Dean for Student Affairs, College of Pharmacy, Assistant Professor, Department of Pharmacy Practice*

Scott Akers, Pharm.D. (University of Tennessee), Ph.D. (University of Kentucky), *Chair and Associate Professor; Department of Pharmaceutical Sciences*

Kim Barker Ayes, Pharm.D. (Mercer University Southern School of Pharmacy), *Assistant Professor, Department of Pharmacy Practice*

Tom Campbell, A.S. (Columbia State), Pharm.D. (University of Tennessee), *Associate Dean for Academic Affairs, College of Pharmacy, Associate Professor, Department of Pharmacy Practice*

Zachary Cox, Pharm.D., (University of Tennessee), *Assistant Professor, Department of Pharmacy Practice*

Roger L. Davis, B.S. (University of Tennessee), Pharm.D. (University of Tennessee), *Dean, College of Pharmacy, Professor, Department of Pharmacy Practice*

Elaine Denman, B.A. (Harding University), M.Div. (Regent University), D.Min. (Regent University), B.S. (Freed-Hardeman University), *Instructor, Department of Pharmacy Practice*

Joseph Deweese, B.S. (Freed-Hardeman University), Ph.D. (Vanderbilt University), *Assistant Professor, Department of Pharmaceutical Sciences*

Holli Dilks, B.S. (Lipscomb University), Ph.D. (Vanderbilt University), *Assistant Professor, Department of Pharmaceutical Sciences*

Mike Fowler, B.S. (Oklahoma Christian University), Ph.D. (Ohio State University), *Vice Chair and Associate Professor, Department of Pharmaceutical Sciences*

Greg Young, Pharm.D. (University of Tennessee), *Associate Dean for Experiential Education, College of Pharmacy, Assistant Professor, Department of Pharmacy Practice*

Lindsey Gorrell, B.S. (Eastern Illinois University), Pharm.D. (West Virginia University School of Pharmacy), *Assistant Professor, Department of Pharmacy Practice*

Randy Jerkins, B.S. (Lipscomb University), B.S. (University of Tennessee), Pharm.D. (University of Tennessee), *Assistant Professor, Department of Pharmacy Practice*

Ray Marcrom, B.S. (University of Tennessee), Pharm.D. (University of Tennessee), *Special Assistant to the Dean, Professor, Department of Pharmacy Practice*

Jeff McCormack, B.S. (Oklahoma Christian University), M.S. (University of Oklahoma Health Sciences Center), Ph.D. (University of Oklahoma Health Sciences Center), *Director of Development, Associate Professor, Department of Pharmaceutical Sciences*

Susan Mercer, B.S. (Seton Hill University), Ph.D. (University of Maryland, Baltimore), *Assistant Professor, Department of Pharmaceutical Sciences*

Kam Nola, B.S. (Middle Tennessee State University), Pharm.D. (University of Tennessee), *Associate Professor and Vice Chair, Department of Pharmacy Practice*

Fancy Thomas, B.S. (Goa College of Pahrnacy, India), Ph.D. (Texas Tech University Health Sciences Center), *Assistant Professor of Pharmaceutical Sciences*

Richard Thompson, B.S. (University of Tennessee), Pharm.D. (University of Tennessee), MBA (University of Maryland University College), *Associate Professor and Chair, Department of Pharmacy Practice*

Jimmy Torr, Pharm.D. (University of Tennessee), *Instructor, Department of Pharmacy Practice*

Greg Young, Pharm.D. (University of Tennessee), *Associate Dean for Experiential Education, College of Pharmacy, Assistant Professor, Department of Pharmacy Practice*

Please visit our website at pharmacy.lipscomb.edu for the most up to date information regarding the College of Pharmacy. You may also contact the College of Pharmacy by e-mail at pharmacy@lipscomb.edu or by phone at 615-966-7160 or 800-333-4358 Ext. 7160.