

PHARMACY, PHARM.D.

Contact

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Mission and Core Values

Mission

Advance the practice of pharmacy through an exemplary, learner-centered pharmacy education built upon interprofessional collaboration, patient care, service, and research.

Core Values

The School of Pharmacy operates by a set of values that emphasizes

- Learner-centered approaches
- Professional and servant leadership
- Diversity and inclusiveness
- Lifelong learning, discovery, and creativity
- Integrity and accountability
- Continuous quality improvement

Program Description

Overview

The school offers the Doctor of Pharmacy as the professional degree that prepares students for careers as pharmacists in a variety of practice settings. A minimum of two years of undergraduate pre-professional education is required for admission which can be completed at UNE or elsewhere. The Doctor of Pharmacy (Pharm.D.) degree is awarded after successful completion of four years of professional study in the Westbrook College of Health Professions School of Pharmacy located on UNE's Portland Campus in Portland, Maine. To apply or to learn more about our exciting professional pharmacy program, please call 1 (800) 477-4UNE, or email gradadmissions@une.edu.

Pharmacy is one of the most highly respected healthcare professions in the United States. We believe that our program makes a difference in providing competent practitioners to serve the health needs of our citizens. In addition to achieving the Doctor of Pharmacy degree, all graduates of the program will be further certified to immunize patients, perform Medication Therapy Management, and communicate to patients about Point of Care Testing options. These certifications are offered by national pharmacy associations and the UNE SOP has incorporated them into the curriculum.

Interprofessional Education

Vision

We envision interprofessional learning as a cornerstone of education for healthcare professions.

Mission

The mission of the UNE School of Pharmacy Interprofessional Education (IPE) program is to prepare healthcare professionals to provide patient and community care in a collaborative team environment. We integrate with UNE's diverse collection of programs in the healthcare professions to provide opportunities for students to learn from and with one another. Collaborative patient- and community-centered practice is

cultivated to improve the effectiveness of healthcare and patients quality of life.

Research Objectives

The School of Pharmacy strives to achieve balance in its research efforts between discovery of clinically relevant drugs or drug delivery systems and pre-clinical and clinical development of these entities. Our primary area of focus will be the discovery and development of new drug molecules. Other areas of research activity will include therapeutic biomarkers, drug delivery methods, nutraceuticals, herbal medicines, and strategies for assessing individual variations in drug response, nutritional status or inborn errors of metabolism. We educate our pharmacy students about the drug discovery process and the necessary regulatory compliance required for drug development. Our students will understand the basic science, thought process, and strategies for the generation of new drug discoveries. They will also be familiar with the safety, the formulation, and the delivery of new drug entities. They will have instruction on the principles of proper clinical trial design and the process by which a new drug product is introduced into commercial use.

Accreditation

University of New England School of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 190 LaSalle Street, Suite 3000, Chicago, IL 60603-3446, Phone: (312) 664-3575, Fax: 1 (866) 228-2631, website <https://www.acpe-accredit.org/>.

Academic Policy

Grading Policy

Upon completion of a course of study, the faculty member in charge of that course submits a grade for each student to the Registrar's Office. The Doctor of Pharmacy program uses a standard letter grade format (A, A-, B+, B, B-, C+, C, C-, D, and F). The minimum passing grade for all courses is a C. Any course that receives a grade less than the minimum for passing will require remediation of the course, as dictated by the Student Development Committee.

Incomplete Grade Policy

An incomplete grade (I) is given to a student who is doing passing work in a course, but who, for reasons beyond their control, is not able to complete the work on time. The incomplete grade must be changed within the time limit determined by the instructor and usually does not extend beyond six weeks following the end of the semester. The incomplete grade defers the computation of credits for the course to which it is assigned. Failure to complete the work before the limitation date, or within the time imposed by the instructor, results in the assignment of a failing grade (F) for the course.

Course Add/Drop or Withdrawal

Students contemplating course or curriculum withdrawal should seek the advice of their advisor or the personnel in the Dean's office.

Repeat Course Policy

Courses in the Doctor of Pharmacy program are offered once per year. Any course that receives a grade less than the minimum for passing will be classified as "failed" and will require repeat of the course as dictated by the Student Development Committee.

Upon completion of a repeated course, a new listing and assigned grade are placed on the student's transcript. The original course listing

and grade remain on the student's transcript. All courses are listed chronologically on the transcript by semester or academic period in which they are enrolled.

Non-Matriculated Audit Course Policy ¹

Any non-matriculated student, with the prior consent of the instructor, may enroll in a course for an audit grade (AU). This must be done at the time of registration for the course and must be accompanied by the signed approval of the instructor. Reversal or change of an audit grade is not possible (i.e. once enrolled for AU the grade becomes permanent on the person's academic record). A person who wishes later to be graded for such a course must matriculate into the pharmacy program and then re-enroll in and pay for graded credit. In auditing a course, the person is expected to attend classes regularly but is not permitted to submit coursework for evaluation, take examinations, receive grades, or earn credit. Auditing a course does not count towards enrollment status (i.e., part-time, full-time, etc.) and therefore cannot be considered for financial aid purposes, veteran's benefits, etc. Audit courses carry zero credits.

¹ This applies to non-matriculated students. Matriculated students may not audit a course.

Transfer Credit

Transfer Credit

Transfer credits may be awarded to students who transfer to UNE from another Doctor of Pharmacy program.

The School of Pharmacy will review courses and award transfer credits on a case by case basis.

Experiential Learning

No credit will be awarded for experiential learning.

Admissions

See Graduate Admissions (<https://catalog.une.edu/graduate/admissions/>) for more information.

Financial Information

Tuition and Fees

Tuition and fees for subsequent years may vary. Other expenses include books and housing. Please consult this catalog's Financial Information (<https://catalog.une.edu/graduate/financial-information-graduate-programs/>) page for specific tuition and fees information.

Books and Computers

Course syllabi and the program booklist include recommended books which students are not required to purchase, but may wish to have as important reference materials. A substantial number of the required textbooks for courses are available to students through an online service via college subscription. A laptop computer is required for all students entering the Doctor of Pharmacy program. At least one copy of all required textbooks will be available for use within the Portland Campus library.

Other Expenses

Students are responsible for expenses involved with travel, parking, living expenses and meals at clinical sites.

Housing

For information about on-campus and off-campus housing visit the Housing and Residence Life (<https://www.une.edu/student-affairs/life-une/biddeford-campus-life/residential-life/>) website.

Student Health Care

UNE has Student Health Centers on both the Biddeford Campus and the Portland Campus. For more information visit the Student Health Center (<https://www.une.edu/studentlife/shc/>) website.

Financial Aid

Detailed information and applications are available on request from the Financial Aid Office. Call (207) 602-2342 or visit the Financial Aid website (<https://www.une.edu/sfs/>).

Curricular Requirements

Code	Title	Hours
Program Required Courses ¹		
PHRM 501	Biochemistry	3
PHRM 502	Pharmacokinetics	3
PHRM 503	Pharmaceutics	3
PHRM 505	Foundations of Drug Action	2
PHRM 507	Foundations of Pharmacogenomics	2
PHRM 510	D&D - Intro to Drugs & Disease	3
PHRM 519	Summer Community Introductory Pharmacy Practice Experience (IPPE)	4
PHRM 522	Integrated Group Learning II	2
PHRM 531	Abilities Lab I	2
PHRM 532	Abilities Lab II	2
PHRM 541	Pharmacy Success I	1
PHRM 542	Pharmacy Success II	1
PHRM 551	Foundations of Pharmacy Practice	2
PHRM 552	Evid. Based Med & Biostats	3
PHRM 591	Intro to Self Care	2
PHRM 592	Introduction to Pharmacy	1
PHRM 602	Medical Immunology	3
PHRM 611	Drugs and Disease - Cardiovascular I	4
PHRM 612	Drugs and Disease - Cardiovascular II	2
PHRM 613	Drugs and Disease - Infectious Disease I	3
PHRM 614	Drugs and Disease - Infectious Disease II	3
PHRM 616	Drugs and Disease - Renal	2
PHRM 619	Summer Hospital/Health Systems Introductory Pharmacy Practice Experience (IPPE)	3
PHRM 621	Integrated Group Learning III	2
PHRM 622	Integrated Group Learning IV	2
PHRM 631	Abilities Lab III	2
PHRM 632	Abilities Lab IV	2
PHRM 641	Pharmacy Success III	1
PHRM 642	Pharmacy Success IV	1
PHRM 651	Healthcare Systems and Quality	3
PHRM 652	Soc Behav, Outcomes, Pop Health	3
PHRM 711	Drugs and Disease - Endocrine/GI	3
PHRM 712	Drugs and Disease - Pain/Inflammation	3
PHRM 713	Drugs and Disease - Psychiatry	3

PHRM 714	Drugs and Disease - Neurology	2
PHRM 715	Drugs and Disease - Respiratory, Men's/Women's Health	3
PHRM 716	Drugs and Disease - Oncology	2
PHRM 721	Integrated Group Learning V	2
PHRM 722	Integrated Group Learning VI	2
PHRM 731	Abilities Lab V	2
PHRM 732	Abilities Lab VI	2
PHRM 743	Pharmacy Success V	1
PHRM 744	Pharmacy Success VI	1
PHRM 746	Pharmacy Success VII	1
PHRM 751	Pharm Mgmt & Leadership	3
PHRM 752	Pharmacy Law & Ethics	3
PHRM 801	APPE Core Community	6
PHRM 802	Core Hospital/Health Systems Advanced Pharmacy Practice Experience (APPE)	6
PHRM 803	APPE Core Inpatient/Acute Care	6
PHRM 804	APPE Core Ambulatory Care	6
PHRM 805	APPE Elective	6
PHRM 806	APPE Elective	6
	or PHRM 807 APPE Elective	6
	Three Electives with the prefix PHRM ²	6
Total Hours		147

¹ The purpose of the catalog is to provide a comprehensive list of required courses. The School of Pharmacy can provide a degree map listing which courses should be taken in each stage of this timeline.

² Students may take PHRM 697, PHRM 698, and/or PHRM 699 to fulfill this requirements.

Pharmacy Practice Experiences

The process of experiential education provides the student with the ability to integrate first-hand practical experience with their didactic and laboratory coursework.

Introductory Pharmacy Practice Experience (IPPE)

All course requirements in the first and second professional years must be successfully completed before a student may participate in an IPPE. The Introductory Pharmacy Practice Experience will consist of two courses, one of four weeks duration, and one of three weeks duration. The four week course will occur in a community (retail) pharmacy while the other will occur in a hospital or health systems pharmacy. The community course experience, totaling 160 hours, is four credits while the institutional course, totaling 120 hours, is three credits. Completion of the Pharmacy Success courses one through six will provide the student with 20 hours of IPPE simulation and is required to meet the full 300 hours of IPPE for the degree. Introductory Pharmacy Practice Experiences in community and hospital/health systems pharmacy settings begin early in the professional curriculum and are interfaced with didactic course instruction. This provides an introduction to the profession and continues in a progressive manner preparing the pharmacy student for advanced pharmacy practice experiences.

Advanced Pharmacy Practice Experience (APPE)

All first- through third-year courses must be successfully completed before a student may participate in an Advanced Pharmacy Practice Experience. The APPEs will begin immediately following the third year and continue throughout the fourth year. These experiences will

consist of six, six-week assignments for a total of 36 credit hours (1440 contact hours). Each student will be required to successfully complete four required experiences in the following patient care settings: inpatient acute care medicine; outpatient or ambulatory care, community pharmacy, hospital/health systems pharmacy, as well as, two elective experiences in various practice environments.

Pharmacy Science, B.S./Pharmacy Pharm.D 2+4 Program

Please see the Pharmacy Sciences 2+4 catalog (<https://catalog.une.edu/programs/pharmacy-sciences-bs-pharmacy-pharmd/>) page for more information.

Academic and Technical Standards

Pharmacy students must complete all Doctor of Pharmacy program requirements and receive a passing grade in all courses and clinical rotations to be eligible for graduation. The graduating student must have a cumulative grade point average of 2.0 or better.

Matriculation and Continued Enrollment Requirements

In addition to receiving a passing grade in all course and clinical rotations, a student is expected to read, understand, accept and adhere to the following requirements. Failure to comply with these requirements by stated deadlines is considered unprofessional conduct and may impact or delay the student's graduation.

School of Pharmacy (SOP) Code of Professional Conduct

- UNE SOP Name Badges
 - School Name badges are issued to students upon matriculation.
 - Students are expected to wear these name badges at all times to identify themselves as members of the School of Pharmacy community.
- Immunizations
 - Students are required to have appropriate immunizations before they matriculate into and as they progress through the Pharm.D. program.
- CPR Training
 - All School of Pharmacy students are required to have current CPR certification. The training program needs to be the American Heart Association Basic Life Support (BLS) for Healthcare Providers (CPR and AED) Program or the American Red Cross CPR/AED for the Professional Rescuer and Health Care Provider. An online or blended course will not be accepted. A copy of your CPR card must be uploaded to the student's CORE account along with the expiration date.
- Pharmacy Intern License
 - Students must be able to meet the Maine State Board of Pharmacy Licensing requirements to obtain a valid Maine Pharmacy Intern License, which is required to complete experiential courses in the State of Maine. Inability to obtain and maintain a valid license may prevent a student from continuing in the program and completing the requirements for graduation.
 - In accordance with the Maine Board of Pharmacy rules and regulations, any change in your name, address, email address, criminal convictions, disciplinary actions, or any material change set forth in your original application for licensure must be reported to the Board of Pharmacy within ten days. Failure to follow this requirement may result in an immediate suspension of your intern license and a possible civil penalty/fine.

- HIPAA
 - Students must be in compliance with UNE HIPAA requirements to attend classes and rotations.
- Communication skills
 - Students must pass a written and verbal English proficiency test.
- NAPLEX Review Week
 - All P4 students are required to take part in the School of Pharmacy NAPLEX Review week during the week between the end of the spring term of the graduation year and the UNE Commencement and WCHP Hooding ceremony.
 - Students must achieve a passing raw score of 70% or greater on a pre-NAPLEX exam during their P4 year.
- Health Insurance
 - This is a requirement of all students at the University of New England.
- Drug Screening
 - Rotation sites may request drug screens. Information obtained in drug screens may inhibit students from completing introductory or advanced practice experiences and thus may delay or hinder graduation.
 - Students must pay for these tests.
- Background checks
 - The School may be required to provide information from background checks on each student who participates in IPPE and APPE rotations.
 - Any disqualification of a student by a practice facility could prevent the student from undertaking clinical rotations that are required to complete the pharmacy program at the University of New England.
 - Students may have to pay for these background checks.
- Transportation
 - All students must provide their own transportation to off-campus pharmacy practice experience sites.
- Laptop Computers
 - Students must have laptop computers, meeting School of Pharmacy minimum specifications, upon arrival to campus to attend required sessions/classes.
- School-sponsored professional events
 - All students are expected to be in attendance at the following events: White Coat, University of New England Commencement, and WCHP Hooding Ceremony.

Technical Standards

All students must be able to meet the following University of New England (UNE) School of Pharmacy technical standards. A student accepted into the Doctor of Pharmacy program must have abilities and skills in five categories observation, communication, motor, intellectual, and behavioral/social. 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, on whom the pharmaceutical education process is largely focused, must be guarded as the final and ultimate consideration.

The University of New England, Westbrook College of Health Professions School of Pharmacy acknowledges Section 504 of the 1973 Vocational Rehabilitation Act and PL 11-336, the Americans with Disabilities Act (ADA) 19903, and requires minimum technical standards be present in students accepted into the Doctor of Pharmacy program. The School of Pharmacy will engage in an interactive process with applicants with

disabilities but the School of Pharmacy reserves the right not to admit any applicant who cannot meet the Technical Standards set forth below, with reasonable accommodations. Applicants are not required to disclose the nature of their disability(ies), if any, to the Admissions Committee.

However, any applicant with questions about these technical standards is strongly encouraged to discuss their specific issue(s) with the Student Access Center prior to the interview process. If appropriate, and upon the request of the applicant, reasonable accommodations will be provided.

Reasonable accommodation for persons with documented disabilities will be considered on an individual basis, but a student in the Doctor of Pharmacy program must be able to perform in an independent manner. Every applicant is considered without regard to disability. Once accepted, students must complete all elements of the curriculum with or without reasonable accommodations. In the case of a documented disability, the School of Pharmacy must be fully satisfied that the applicant can make progress through the curriculum. Students in the Doctor of Pharmacy program must have the functional use of the senses of vision and hearing. A student's skills will also be lessened without the functional use of the senses of equilibrium and smell. Additionally, they must have sufficient exteroceptive senses (touch, pain, and temperature), and sufficient motor functions to permit them to carry out the activities described in the sections that follow. Doctor of Pharmacy students must be able to integrate information received from multiple senses quickly and accurately. They must also have the intellectual ability to learn, integrate, analyze and synthesize data. Graduates of the School 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.

Throughout the pharmacy program, a student will be expected to maintain the technical standards and demonstrate them through their coursework, interaction with peers and faculty, and in their professional experiences.

Students who fail to demonstrate the technical standards while in the program will be evaluated and appropriate action (e.g., remediation, counseling, or dismissal) will be taken. Because this expectation is separate from academic achievement, simply maintaining a passing GPA is not sufficient.

While the School of Pharmacy recognizes that certain disabilities can be accommodated without compromising the standards required by the school and the integrity of the curriculum, the use of a trained intermediary means that a student's judgment must be mediated by someone else's powers of selection and observation, and is not acceptable. Additionally, those individuals who would constitute a direct threat to the health or safety of others are not considered suitable candidates for continued matriculation.

The Following Skills are Required, with or without Accommodation

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. Students must be able to observe demonstrations and experiments in the basic and pharmaceutical sciences, medical illustrations and models, microscopic studies of microorganisms and tissues in normal and pathological states. 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 vision-related requirements include, but are not limited to the following abilities: visualizing and discriminating findings on monitoring tests; reading written and illustrated material; discriminating numbers and patterns associated with diagnostic and monitoring instruments and tests; observing the activities of technical staff operating under their supervision; reading information on a computer screen and small print on packages or package inserts; distinguishing shapes, colors, markings, and other characteristics of small objects (e.g. different dosage forms); and competently using instruments for monitoring drug response. Observation requires not only the functional use of the sense of vision but other sensory modalities as well such as hearing and other somatic senses. For example, observation can be enhanced in some situations by the use of the sense of smell.

Communication

A pharmacy student should be able to speak, hear, and observe patients and other health care professionals in order to elicit both verbal and non-verbal information, and must be able to communicate effectively with and about patients. Communication includes speech, reading, writing, and computer literacy. The student must be able to perceive and respond appropriately to all types of communication including telephone communications (verbal, non-verbal, written) from faculty, staff, peers, patients, caregivers, the family of patients, the public, and all members of the health care team.

Specific requirements include but are not limited to the following abilities: reading, writing, speaking and comprehending English with sufficient mastery to accomplish didactic, clinical, and laboratory curricular requirements in a timely, professional and accurate manner; eliciting a thorough medication and medical history; and communicating complex findings in appropriate terms that are understood by patients, caregivers, and members of the healthcare team. Each student must be able to read and record observations and care plans legibly, efficiently, and accurately. Students must be able to prepare and communicate concise but complete summaries of individual activities, decisions, and encounters with patients. Students must be able to complete forms or appropriately document activities according to directions in a complete and timely fashion.

Motor

Pharmacy students must have sufficient motor function to carry out basic laboratory techniques and skills to accomplish basic pharmacy practice tasks utilizing both gross and fine motor skills. These include but are not limited to; compounding prescriptions, filling prescriptions, counting prescription medications, administering medications, preparing intravenous products, and administering intramuscular and subcutaneous injections.

The student must be able to conduct a physical assessment of a patient by palpation, auscultation, and other diagnostic maneuvers. Other motor activities include performing first aid and/or cardiopulmonary resuscitation in the clinical setting. The student must be able to transport themselves to off-site settings and experiential locations in a timely manner. Students must be able to respond promptly to urgencies 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, rapidly and accurately preparing appropriate emergency medication, and the preparation of sterile intravenous medications.

Students must be able to use computer-based information systems and have sufficient motor function and coordination required for the

manipulation of small and large objects. The student must have the ability to move and position another person in a manner that will facilitate physical assessment or another diagnostic lab testing. Lastly, students must exhibit the physical and mental stamina needed while standing or sitting for prolonged periods of time.

Intellectual

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, reasoning, analysis, decision-making, judgment, information integration, and solution synthesis. In addition, the student 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. Students must be able to retain and recall critical information in an efficient and timely manner. 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 further study or investigation before making a decision. Students must be able to interpret graphs or charts describing biological, economic, or outcome relationships. They must be able to learn through a variety of modalities including, but not limited to, classroom instruction, small group activities, individual study, preparation and presentation of reports, and use of computer technology. Students are expected to be fully alert and attentive at all times in the classroom and clinical settings.

Behavioral and Social

A pharmacy student must possess the physical and emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the care of patients, and the development of effective relationships with patients. Students must adapt to changing environments, to display flexibility and function in the face of uncertainties inherent in the academic and clinical environments with appropriate coping responses. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are qualities that are assessed during the admission and education process. The student must recognize and display respect for differences in culture, values, and ethics among patients, faculty, peers, clinical and administrative staff, and colleagues. The student must be able to identify and demonstrate appropriate behavior to protect the safety and well-being of patients, faculty, peers, clinical and administrative staff, and colleagues. Lastly, the student should handle situations appropriately and professionally when those situations may be physically, emotionally, or intellectually stressful, including those situations that must be handled promptly and calmly. At times, this requires the ability to be aware of and appropriately react to one's own immediate emotional responses and environment.

When a letter of acceptance to the University of New England Westbrook College of Health Professions School of Pharmacy is mailed, a detailed copy of the Technical Standards for completion of the curriculum will be included. The applicant will be asked to respond in writing whether they can meet the standards with or without accommodation. An applicant should be able to evaluate themselves for compliance with these Technical Standards. In the event that accommodation is requested, the student must submit documentation of disability with the proposed accommodation from a certified specialist to UNE's Student Access Center. A continuing student who develops a disability should request

accommodations based on the limitations of the disability through the Student Access Center. Individuals unable to meet the above Technical Standards may be unable to progress and/or complete the Pharm.D. program.

Students must be able to meet the Maine State Board of Pharmacy licensing requirements to obtain a valid Intern License. These licenses are required to complete off-campus experiential courses. Inability to obtain a Maine IPPE or APPE License may prevent completion of experiential courses and prevent a student from continuing in the program and completing the requirements for graduation. Students completing their experiential education in other states must meet the licensing requirements of that state.

The School of Pharmacy's Admissions Committee will consider the applicant based on the criteria for admission of all applicants. An applicant who discloses a disability and requests accommodation in the admission process may be required to submit, in writing, the request for accommodation and pertinent supporting documentation. This pertinent information may include a history of accommodations granted previously in other educational programs.

Requests for accommodation may be initiated with UNE's Student Access Center.

For more information on disabilities and accommodation, please contact the UNE Student Access Center (<https://www.une.edu/student-affairs/life-une/division-student-affairs/student-access-center/>).

Course Load

A pharmacy student must be registered for at least ten credits to be classified as full-time status. Being enrolled in less than ten credits will result in part-time student status. Maintaining less than a six or ten credit load may affect financial aid, scholarship receipt, or insurance verifications. It is the student's responsibility to monitor their own enrollment status.

Please refer to the WCHP Graduate Program Progression Policies and Procedures (PDF) (<https://www.une.edu/pdfs/wchp-graduate-program-progression-policies-and-procedures/>) for a detailed description of academic standards.

Learning Outcomes

Curricular Philosophy

The goal of the UNE School of Pharmacy (SOP) curriculum is to create a student-centered learning experience that cultivates highly competent pharmacy practitioners. The pharmacist of the twenty-first century will be prepared to deliver optimal patient-centered care in a collaborative, interprofessional environment. Didactic and experiential learning experiences integrate foundational knowledge for optimizing patient care and therapeutic outcomes in health systems, community practice, and research settings. Students will interact with health care professionals and students from other disciplines in order to function effectively as part of an interprofessional team. The curriculum promotes the core values of UNE SOP including professionalism, servant leadership, diversity, and lifelong learning. To cultivate critical thinking as well as clinical reasoning, modes of instructional delivery include interactive lectures, laboratories, case studies, and group problem solving and discussion.

Upon completion of the Doctor of Pharmacy curriculum, students will achieve the following outcomes:

- Develop, integrate, and apply knowledge from the foundational sciences to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.
- Provide patient-centered care as the medication expert.
- Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.
- Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.
- Describe how population-based care influences patient-centered care and influences the development of practice guidelines and evidence-based best practices.
- Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
- Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.
- Assure that patients' best interests are represented.
- Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
- Recognize social determinants of health to diminish disparities and inequities in access to quality care.
- Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.
- Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
- Demonstrate responsibility for creating and achieving shared goals, regardless of position.
- Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
- Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.