

Pharmacy Program Bulletin 2022-2023



Manchester
University

Manchester University Pharmacy Program Bulletin 2022-2023

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Disclaimer: The policies and curriculum set forth in this Bulletin are in effect for the academic year 2022-2023. The policies and curriculum described in this Bulletin are subject to change at any time as determined by Manchester University's faculty and administration.

Manchester University

Mission

Manchester University respects the infinite worth of every individual and graduates persons of ability and conviction who draw upon their education and faith to lead principled, productive, and compassionate lives that improve the human condition.

Values Statement

As a primarily undergraduate, residential, liberal arts community rooted in the tradition of the Church of the Brethren, Manchester University values:

- Learning, because high academic expectations in an environment combining liberal arts and professional preparation equip graduates to live healthy, productive, and principled lives;
- Faith, because our diverse faiths call us to make the world a kinder and better place, establish justice, build peace amid strife, and model lives of *agape* (selfless love), *tikkun olam* (repairing a broken world), and *salam* (peace);
- Service, because committing self in service to others connects faith with action and abilities with convictions;
- Integrity, because honesty and trust are the foundations of teaching and learning, enriching, enduring relationships, and strong communities;
- Diversity, because understanding differences develops respect for ethnic, cultural, and religious pluralism; an international consciousness; and an appreciation for the infinite worth of every person; and
- Community, because a positive community sharpens self-identity, promotes acceptance of the demands of responsible citizenship, and transforms conflict into mutual respect.

Accreditation

Manchester University is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. The full accreditation statement may be found at <https://www.manchester.edu/about-manchester/institutional-effectiveness/accreditation>

Non-Discrimination

Manchester University is committed to non-discrimination in campus life. The University does not discriminate on the basis of national origin, ancestry, race, color, age, sex, gender identity or expression, sexual orientation, familial status, religion, disability, or veteran status in admissions or any area of campus life, including its educational programs, scholarships and loan awards, residence life programs, athletic programs, extracurricular programs, promotion and tenure policies and practices, and alumni affairs.

Manchester University is committed to carry out the positions of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, which provide for accessibility of University programs to the physically disabled.

Pharmacy Program

Doctor of Pharmacy Program

The Manchester University Pharmacy Program is a four-year doctoral program requiring at least two years of pre-pharmacy coursework. The program is an integrated educational environment involving the disciplines of pharmaceutical sciences and pharmacy practice. The program will consist of three years of didactic study, including Introductory Pharmacy Practice Experiences (IPPE) interwoven into the didactic curriculum sequence, and one year of Advanced Pharmacy Practice Experiences (APPE) involving six required and four elective rotations. Upon graduation, students will be required to take and pass the North American Pharmacist

Licensure Examination (NAPLEX) and the Multistate Pharmacy Jurisprudence Examination (MPJE) in order to obtain licensure.

Mission

To cultivate graduates of ability and conviction to provide patient-centered care guided by respect for the infinite worth of individuals and dedicated to improve communities by advancing pharmacy education, practice, service and scholarship.

Vision Statement

To improve the human condition through service.

Values

- We have a deep commitment to integrity.
- We respect the infinite worth of every individual. Diversity and inclusivity are vital for growth and understanding.
- We seek excellence in all that we do. We are accepting of new ideas. We create and innovate without fear.
- We foster personal and professional transformation. It is through learning that we become our better selves.
- We serve for the betterment of others.
- We seek and value collaboration and teamwork.

Accreditation

Manchester University's Doctor of Pharmacy program is fully accredited with the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60503; 312/644-3575; FAX 312/664-4652; website www.acpe-accredit.org.

Admission

Application

The Pharmacy Program will accept completed applications between mid-summer and late spring of each year. The complete application is housed through the Pharmacy College Application Service (PharmCAS). The PharmCAS application and Manchester University Pharmacy Program school information page may be found at the following website: www.PharmCAS.org.

Admissions Process

Admission to the Manchester University Pharmacy Program is limited and competitive. Approximately ~~60~~ 65 new students are admitted each year. For this reason, achieving the minimum prerequisite subject and grade criteria does not guarantee admission. Students should begin the application process one year before their anticipated enrollment in the Manchester University Pharmacy Program.

The Pharmacy Program annual admission cycle is as follows:

- July – PharmCAS opens and interested candidates may access the online application
- September to June – Interview days held
- May/June – Pharmacy Program application (PharmCAS) deadline
- May/June – Final Admissions decisions made, waitlist established
- August – Orientation and Pharmacy Program classes begin

The Pharmacy Program uses a rolling admissions process. Application evaluations begin after the PharmCAS application is submitted. Completed admission files are forwarded to the Admissions committee and faculty for review. Qualified candidates are invited for an on-campus, or virtual, interview. Interview days will be held to continue the evaluation of candidates. Within two weeks of the completed interview, each candidate receives an admission status (accept, committee hold, or denial).

Manchester University Students and the Pharmacy Program Admissions Process

Students with strong records who meet the preferred minimum cumulative and prerequisite GPA requirements of 2.5 will still be considered for admission; however, these students are not guaranteed an interview. An Early Assurance program exists for incoming first year students at Manchester with a cumulative high school GPA of at least 3.5. Early Assurance leads to a reserved seat in the Pharmacy Program class for students who maintain at least a 3.0 cumulative GPA at Manchester and who complete the admissions process and meet other admission requirements. Students who achieve at least a 3.0 cumulative GPA after a semester at Manchester University are invited into the Early Assurance program, even if their high school GPA didn't allow them to initially qualify.

International Students and the Pharmacy Program Admissions Process

The Manchester University Pharmacy Program does consider international students who have completed all prerequisite coursework at an accredited institution. These applicants must meet all other minimum admissions requirements, as well as successful passing of the TOEFL or IELTS exam for students whose primary language of instruction is not English.

Manchester University's Pharmacy Program Distance Pathway does not have approval from Homeland Security to accept international students. International Students are not eligible to apply to the Pharmacy Program Distance Pathway.

Non-Discrimination in the Pharmacy Program Admissions Process

The Manchester University Pharmacy Program is committed to non-discrimination in the admissions process. The University does not discriminate on the basis of national origin, ancestry, race, color, age, sex, gender identity or expression, sexual orientation, familial status, religion, disability, or veteran status in admissions including its admission decisions, scholarships, or loan awards.

Degree Requirements

To earn the Doctor of Pharmacy degree, students must:

1. Complete all required courses, and the required number of elective courses, in the curriculum with a grade of C or better (or P);
2. Complete all co-curricular requirements; including but not limited to community outreach and professional identity formation requirements;
3. Pass all required competency assessments.

Manchester University Pharmacy Program Curriculum (Plan of Study), Implemented Fall 2020

Academic Term	PHRM	Course Name	Credit Hours	Total
Fall, P1 Year	310	Pharmaceutical Biochemistry	5	17.5
	322	Drug Information	2	
	330	Pharmacy Practice Lab I	1	
	334	Pharmaceutics I	2.5	
	336	Pharmaceutical Calculations	2	
	340	Patient Centered Care	5	
Spring, P1 Year	318	Immunology	2	
	319	Pathophysiology	3	
	325	Nonprescription Therapeutics	3	
	331	Pharmacy Practice Lab II	1	
	335	Pharmaceutics II	2	
	337	Pharmacokinetics/Pharmacogenomics	2	

	370	IPPE I Community*	3	16
Fall, P2 Year	402	Interprofessional Education 1	0.5	
	411	Integrated Pharmacotherapy (IPT) 1	4	
	412	Integrated Pharmacotherapy (IPT) 2	5	
	421	Case Conference 1	1	
	430	Pharmacy Practice Lab III	1	
	442	Healthcare Systems and Patient Safety Elective****	4 0-3	15.5 -18.5
Spring, P2 Year	403	Interprofessional Education 2	0.5	
	413	Integrated Pharmacotherapy (IPT) 3	5	
	414	Integrated Pharmacotherapy (IPT) 4	3	
	420	Drug Literature Evaluation	2	
	422	Case Conference 2	1	
	434	Pharmacy Practice Lab IV	0.5	
	443	Pharmacy in Public Health	3	
	471	IPPE II Institutional** Elective****	4 0-3	19-22
Fall, P3 Year	502	Interprofessional Education 3	0.5	
	515	Integrated Pharmacotherapy (IPT) 5	5	
	516	Integrated Pharmacotherapy (IPT) 6	5	
	523	Case Conference 3	1	
	535	Pharmacy Practice Lab V	0.5	
	540	Practice and Personnel Management Elective****	3 0-3	15-18
Spring, P3 Year	503	Interprofessional Education 4	0.5	
	517	Integrated Pharmacotherapy (IPT) 7	5	
	518	Integrated Pharmacotherapy (IPT) 8	3	
	524	Case Conference 4	1	
	536	Capstone & Lab	4	
	541	Pharmacy Law Elective****	2 0-3	15.5-18.5
P4 Year*****	610	APPE Advanced Community	4	
	620	APPE Advanced Institutional	4	
	630	APPE Ambulatory Care	8	
	640	APPE Acute Care	8	
	670	APPE Electives	16	
	601	Personal and Professional Development	0.5	40.5
TOTAL				144

Students not able to follow the above plan of study will be placed on an alternate plan of study individually created in collaboration with the student. The alternate plan typically extends the time in the program and there may be additional requirements beyond the courses outlined above.

IPPE: Introductory Pharmacy Practice Experiences (IPPEs) are conducted during the first and second years of the pharmacy program. The IPPE I course is focused on community pharmacy practice. All first-year students conduct 2 weeks (80 hours) of rotation time during January. Students return to their practice site once per week for 4-hour experiences throughout the spring semester (56 hours). Students conduct 136 IPPE hours upon completion of their IPPE I course. The IPPE II course is focused on institutional pharmacy practice. All second-year students conduct a 4 week (160) experience in either January or June. Students also complete 4 hours of IPPE simulation within the pharmacy practice lab to meet the minimum requirement of 300 IPPE hours before starting their advanced pharmacy practice experiences (APPEs).

Students complete ten 4-week APPEs over the course of their fourth year in the pharmacy program. Each student must complete at a minimum the following:

- 1 PHRM 610 Community Pharmacy Experience
 - 1 PHRM 620 Institutional Pharmacy Experience
 - 2 PHRM 630 Ambulatory Care Experiences
 - 2 PHRM 640 Acute Care Experiences
- Students may conduct additional experiences listed above, or up to four PHRM 670 elective pharmacy experiences to complete the full requirement for 10 APPEs. Each student must complete a minimum of two non-elective, direct patient care APPEs precepted by faculty members employed at Manchester University. A minimum of 8 of the 10 required APPEs must involve direct patient care.

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All financial obligations associated with IPPE and APPE education are the responsibility of the student. These responsibilities may include transportation, parking, food, lodging, and any other incidental costs related to off-campus coursework.

****Electives: 5 total credit hours of elective didactic coursework are required.

*****APPE: Advanced Pharmacy Practice Experiences are 4 weeks in duration. There are 10 rotations: 6 required experiences and 4 elective rotations. Each student must take a minimum of two core rotations (PHRM 610, 620, 630, 640) which are precepted by full-time Manchester University faculty members. At least 2 of the 4 elective rotations must be inpatient care.

Some rotations are outside of the Fort Wayne area. Travel and/or lodging outside of Fort Wayne may be required at the student's expense.

Course Descriptions

PHRM 310 Pharmaceutical Biochemistry I – 5 hours

Pharmaceutical Biochemistry is the study of the chemical principles related to physiological and pharmaceutical phenomena. This course will build on an understanding of general and organic chemistry concepts, such as bonding, acids/bases, and reaction mechanisms, as well as basic biology and biological processes. In this course, essential topics in biochemistry, molecular biology, and pharmacogenomics will be discussed. The knowledge gained in this course will provide the solid background necessary for understanding the advanced concepts presented in courses throughout the PharmD curriculum.

PHRM 318 Immunology – 2 hours

This course focuses on immunity and the body's self-defense mechanisms during host-microbe, host-immune factor, and immune-microbe interactions. The course will consider both innate and adaptive immunity and include the structure and function of key receptors including immunoglobulins, T cell receptors, and innate pattern recognition receptors. The mechanisms of antibody formation and molecular aspects of cellular immunity, including T and B cell interactions and lymphocyte memory formation, will be emphasized, and connections to pharmaceutical biochemistry will be highlighted.

PHRM 319 Pathophysiology – 3 hours

This course focuses on the pathophysiology of common disease conditions affecting human beings across the lifespan. It includes clinically relevant concepts based on the principles of physiology, biochemistry and microbiology. The course moves from basic pathological processes to diseases by organs or organ systems to multiple system diseases and associated processes.

PHRM 322 Drug Information – 2 hours

Drug Information is designed to provide students with a foundation for an evidence-based approach to pharmacy practice in all settings. Students will gain familiarity with the types of drug literature and their uses, regulations of drug development and promotion, and a variety of drug information specialty practices. Students will be expected to demonstrate critical thinking and commitment to lifelong learning. By the end of the course, students should be able to identify and use appropriate drug information resources to systematically respond to basic requests for drug information from patients and healthcare professionals.

PHRM 325 Nonprescription Therapeutics – 3 hours

The focus of this course is the pharmacotherapeutic use of over the counter (OTC) medications, including dietary supplements. The course will introduce the student to issues surrounding the self-care decision making process. Special emphasis will be placed on how pharmacists may assist patients in safely and effectively self-treating common medical problems and to recognize when self-care is inappropriate. Home diagnostic tests, glucometers, and smoking cessation counseling/products are also discussed. PHRM 324 will be paralleled by activities in PHRM 331 and PHRM 370 in which students gain interviewing and problem-solving skills as they apply concepts learned in Nonprescription Therapeutics classes.

PHRM 330 Pharmacy Practice Lab I – 1 hour

The courses in the Pharmacy Practice Lab series are designed to provide students with the opportunity to engage in a variety of pharmacy practice skill sets. Each lab course will include a variety of activities simulating professional practice scenarios through the use of peer-teaching, faculty-student interactions, demonstrations, student interactions with standardized patients, and pharmacy-specific and inter-professional frameworks. Students will be expected to demonstrate critical thinking skills and develop lifelong learning techniques through these courses.

PHRM 331 Pharmacy Practice Lab II – 1 hour

The courses in the Pharmacy Practice Lab series are designed to provide students with the opportunity to engage in a variety of pharmacy practice skill sets. Each lab course will include a variety of activities simulating professional practice scenarios through the use of peer-teaching, faculty-student interactions, demonstrations, student interactions with standardized patients, and pharmacy-specific and inter-professional frameworks. Students will be expected to demonstrate critical thinking skills and develop lifelong learning techniques through these courses.

PHRM 334 Pharmaceutics 1 – 2.5 hours

The Pharmaceutics course series is designed to teach essential concepts of physical pharmacy, pharmaceutics, and dosage form design, including compounding and evaluation of both sterile and non-sterile dosage forms. The student will gain background knowledge and skills necessary to apply biopharmaceutical principles to the selection and evaluation of dosage forms for use in patients.

PHRM 335 Pharmaceutics 2 – 2 hours

The Pharmaceutics course series is designed to teach essential concepts of physical pharmacy, pharmaceutics, and dosage form design, including compounding and evaluation of both sterile and non-sterile dosage forms.

The student will gain background knowledge and skills necessary to apply biopharmaceutical principles to the selection and evaluation of dosage forms for use in patients.

PHRM 336 Pharmaceutical Calculations I – 2 hours

This course explores the various methods used to perform pharmaceutical calculations required for safe medication use. Accurately performing pharmaceutical calculations is a critical component in providing patient care in every pharmacy practice environment. The development of pharmaceutical calculations skills plays a significant role in building a competent pharmacist.

PHRM 337 Pharmacokinetics/Pharmacogenomics – 2 hours

This course focuses on the mathematical and conceptual study of the time course of drug absorption, distribution, metabolism, and excretion. The course also presents the evolution of pharmacogenetics/pharmacogenomics, the human genome, and modern applications of DNA information related to drugs.

PHRM 340 Patient-Centered Care – 5 hours

This course will help prepare students for their roles and responsibilities as pharmacists in the areas of listening to, informing, and involving patients in their care, communicating effectively with other healthcare professionals, and advocating on behalf of patients and for the pharmacy profession. Students will be introduced to the Pharmacists' Patient Care Process, which is essential to contemporary practice of pharmacy. Focus will be placed on cultural sensitivity and pharmacy law and ethics to ensure a high standard of patient care. This course will start to shape student attitudes about pharmacy practice as they begin to chart a course for their pharmacy education and future career.

PHRM 370 IPPE I – 3 hours

This introductory community pharmacy practice experience (IPPE I) course will help you develop basic knowledge, professional identity, and self-confidence in the area of community pharmacy. Under the supervision and guidance of pharmacy professionals, you will gain familiarity with all aspects of pharmacy practice in the community setting. You are expected to build on knowledge and skills gained during your first professional year of college, achieving standard competencies for the practice of pharmacy in the community setting.

PHRM 382 Independent Study – 1-3 hours – elective

Students will develop skills and techniques to enhance learning and retention in the Doctor of Pharmacy curriculum. Content will focus on core course information and may be individualized for student needs. Students will regularly participate in study tables and may have additional assignments and course responsibilities.

PHRM 402 Interprofessional Education (IPE) 1 – 0.5 hours

The courses within the Interprofessional Education (IPE) sequence will enable students to work collaboratively and learn with, from, and about other healthcare professions and how to work as a team to improve patient care. Professions you can expect to interact with include but are not limited to the following: athletic training, nurse practitioner, medicine, nursing, occupational therapy, physical therapy, physician assistant, and speech-language-pathology. Events include, but are not limited to, live or virtual synchronous and asynchronous activities, on-line modules, and simulations. Activities may also include pre-work. The goal of the IPE sequence is to gain competence in the IPEC domains: Roles/Responsibilities, Teams/Teamwork, Values/Ethics, and Interprofessional Communication in a step-wise approach: Exposure, Immersion, and Integration

PHRM 403 Interprofessional Education (IPE) 2 – 0.5 hours

The courses within the Interprofessional Education (IPE) sequence will enable students to work collaboratively and learn with, from, and about other healthcare professions and how to work as a team to improve patient care. Professions you can expect to interact with include but are not limited to the following: athletic training, nurse practitioner, medicine, nursing, occupational therapy, physical therapy, physician assistant, and speech-language-pathology. Events include, but are not limited to, live or virtual synchronous and asynchronous activities, on-line modules, and simulations. Activities may also include pre-work. The goal of the IPE sequence is to gain competence in the IPEC domains: Roles/Responsibilities, Teams/Teamwork, Values/Ethics, and Interprofessional Communication in a step-wise approach: Exposure, Immersion, and Integration

PHRM 411 Integrated Pharmacotherapy 1 – 4 hours

The courses in the integrated pharmacotherapy series will be centered on a body system and/or disease states. Each course will incorporate instruction about the pathophysiology of body systems/disease states, the pharmacology and medicinal chemistry of the agents used to treat the disease states, and the therapeutics and management of patients. Pharmacogenomics, special populations, and toxicology concepts will also be incorporated in the discussion of disease state treatment and management. The focus of this course series is to provide students with a well-rounded understanding of caring for patients in a variety of medical circumstances.

PHRM 412 Integrated Pharmacotherapy 2 – 5 hours

The courses in the integrated pharmacotherapy series will be centered on a body system and/or disease states. Each course will incorporate instruction about the pathophysiology of body systems/disease states, the pharmacology and medicinal chemistry of the agents used to treat the disease states, and the therapeutics and management of patients. Pharmacogenomics, special populations, and toxicology concepts will also be incorporated in the discussion of disease state treatment and management. The focus of this course series is to provide students with a well-rounded understanding of caring for patients in a variety of medical circumstances.

PHRM 413 Integrated Pharmacotherapy 3 – 5 hours

The courses in the integrated pharmacotherapy series will be centered on a body system and/or disease states. Each course will incorporate instruction about the pathophysiology of body systems/disease states, the pharmacology and medicinal chemistry of the agents used to treat the disease states, and the therapeutics and management of patients. Pharmacogenomics, special populations, and toxicology concepts will also be incorporated in the discussion of disease state treatment and management. The focus of this course series is to provide students with a well-rounded understanding of caring for patients in a variety of medical circumstances.

PHRM 414 Integrated Pharmacotherapy 4 – 3 hours

The courses in the integrated pharmacotherapy series will be centered on a body system and/or disease states. Each course will incorporate instruction about the pathophysiology of body systems/disease states, the pharmacology and medicinal chemistry of the agents used to treat the disease states, and the therapeutics and management of patients. Pharmacogenomics, special populations, and toxicology concepts will also be incorporated in the discussion of disease state treatment and management. The focus of this course series is to provide students with a well-rounded understanding of caring for patients in a variety of medical circumstances. This course provides this content for pediatric and non-immune-mediated gastrointestinal conditions.

PHRM 420 Drug Literature Evaluation – 2 hours

Drug Literature Evaluation builds on the foundational evidence-based medicine practice skills developed in Drug Information. Students will gain familiarity with medication use management strategies, multiple types of

pharmacy-related study design, and the process of evaluating the clinical usefulness of a medication. Students will be expected to demonstrate superior critical thinking; synthesize information from multiple resources; and write clearly, concisely, and professionally. By the end of the course, students should be able to comprehend, assess, and evaluate relevant primary literature and determine its potential impact on clinical practice.

PHRM 421 Case Conference 1 – 1 hour

Case Conference is a 4-course series of classes that students will progress through during their P2 to P3 year. The purpose of the case conference series is to allow students to progress in their critical thinking and clinical knowledge as they reinforce and apply what they have learned in the classroom to patient cases to facilitate the transition to become APPE-ready. Students will be able to successfully identify and resolve medication-related problems and develop comprehensive patient-centered plans to optimize drug therapy in order to achieve positive outcomes utilizing the Pharmacists' Patient Care Process (PPCP). Patient cases will be a mixture of topics learned in the classroom to reinforce concepts taught in the IPT courses along with disease states that are not covered to exercise skills of self-directed learning. Case conference 1 will have an emphasis on instruction for patient documentation, evaluating patient cases and problem prioritization. Students will receive foundational knowledge during this course that will allow them to be successful in future case conference and integrated pharmacotherapy courses.

PHRM 422 Case Conference 2 – 1 hour

Case Conference is a 4-course series of classes that students will progress through during their P2 to P3 year. The purpose of the case conference series is to allow students to progress in their critical thinking and clinical knowledge as they reinforce and apply what they have learned in the classroom to patient cases to facilitate the transition to become APPE-ready. Students will be able to successfully identify and resolve medication-related problems and develop comprehensive patient-centered plans to optimize drug therapy in order to achieve positive outcomes utilizing the Pharmacists' Patient Care Process (PPCP). Patient cases will be a mixture of topics learned in the classroom to reinforce concepts taught in the IPT courses along with disease states that are not covered to exercise skills of self-directed learning.

PHRM 430 Pharmacy Practice Lab III – 1 hour

The courses in the Pharmacy Practice Lab series are designed to provide students with the opportunity to engage in a variety of pharmacy practice skill sets. Each lab course will include a variety of activities simulating professional practice scenarios through the use of peer-teaching, faculty-student interactions, demonstrations, student interactions with standardized patients, and pharmacy-specific and inter-professional frameworks. Students will be expected to demonstrate critical thinking skills and develop lifelong learning techniques through these courses.

PHRM 434 Pharmacy Practice Lab IV – 0.5 hour

The courses in the Pharmacy Practice Lab series are designed to provide students with the opportunity to engage in a variety of pharmacy practice skill sets. Each lab course will include a variety of activities simulating professional practice scenarios through the use of peer-teaching, faculty-student interactions, demonstrations, student interactions with standardized patients, and pharmacy-specific and inter-professional frameworks. Students will be expected to demonstrate critical thinking skills and develop lifelong learning techniques through these courses.

PHRM 442 Healthcare Systems & Patient Safety – 4 hours

Healthcare systems & patient safety is designed to provide students with the foundational knowledge of the U.S. healthcare system and the skills to administer safe pharmaceutical care. Building on the comprehensive overview of the pharmacy profession in previous courses, this course will cover care delivery models, health

insurance, medication distribution, and healthcare safety, accessibility, and quality. Discussions of the medication use system, error analysis, prevention, and risk communication will allow students to understand and advocate for safe medication practices. Students will gain familiarity with informatics and technologies that can be used to reduce risk and prevent medication errors. By the end of the course, students will have a sufficient understanding of the U.S. healthcare system and the ways to minimize risk and enhance patient safety to provide optimal patient-centered care.

PHRM 443 Pharmacy in Public Health – 3 hours

Pharmacists are an integral part of the health care system. Their vital role in the health of the population requires pharmacists to have an awareness of public health issues and their root causes, the ability to identify how the profession can contribute to public health, and the knowledge of where to find information about a variety of public health issues. Pharmacists who understand public health will develop the ability to serve in proactive roles to protect the health of their patients. This course is an organized introduction to the vast field of public health and aims to spark students' imagination on meaningful ways of contributing to public health through the art and science of the profession of pharmacy.

PHRM 462 Research and Innovative Practice Seminar – 1 hour

Current topics, innovative practice, and current research in pharmacy, pharmaceutical sciences, and related scientific disciplines will be presented. Invited speakers from within and outside the Manchester community will provide a formal seminar, exposing students to research methodologies, potential student research projects, and networking opportunities. This course is repeatable up to 3 times.

PHRM 463 Research Techniques in Pharmaceutical Sciences – 1 hour

This course will provide an introduction to the laboratory techniques used in contemporary pharmaceutical sciences research. Students will learn the theory behind the most common laboratory experiments, including mammalian tissue culture, Western blotting, isolation and purification of nucleic acids, quantitative polymerase chain reaction, and others. These techniques will then be applied in the laboratory setting.

PHRM 464 Strategies for Success – 1 hour

Students will develop skills and techniques to enhance learning and retention in the Doctor of Pharmacy curriculum. Content will focus on research-based study skills that will be applied to the students' current didactic courses as weekly assignments. These study techniques and assignments may be individualized based on student and content needs. Students will regularly participate in study tables and may have additional assignments and course responsibilities designed to improve retention and wellness. This course is taken by permission. This course can be taken multiple times, but only 1 credit will count towards a student's professional electives when applicable.

PHRM 465 Drug Induced Diseases – 2 hours

The Drug-induced diseases elective is an opportunity for students to further their critical thinking and problem-solving skills in evaluating patients for various adverse reactions. Course content will focus on major drug-induced diseases likely to be encountered in both inpatient and ambulatory settings, delivered in a case-based, active format. Students who complete the course will be prepared to apply drug safety principles, emphasizing drug-induced diseases, in their execution of the Pharmacists Patient Care Process (PPCP).

PHRM 471 IPPE II Institutional – 4 hours

This introductory institutional pharmacy practice experience (IPPE II) course will develop students' basic knowledge, professional identity and self-confidence in the area of institutional pharmacy. Under the supervision and guidance of pharmacy professionals, students will gain familiarity with all aspects of pharmacy practice in selected institutional settings. Students will be expected to build on knowledge and skills gained

during their first professional year of school, achieving standard competencies for the practice of pharmacy in the institutional setting bearing in mind that competence at a mastery level in all areas is not to be expected at this stage of the student's education.

PHRM 482 Independent Research – 1-3 hours

This elective course is designed to allow students to pursue research interests and become familiar with techniques used in research of discovery, integration, application, and/or scholarship of teaching and learning. In collaboration with a faculty research mentor, each student will select an appropriate research problem and work towards its solution. This course may be repeated up to a total of 3 times for a maximum of 9 credits.

PHRM 489 Drugs in Popular Literature – 2 hours

This course will focus on the representation of drugs in popular literature. A minimum of two books will be selected, read, and discussed during the course in a book club style. The purpose of the course is to orient pharmacy students to the public's perceptions of medicine and/or the healthcare system, as well as to provide a contextual reference of the history of drug development and/or drug use. This course will tackle some of the assumptions health care providers may have and explore ways to be more thoughtful in decisions and in the care of patients.

PHRM 493 Teaching Assistant – 1-2 hours

This elective course will enable students to serve as Teaching Assistants (TAs) in a variety of pharmacy courses. TAs will develop skills in using a learning management system from the perspective of a TA. TAs will learn about FERPA and the requirements of this law. TAs may provide support at study tables to assist students with core courses. TAs will work closely with their assigned course coordinator to complete other course-related tasks.

PHRM 494 Pharmacy in Athletic Training – 2 hours

As Athletic Trainers' (ATs) typical scope of practice continues to diversify from athletes to the workforce at large, there is a growing need for AT/pharmacist collaboration to most effectively identify and safely manage the role medications play in AT outcomes and treatments. As the most accessible health care professionals, pharmacists are often asked to assist in triage and treatment of injuries, including selection and sizing of athletic braces and crutches, with limited to no formal training in these areas.

This course will run parallel to the Master's in Athletic Training (MAT) Pharmacy Course (ATTR 547), in which pharmacy students will learn the basics of MAT scope of practice, some simple athletic training injury prevention, treatment, and rehabilitation techniques, selection and fitting principles for common OTC braces and crutches, minor injury triage and treatment, and the role that medications play in MAT practice. Student pharmacist participants will lead topic discussions with the MAT students in ATTR 547 surrounding MAT-focused medication principles in disease states most commonly encountered in MAT daily practice, both in athletes and in workforce injury prevention and rehabilitation.

PHRM 495 Ethical Dimensions in Health Professions – 1 hour

This course is designed to provide students with foundational knowledge in bioethics and a process by which to evaluate ethical dilemmas in healthcare. Theories and practices pertaining to bioethics are reviewed and expanded upon using a variety of readings, case studies for application, and projects. Students will develop a process to evaluate ethical dilemmas and apply ethical and moral principles to past, current, and future pharmacy and healthcare situations.

PHRM 502 – Interprofessional Education (IPE) 3 – 0.5 hours

The courses within the Interprofessional Education (IPE) sequence will enable students to work collaboratively and learn with, from, and about other healthcare professions and how to work as a team to improve patient

care. Professions you can expect to interact with include but are not limited to the following: athletic training, nurse practitioner, medicine, nursing, occupational therapy, physical therapy, physician assistant, and speech-language-pathology. Events include, but are not limited to, live or virtual synchronous and asynchronous activities, on-line modules, and simulations. Activities may also include pre-work. The goal of the IPE sequence is to gain competence in the IPEC domains: Roles/Responsibilities, Teams/Teamwork, Values/Ethics, and Interprofessional Communication in a step-wise approach: Exposure, Immersion, and Integration

PHRM 503 – Interprofessional Education (IPE) 4 – 0.5 hours

The courses within the Interprofessional Education (IPE) sequence will enable students to work collaboratively and learn with, from, and about other healthcare professions and how to work as a team to improve patient care. Professions you can expect to interact with include but are not limited to the following: athletic training, nurse practitioner, medicine, nursing, occupational therapy, physical therapy, physician assistant, and speech-language-pathology. Events include, but are not limited to, live or virtual synchronous and asynchronous activities, on-line modules, and simulations. Activities may also include pre-work. The goal of the IPE sequence is to gain competence in the IPEC domains: Roles/Responsibilities, Teams/Teamwork, Values/Ethics, and Interprofessional Communication in a step-wise approach: Exposure, Immersion, and Integration

PHRM 515 Integrated Pharmacotherapy 5 – 5 hours

The courses in the integrated pharmacotherapy series will be centered on a body system and/or disease states. Each course will incorporate instruction about the pathophysiology of body systems/disease states, the pharmacology and medicinal chemistry of the agents used to treat the disease states, and the therapeutics and management of patients. Pharmacogenomics, special populations, and toxicology concepts will also be incorporated in the discussion of disease state treatment and management. The focus of this course series is to provide students with a well-rounded understanding of caring for patients in a variety of medical circumstances.

PHRM 516 Integrated Pharmacotherapy 6 – 5 hours

The courses in the integrated pharmacotherapy series will be centered on a body system and/or disease states. Each course will incorporate instruction about the pathophysiology of body systems/disease states, the pharmacology and medicinal chemistry of the agents used to treat the disease states, and the therapeutics and management of patients. Pharmacogenomics, special populations, and toxicology concepts will also be incorporated in the discussion of disease state treatment and management. The focus of this course series is to provide students with a well-rounded understanding of caring for patients in a variety of medical circumstances.

PHRM 517 Integrated Pharmacotherapy 7 – 5 hours

The courses in the integrated pharmacotherapy series will be centered on a body system and/or disease states. Each course will incorporate instruction about the pathophysiology of body systems/disease states, the pharmacology and medicinal chemistry of the agents used to treat the disease states, and the therapeutics and management of patients. Pharmacogenomics, special populations, and toxicology concepts will also be incorporated in the discussion of disease state treatment and management. The focus of this course series is to provide students with a well-rounded understanding of caring for patients in a variety of medical circumstances.

PHRM 518 Integrated Pharmacotherapy 8 – 3 hours

The courses in the integrated pharmacotherapy series will be centered on a body system and/or disease states. Each course will incorporate instruction about the pathophysiology of body systems/disease states, the pharmacology and medicinal chemistry of the agents used to treat the disease states, and the therapeutics and management of patients. Pharmacogenomics, special populations, and toxicology concepts will also be

incorporated in the discussion of disease state treatment and management. The focus of this course series is to provide students with a well-rounded understanding of caring for patients in a variety of medical circumstances.

PHRM 523 Case Conference 3 – 1 hour

Case Conference is a 4-course series of classes that students will progress through during their P2 to P3 year. The purpose of the case conference series is to allow students to progress in their critical thinking and clinical knowledge as they reinforce and apply what they have learned in the classroom to patient cases to facilitate the transition to become APPE-ready. Students will be able to successfully identify and resolve medication related problems and develop comprehensive patient-centered plans to optimize drug therapy in order to achieve positive outcomes utilizing the Pharmacists' Patient Care Process (PPCP). Patient cases will be a mixture of topics learned in the classroom to reinforce concepts taught in the IPT courses along with disease states that are not covered to exercise skills of self-directed learning.

PHRM 524 Case Conference 4 – 1 hour

Case Conference is a 4-course series of classes that students will progress through during their P2 to P3 year. The purpose of the case conference series is to allow students to progress in their critical thinking and clinical knowledge as they reinforce and apply what they have learned in the classroom to patient cases to facilitate the transition to become APPE-ready. Students will be able to successfully identify and resolve medication related problems and develop comprehensive patient-centered plans to optimize drug therapy in order to achieve positive outcomes utilizing the Pharmacists' Patient Care Process (PPCP). Patient cases will be a mixture of topics learned in the classroom to reinforce concepts taught in the IPT courses along with disease states that are not covered to exercise skills of self-directed learning.

PHRM 535 Pharmacy Practice Lab V – 0.5 hour

The courses in the Pharmacy Practice Lab series are designed to provide students with the opportunity to engage in a variety of pharmacy practice skill sets. Each lab course will include a variety of activities simulating professional practice scenarios through the use of peer-teaching, faculty-student interactions, demonstrations, student interactions with standardized patients, and pharmacy-specific and inter-professional frameworks. Students will be expected to demonstrate critical thinking skills and develop lifelong learning techniques through these courses.

PHRM 536 Capstone – 4 hours

PHRM 537 APPE Preparation – 4 hours

This course is designed to provide students additional preparation in order to be successful in completing APPE rotations. Students enrolled in the course will practice basic APPE skills and competencies, including but not limited to journal clubs, care plans, patient presentations, and calculations practice to ensure the student is APPE ready. Some students may be required to take this course as part of a progression requirement or class remediation plan. Other students may elect to take this course.

PHRM 540 Practice and Personnel Management – 3 hours

This course will provide foundational management principles related to the role of the pharmacist as a manager and leader in pharmacy practice settings. Topics will include pharmacy practice management as it relates to the medication use process and medications safety, business planning of clinical pharmacy services, leadership and personnel issues, and the future of pharmacy practice. This course particularly focuses on how the managerial sciences apply to pharmacy practice, and the management issues associated with the safety, effectiveness and efficiency in delivering pharmacy services in various practice settings. Students will develop

knowledge of the business planning process commonly used in development of clinical pharmacy services. It will also provide an overview of the pharmacy workforce including supply and demand and future pharmacy practice models.

PHRM 541 Pharmacy Law – 2 hours

In this course, we will discuss the contours of law, specifically focusing on the area of pharmacy law. We will examine the federal and Indiana state laws that impact the practice of pharmacy, while emphasizing the legal and ethical principles applied by pharmacists in their daily decision-making. Students will learn the governmental framework within which pharmacy is practiced, as well as acquire an understanding of the laws, regulations, and the ethical responsibilities applicable to pharmacists so that they will be able to protect the public and ensure patients' wellbeing. Furthermore, students will learn legal procedure, legal terminology, and have an opportunity to reflect upon and evaluate the United States legal system, including its impact on the profession of pharmacy, through readings and in-class discussions.

PHRM 571 Ambulatory Care Pharmacy Practice – 2 hours

This course is an introduction to ambulatory care pharmacy practice with a focus on various practice models, developing ambulatory care services, common disease states that pharmacists manage in primary care, and a holistic approach to managing patients. Throughout the course, students will be expected to participate in active learning coursework to further develop communication skills, problem solving, and team collaboration. The general format of the class will be open forum discussion with an emphasis on student participation. The class will consist of both lecture and case-based studies.

PHRM 572 Specialty Pharmacy – 2 hours

This elective course is designed to provide students with foundational knowledge of the specialty pharmacy model of care. Students will learn about the growing area of specialty pharmacy from an administrative, economic and a clinical perspective. The course will describe the multiple roles of a specialty pharmacist including managing chronic disease states, evaluating outcomes data, distributing medications, and obtaining payer reimbursement. The course will provide insight to specialty pharmacy through the use of guest speakers, group discussion, and provided readings. Topics covered in this course will include specialty pharmacy operations, neurology, oncology, pulmonary, gastroenterology, inflammatory disease, and cardiology. There will be weekly quizzes to check for general understanding of lecture topics and required readings.

PHRM 576 Critical Care / Infectious Disease – 2 hours

This course is designed to introduce students to selected disease states encountered in the intensive care unit and infectious diseases settings as well as current controversies regarding the clinical management of these patients. The management of these patients will be discussed using case study, application of medical literature, student-led presentations, and open discussion.

PHRM 589 Applications of Drug Literature – 1 hour

PHRM 589 builds on the evidence-based practice skills developed in Drug Information and Drug Literature Evaluation. Students will be expected to demonstrate superior critical thinking, professional writing, and professional presentation skills. Students will have the opportunity to practice evaluating drug literature in informal discussion, journal club, and therapeutic debate settings. Students will also have the opportunity to be an active participant in journal club and to provide and receive constructive feedback. By the end of the course, students should be able to expertly interpret and evaluate primary drug literature.

PHRM 595 Postgraduate Residency Training – 1 hour

This course is intended to prepare students to succeed in the postgraduate training recruitment process. Success not only includes obtaining a position through the residency match, but also understanding the

responsibilities, expectations, benefits, and drawbacks of residency life, determining whether a residency is the right choice for you, and finding a residency that will enable you to meet your personal goals. Students in this course will meet with residents, preceptors, and program directors, reflect on their strengths and weaknesses, prepare professional correspondence, participate in mock interviews, and make a plan for success in the residency recruitment process following the course.

PHRM 596 Leadership for Pharmacists – 2 hours

This course is designed to provide students with an opportunity to build on the core curriculum in areas related to leadership. Theories and practices pertaining to leadership are reviewed and expanded upon using a variety of readings, case studies for application, and projects. Students will develop greater self-knowledge, learn ways to work with others, and apply leadership principles to current pharmacy and healthcare situations.

PHRM 597 Leading: People & Change – 2 hours

The focus of this final leadership course in the elective series will shift to leading teams, working constructively with others, and effecting change in the pharmacy profession. Theories and application of teamwork, transformational leadership, and change management will be presented. Students will utilize skills developed throughout the series to identify and develop a management related project within the pharmacy profession.

PHRM 601 Personal and Professional Development – 0.5 hours

This course is designed to assist students in preparing for standardized examinations – the North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) – through their participation in a series of review sessions. This course also provides students an opportunity to evaluate the pharmacy program by participating in focus group discussions and completing surveys, most notably the American Association of Colleges of Pharmacy (AACP) Graduating Students Survey. These activities are purposely and intentionally designed to aid in our assurance that students are practice-ready upon graduation. This class will be graded in a pass/no pass manner.

PHRM 610 APPE Advanced Community – 4 hours

The Advanced Community Rotation focuses on the day-to-day operations of a retail/community pharmacy such as counseling and monitoring ambulatory patients, communicating with various caregivers and healthcare providers along with medication procurement and dispensing. The overarching goal of this rotation is to prepare student pharmacist to think and act as a professional. Steps to achieving this goal include exploring as many experiences as possible, being confident in the performance of daily tasks, finding value and application in the rotation for your future career, and having a complete understanding of a community pharmacist's role in the healthcare system.

PHRM 620 APPE Advanced Institutional – 4 hours

The Advanced Institutional/Hospital Rotation focuses on the day-to-day operations of an institutional/hospital environment, such as providing general care to patients and procurement and distribution of medications. The overarching goal of this rotation builds upon the knowledge and skills previously learned in order to fully participate in hospital pharmacy operations and services. Steps to achieving this goal include exploring as many experiences as possible, being confident in the performance of daily tasks, finding value and application in the rotation for your future career, and having a complete understanding of an institutional/hospital pharmacist's role in the healthcare system.

PHRM 630 APPE Ambulatory Care – 4 hours

The Ambulatory Patient Care Rotation focuses on the ambulatory patient and their long-term medical needs and care. The overarching goal of this rotation is to provide pharmaceutical care in an ambulatory care setting. Steps to achieving this goal include exploring as many experiences as possible, being confident in the

performance of daily tasks, finding value and application in the rotation for your future career, and having a complete understanding of an ambulatory care pharmacist's role in the healthcare system. This course may be repeated for credit.

PHRM 640 APPE Acute Care – 4 hours

The Acute Care Rotation focuses on enhancing your ability to observe and provide comprehensive medication therapy management for acutely ill patients in an institutional setting. You will be able to identify and optimize pharmacotherapy in a hospitalized patient. The overarching goal of this rotation is to learn what pharmacists do in the institutional setting by gaining hands-on experience with contributing to patient care. You will master disease states and drug-related issues to the level of an entry-level pharmacist. This course may be repeated for credit.

PHRM 670 APPE Electives – 4 hours

Elective advanced pharmacy practice experiences (APPE) in other settings (such as research, management, drug information, academia, managed care, long-term care, hospice, and home health care) should complement the required experiences and provide adequate and innovative opportunities for students to mature professionally and in accordance with their individual interests. The overarching goal of the elective APPE is for students to broaden their practice experience in pharmacy and pharmacy-related settings while positively contributing to the activities at the site.

Community Service and Outreach

The Pharmacy Program's service program is intended to promote a professional identity formation, including a service-learning philosophy and assist students in engaging with our community. This program will be a non-credit-bearing progression requirement in all years of the Doctor of Pharmacy Curriculum. All students must complete the required service-learning activities in order to graduate from the program. Required activities will include service time in the community, and attendance at program sponsored events.

Co-curriculum

The Pharmacy Program requires students to complete co-curricular requirements as a means to document their progression and achievement of desired competencies or outcomes, especially those related to professional identity formation (PIF). This approach allows students to reflect on their own professional development and experiences. By providing an opportunity for students to reflect on key issues throughout the curriculum, students are able to provide evidence of personal and professional growth based on these experiences. The co-curriculum is part of a student's professional development since components are individualized to present evidence of progression and mastery of the curricular outcomes.

Curriculum Enhancement and Dual Degree Opportunities

Track Programs

Manchester University Pharmacy Program combines a set of courses and experiences through which students develop advanced competency in a specific area. These specialized tracks allow students to demonstrate to a potential employer or post-graduate training program that they have skill and experience beyond the expectation of a Pharm.D. graduate.

Track programs offered:

- Residency
- Leadership in Pharmacy Practice
- Pharmaceutical Sciences Laboratory Research

Residency Track

Description

The Residency Track is designed to give motivated students the opportunity to expand their knowledge and skills related to direct patient care. This track program will provide two options for patient care focus – acute care and ambulatory care - and it is up to the student to decide which one to pursue. It is intended to reinforce, build upon, and expand the application of topics covered throughout the required Doctor of Pharmacy curriculum at Manchester University College of Pharmacy. The goal of the program is for participants to obtain and excel in a postgraduate year 1 (PGY1) pharmacy residency and beyond.

Track Leadership

Track Director
Robert D. Beckett, PharmD, BCPS Associate Professor of Pharmacy Practice Assistant Dean for Assessment Director of the Drug Information Center Email: rdbeckett@manchester.edu

The track director will coordinate the application process, verify satisfactory completion of the program, and directs the residency boot camp. The coordinators will assist students with meeting requirements of the program, track students' progress in meeting requirements for the track program, and assist the director, as needed.

Track Outcomes

Students participating in the certificate program will be able to:

1. Demonstrate an expanded knowledge base on providing pharmaceutical care for hospitalized or ambulatory patients.
2. Critically evaluate patient cases and intervene to optimize their pharmaceutical care.
3. Successfully manage their time to complete a longitudinal clinical research or quality improvement project.

Benefits and Rationale

Students completing the certificate can expect to benefit by 1) expanding their knowledge base in topics in acute care or ambulatory care related topics 2) expanding their critical thinking skills 3) developing their clinical skills, and 4) refining their time and project management abilities. The track program is primarily intended for students with significant interest in completing post-graduate training. The track program is comprised of four main components:

- Didactic coursework: Students will complete pre-specified elective courses
- Experiential education: Students will apply their knowledge in pre-specified APPE rotations. These may be required by the Doctor of Pharmacy program or electives.
- Residency recruitment preparation: Students will participate in workshops intended to prepare them to pursue a residency position.
- Clinical research: Students will participate in an original investigation or quality improvement project focused on caring for ambulatory patients.

Obtaining a PGY1 residency position in US has become very competitive. This program is designed to provide track participants with the necessary guidance, experiences, and core knowledge to succeed in obtaining and excelling in a PGY1 residency.

Admission Requirements

To achieve the Residency Track designation upon graduation, the student is responsible for demonstrating proof of completion of all track requirements. It is the responsibility of the student to make sure they meet all requirements and submit proper documentation of each requirement to the track coordinator. There is no limit to the number of students who can complete the Residency Track. The residency track faculty will help facilitate track requirements, if needed.

The residency track allows students to choose from two areas of focus – acute care and ambulatory care. Each student must submit a letter of intent and curriculum vitae (CV) during their P3 year indicating they are working towards the track program, and which focus they would like to pursue. The letter of intent is to make sure students have the necessary preliminary requirements and to assist in the coordination of and selection of appropriate APPEs. A letter of intent and CV must be submitted in order to achieve the Residency Track designation at graduation.

The letter of intent and CV is due in- October of the current academic year to track coordinator and respective focus liaison.

The following items must be included in the letter of intent:

- Designate which focus of the Residency Track the student wishes to complete
- Describe why the student wishes to complete the Residency Track

Required Program Experiences

Successful completion of the Residency Track program requires successful completion of the following experiences:

- All required core curriculum as required by the Manchester University College of Pharmacy Doctor of Pharmacy program
- Maintain enrollment in good standing throughout the duration at Manchester University College of Pharmacy, Natural & Health Sciences in the Doctor of Pharmacy degree program

	Acute Care Focus	Ambulatory Care Focus
Academics	<ul style="list-style-type: none"> • Maintain a 3.2 or higher GPA with all grades a C/P or higher upon graduation 	
Learning About Residencies	<ul style="list-style-type: none"> • Attend at minimum two residency or post-graduate training-focused information sessions 	
Focus Area Elective Courses	<ul style="list-style-type: none"> • PHRM 576 (Critical Care/Infectious Diseases Therapeutics, 2 credits, Spring P3) 	<ul style="list-style-type: none"> • PHRM 571 (Ambulatory Care Pharmacy, 2 credits, Spring P3)
Required Electives Courses	<ul style="list-style-type: none"> • Enroll in PHRM 595 (Postgraduate Residency Training, 1 credit, Fall P3) • Enroll in PHRM 482 (Independent Research, 1 credit, Spring P3) 	
Drug Information	<ul style="list-style-type: none"> • Choose one of the following: <ol style="list-style-type: none"> 1. Enroll in PHRM 589 (Applications of Drug Literature, 1 credit, Fall P3) 2. A drug information APPE rotation (4 credit hours, 4-week APPE rotation) 	
Research	<ul style="list-style-type: none"> • Conduct a clinical research project individually or in a small group of two or three students. The deliverables are to: <ol style="list-style-type: none"> 1. Complete CITI training in accordance with the requirements of the institution where the IRB for the project will be submitted 2. Complete IRB or necessary institution research paperwork, as needed 3. Present a poster at a local or national meeting 	
APPE*	<ul style="list-style-type: none"> • Three acute care APPE rotations, one each in of the following: <ol style="list-style-type: none"> 1. Internal medicine 2. Critical care 3. Infectious diseases (Three 4 credit hours, 4-week APPE rotation) 	<ul style="list-style-type: none"> • Three ambulatory care APPEs (Three 4 credit hour, 4-week APPE rotation) • At least one rotation must have a chronic disease state collaborative practice agreement
	<ul style="list-style-type: none"> • Participate in Residency Boot Camp 	

-
- Attend a regional and/or the ASHP MCM residency showcase
-

***Requires one elective APPE rotation**

Additional Details about requirements:

A longitudinal clinical research or quality performance improvement project.

- It is the responsibility of the students to complete this requirement either individually or in a small group of two to three students to conduct a research project. In addition to identifying the group, students should identify a research mentor and work with them to develop the project. The track coordinator and liaison can help facilitate the identification of possible mentors, but it is the responsibility of the student to follow through on the implementation and coordination of the project.
- During PHRM 482 (Independent Research Elective) students will complete CITI training, conduct background research on the subject being studied, complete a formal presentation on the background literature, and complete necessary IRB or institution research paperwork, as needed.
- The research mentor should be someone who is able to guide the students through the research project experience during the P3 and P4 year and be responsible for mentoring and assessing successful completion of the project.
- The project must be submitted for dissemination as a podium or poster presentation at a local, regional and/or national conference OR to a peer-reviewed scientific publication.

Attendance at Residency Boot Camp is required during the P3 Spring semester and P4 year of the curriculum.

- Workshop topics will vary based upon needs of track participants but may include writing a cover letter, ASHP Midyear preparation, residency match processes, interview skills, research methods and statistics, networking opportunities with residency program directors, etc.
- Students should be prepared to attend workshops that may occur outside normal business hours (i.e., during evenings or weekends).

Program Completion Documentation

At the end of the P4 academic year, applicants who have completed all necessary requirements for achieving the Residency Track program at graduation must submit the following documents to the track coordinator:

1. Unofficial transcript documenting GPA and all required and elective didactic courses taken along with all 4th year APPE rotation
2. Documentation of presentation of research at local, regional, or national conference, completed CITI training, and IRB or institution research paperwork, if required.
3. Documentation of attendance of regional or national residency showcase
4. Appropriate sign-in sheets for Residency Boot Camp and residency informational meetings

Assessment

The success of the certificate and need for modification will be determined using the following methods:

- Number/percentage of students applying for, matching with, and/or successfully scrambling for a residency will be recorded and tracked.
- A survey will be sent to all certificate program participants at the end of each academic year to assess student perceptions of the program, including areas to be improved or expanded, as well as an assessment of certificate faculty.
- At the end of the P4 year, each student will complete an exit interview with course coordinators describing the experience and further suggestions.

Assessment results will be collected and reviewed by certificate coordinators and faculty who will decide if any changes are needed to the certificate program. Additionally, pertinent comments and suggestions will also be shared with faculty outside of the certificate program who may be offering a didactic elective course which constitutes an elective choice in the program.

Leadership in Pharmacy Practice Track

Description

This track is designed to assist students in building their leadership skills. Students will examine their personal philosophies, innate characteristics, and the way they interact with others and their world. Students will engage in real world leadership experiences that provide them with growth opportunities and prepare them for the changing environment of health care upon graduation.

Track Faculty 2022-2023

Raylene Rospond	
Associate Dean of Clinical Affairs and Outreach Professor of Pharmacy Practice Office: 243 Phone: 260-470-2653 rmrospond@manchester.edu	
Jennifer Campbell	Rob Beckett
Associate Dean for Academic Programs Professor of Pharmacy Practice Office number: 125C Phone: 260-470-2740 jacampbell@manchester.edu	Assistant Dean of Assessment Director, Drug Information Center Associate Professor of Pharmacy Practice Office: 129B Phone: 260-470-2663 rdbeckett@manchester.edu

Outcomes

Students completing the program will be able to:

1. Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth. [C3, F2]
2. Demonstrate responsibility for creating and achieving shared goals, regardless of position. [D1]
3. Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals. [F2]
4. Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society. [C1]

Benefits and Rationale

Our required curriculum provides exposure to basic leadership skills over four years. The experiences in this track program will build on those in order to deepen and strengthen students' ability to lead others. Students completing this track will be well prepared to assume future leadership roles within a variety of organizations. They will be aware of their personal strengths and attributes and use this awareness to lead in their own way. Students will explore different ways of communicating with others in order to achieve shared goals. Through knowing themselves as well as their colleagues, they will be able to inspire others to achieve their best performance.

Admission Requirements

Students must satisfy the following criteria to be considered for admission to the Leadership track:

- -Current enrollment in good standing at the Manchester University College of Pharmacy in the Doctor of Pharmacy degree program in the second professional year
- Successful completion of all required coursework through the spring semester of the second professional year

Interested students must submit the following application materials:

- Current curriculum vitae
- Cover letter describing interest in participating in the certificate program, professional goals, and the reason(s) the candidate merits consideration for the track program
-

The following selection criteria will be used by track coordinators to determine which students will be offered admission to the program:

- Completeness and content of application materials.
- Compatibility of the applicants' reasons for interest in the program and professional goals with the goals of the program.

Applicants will be notified no later than October 20th regarding status of their application.

Required Program Experiences

Completion of the track program requires completion of the following experiences:

- All required core curriculum as required by the Manchester University College of Pharmacy Doctor of Pharmacy curriculum
- Meet the requirement of a minimum of 5 elective credit hours to complete the Pharm.D. program. This will require at least one other elective in addition to the three leadership elective courses below.
- The following elective didactic courses:
 - PHRM 596 – Leadership for Pharmacists (2 credit hours; Fall P3)
 - PHRM 597 – Leadership: People & Change (2 credit hours; Spring P3)
- Two APPE rotations with significant leadership or management experience
 - One of these rotations must be focused on working with a leader in any setting.
 - The second rotation could be with another leader at a different site or could be in any other practice area and involve some type of leadership project completed for that site.
- A longitudinal leadership project completed during the APPE year. This project could be either research-based or be implemented practically at a partner health care site or the College.
 - The project will be identified either through track coordinators or by student suggestion and coordinator approval. Students may work in groups at the discretion of the course coordinators.
 - Participants will be assigned a track course faculty member to serve as their mentor. This individual will guide them through the research project experience and be responsible for mentoring and assessing successful completion of the project.
 - The project must be submitted for either:
 - dissemination as a podium or poster presentation at a local, regional and/or national conference or a peer-reviewed scientific publication; OR
 - consideration for implementation in an organization the student has worked with during his or her time in the track program.

Student Assessment

Track Outcome	Assessment Strategy
Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.	Self-reflections and evaluations on required experiences.
Demonstrate responsibility for creating and achieving shared goals, regardless of position.	Completion of a leadership project with real world value.
Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.	
Exhibit behaviors and values that is consistent with the trust given to the profession by patients, other healthcare providers, and society.	Successful completion of the leadership/management APPE elective rotations.

Pharmaceutical Sciences Research Track

Description

The pharmaceutical sciences research track is designed to give motivated students the opportunity to expand their laboratory knowledge and/or research skills. It is intended to expose students to the types of research that could be done as a PharmD and to improve critical thinking and problem-solving ability.

Outcomes

Students participating in the track will be able to:

1. Demonstrate an expanded knowledge base in research methodologies and techniques.
2. Propose original research questions.
3. Critically read and evaluate primary research literature and apply it to their research project.
4. Successfully manage their time to complete a research project.
5. Gain experiences to increase competitiveness for positions when applying for industrial or academic research fellowships or positions.
6. Disseminate their research at a local, regional, or national meeting.
7. Use the scientific method, generate hypotheses, and/or design experiments.

Benefits and Rationale

Students participating in the track will 1) conduct independent experiments 2) improve critical thinking 3) analyze research literature 4) effectively manage their time. Their track is primarily intended for students with significant interest in completing post-graduate research fellowships or in obtaining industrial research positions. The track program will be comprised of four main components:

- Coursework: Students will complete at least 3 credit hours of PHRM 482 Independent Research
- Experiential education: Students will apply their knowledge in a research focused elective APPE rotation.
- Industrial and Research Fellowship preparation: Students will participate in a workshop intended to prepare them to apply for research positions.
- Presentation of research: Students will disseminate the results of their research at a local, state, or national venue.
- This program is designed to provide track participants with the necessary guidance, experiences, and core knowledge to obtain and succeed in a research position.

Admission Requirements

Students must satisfy the following criteria to be considered for admission to the track:

- Current enrollment in good standing in the Manchester University Pharmacy Program in the second professional year
- Successful completion of all required coursework through the spring semester of the first professional year

Interested students must submit the following application materials to the Research Track Director (Dr. Brown) by May 1st during the first professional year:

- Current curriculum vitae including GPA
- Cover letter describing interest in participating in the track program, professional goals, and the reason(s) the candidate merits consideration for the track program

The following selection criteria will be used to determine which students will be offered admission to the program:

- Completeness and content of application materials.
- Compatibility of the applicants' career aspirations, reasons for interest in the program, and professional goals with the goals of the program.

Each year, up to 6 applicants will be selected for entry into the track program. Applicants will be notified no later than June 1st regarding status of their application.

Required Program Experiences

Successful completion of the track program requires successful completion of the following experiences:

- All required core curriculum as required by the Manchester University Pharmacy Program
- One elective didactic course:
 - PHRM 482 – Independent Research (3 credit hours minimum). These credits can be taken in a single semester or over the course of multiple semesters. Note that each credit hour requires 2-3 hours of work per week. The research must be pharmaceutical sciences based.
 -
- The following APPE rotation

- Research Elective (4 credit hours, 4-week APPE rotation)
- A research project and poster presentation at a local, regional, or national meeting.
 - The project will be identified by the course coordinators or by student suggestion and coordinator approval.

Participants will be assigned a pharmaceutical sciences faculty member to serve as their research mentor. This individual will guide them through the research project experience during the entirety of the track and will be responsible for mentoring and assessing successful completion of the project.

- The project must be submitted for dissemination as a podium or poster presentation at a local, regional and/or national conference.
- Attendance at the workshop session (as needed)
 - Workshop topics will vary based upon needs of track participants
 - Students should be prepared to attend workshops that may occur outside normal business hours (i.e., during evenings or weekends).

Student Assessment

Outcome	Assessment Strategy
1. Demonstrate an expanded knowledge base in research methodologies and techniques.	Successful completion of the described courses and APPE rotation
2. Critically read and evaluate primary research literature and apply it to their research project.	Formulation of research question.
3. Successfully manage their time to complete a research project.	Successful completion of assigned project.
4. Gain experiences to increase competitive position when applying for industrial or academic research fellowships or positions.	Track number of students applying for or entering research positions following graduation.
5. Disseminate their research at a local, regional, or national meeting.	Submission of the project to local, regional, or national meeting and/or submission to a journal.
Completion of research project.	
6. Use the scientific method, generate hypotheses, and/or design experiments.	

Track Assessment

The success of the track and need for modification will be determined using the following methods:

- Number/percentage of students applying for research positions will be recorded and tracked.
- A survey will be sent to all track program participants at the end of each academic year to assess student perceptions of the program, including areas to be improved or expanded, as well as an assessment of track faculty.
- At the end of the P4 year, each student will complete an exit interview with course coordinators describing the experience and further suggestions.

Assessment results will be collected and reviewed by track coordinators and faculty who will decide if any changes are needed to the track program.

Dual Degree Opportunities

Pharm.D. and Pharmacogenomics Dual Degree

34 credit hours (6 credits from the Doctor of Pharmacy curriculum)

The dual degree program is for students in the Manchester University Pharmacy Program. It combines both on campus and online courses. It provides unparalleled depth and breadth in pharmacogenomics and includes the study of human genetics, bioinformatics, ethics and pharmacokinetics. The curriculum offers electives in laboratory training or

pharmacogenomics implementation in clinical settings. Students that take the laboratory training will learn to perform DNA analysis with the most up-to-date technology in preparation for work in the pharmacogenomic/genetic testing, pharmaceutical, and professional service industries. The laboratory course sequence is only offered on campus and at specific times, therefore students that choose to take the laboratory courses will complete that coursework at the Manchester University Fort Wayne, IN campus. Students taking electives in pharmacogenomics implementation will create a business plan for implementation of pharmacogenomics testing at a clinical site. The pharmacogenomics implementation electives are completed online. For more information about the dual degree program, please visit the Manchester University website (<https://www.manchester.edu/academics/colleges/college-of-pharmacy-natural-health-sciences/academic-programs/masters>).

Academic Policies

Registration

Registration for courses is coordinated through the Office of the Registrar using online forms and processes. Students will receive registration instructions prior to the beginning of each semester.

Definition of a Semester Hour of Credit

Manchester's guidelines for defining the approximate amount of work required for one semester hour of credit is as follows: For a course composed of classroom instruction, a semester hour of credit would normally involve 14 to 15 meeting times each semester with each lecture class meeting for 50 minutes. For one credit of a laboratory course the student should have three to four hours of laboratory instruction each week of the semester.

For each hour of classroom instruction the student is expected to do two hours of preparation. Therefore, a typical three semester hour credit course over a semester would include 43 to 44 hours of class meetings and 86 to 88 hours of student work out of the classroom.

Pathway Transfer policy

A student may switch pathways (e.g., on campus to distance, distance to on campus) once during the duration of their participation in the Doctor of Pharmacy program. The request must be presented in writing to the director of the distance pathway and may occur at any time during the academic year. The transition will occur once all course work of that cohort year (e.g. P1) is complete and prior to starting the next cohort year (e.g. P2). If one pathway is at maximum enrollment, the applicant will be notified and placed on a wait list until a position becomes available.

Transfer of Credit

Because of the highly specialized nature of the Doctor of Pharmacy program, credit hours for previously completed courses from other programs typically may not be transferred for credit in the program. Each course within the program is essential for completion of the program.

Grading System

The following grading system will be used in all letter-graded courses in the Pharmacy Program. Numerical course grades will be calculated to one decimal place when assigning letter grades.

Letter	Course grade range (%)	Quality Point value (used in determining GPA)
A	90 and above	4.0
B	80 - 89	3.0
C	70 - 79	2.0
F	Less than 70	0

*Percentages will be rounded to the nearest whole number for the course grade.

Faculty may also designate a course Pass/Not Pass (P/NP) with approval from the Curriculum Committee. Students may not elect to take a graded course P/NP. These courses are not included in GPA calculations. Other grades which may be earned include the following:

AU: Course audited. A course in the Pharmacy Program may be audited only upon recommendation of the assistant/associate Dean for academic programs and permission of the course instructor.

I: Incomplete (Temporary grade). The student is unable to complete required coursework by the end of the semester. To earn a grade, all coursework must be completed within eight weeks of the end of the academic year (the spring semester of the year in which the course was taken); otherwise a grade of F (or NP) will be assigned.

NR: Grade not reported (Temporary grade). Course extends beyond end of semester or required course evaluations are not completed. To earn a grade, all coursework must be completed within eight weeks of the end of the academic year (the spring semester of the year in which the course was taken); otherwise a grade of F (or NP) will be assigned.

PR: Proficiency Credit.

TR: Transfer Credit.

UW: Unauthorized Withdrawal. The student does not withdraw but stops attending class. Zero quality points are assigned, and the course is included in the GPA calculation.

W: Withdrawn. The student withdraws from a course during the first two-thirds of a course. The course is not included in GPA calculations.

WF: Withdrawn Failing. The student withdraws from a course during the final one-third of the course. Zero quality points are assigned, and the course is included in the GPA calculation.

Dean's List

At the end of each semester, the Dean of pharmacy and graduate life sciences publishes the Dean's List. Students who are included in the Dean's List will:

- Be a student in good standing in the first, second, or third years of the Doctor of Pharmacy program;
- Earn a semester grade point average of 3.5 or higher;
- Have completed at least 12 graded semester hours; and
- Not have any Incomplete (I) or Not Recorded (NR) grades at the end of the semester.

Withdrawal from the Pharmacy Program

Manchester University regards the registration of a student as a contractual agreement. For this reason, special procedures must be followed in the event a student withdraws from a program at Manchester University. Any student considering withdrawal from the Pharmacy Program for any reason after the beginning of classes initiates the process by having an interview with a member of the Pharmacy Program Office of Academic and Student Affairs staff. Before withdrawal is finalized, the student must meet with the Dean of pharmacy and graduate life sciences or the assistant/associate Dean of academic programs and return all Manchester property to the Office of Academic & Student Affairs; this includes but is not limited to the Manchester-issued computer, photo identification card, white coat, name tag, and any keys issued to the student.

Refund Policy

Refund Tuition/Fees

In the case of official withdrawal from the university, a refund, less a withdrawal charge, is made according to the following schedules:

Fall and/or spring semester refund schedule

- | | |
|---|--------------------|
| • Withdrawal before the official start of the semester: | 100 percent refund |
| • Withdrawal during the first and second weeks of the semester: | 75 percent refund |
| • Withdrawal during the third and fourth weeks of the semester: | 50 percent refund |
| • Withdrawal during the fifth and sixth weeks of the semester: | 25 percent refund |
| • Withdrawal after the sixth week of the semester: | No refund |

Return of Title IV Funds – Graduate and Professional Programs:

Students who receive Title IV aid (Direct Loans and Direct PLUS Loans) and completely withdraw from the University are subject to the Return of Title IV Funds calculation, as mandated by the Department of Education. The Return of Title IV Funds calculation is different from the University's refund calculation; therefore, a student who withdraws before completing 60 percent of a payment period may owe the University for charges no longer covered by returned federal aid.

Under the Return of Title IV Funds calculation, the amount of Title IV aid a student has earned is determined by the percentage of days enrolled during a semester. This percentage is determined by dividing the number of days enrolled by the number of calendar days in the semester, including weekends and holidays. The student may retain the amount of aid earned. Any aid not earned will be returned to the appropriate programs. Once the attendance percentage has reached 60 percent, all Title IV aid is considered earned.

The date of a student withdrawal is determined by the University as follows:

- The student began the prescribed official withdrawal process;
- The student otherwise provided the school with official notification of the intent to withdraw; or
- For “unofficial withdrawals,” the last date of attendance or the last date of participation in a class as determined by faculty. If no date can be documented, then the midpoint of the semester for which Title IV aid was disbursed will be used.

The federal return of funds policy requires that Title IV funds be returned in the following order:

Unsubsidized Federal Direct Loans

Subsidized Federal Direct Loans

Federal Direct PLUS Loans

The return of Title IV unearned funds will be completed no later than 45 days after the date of the school’s determination the student withdrew.

Post-Withdrawal Disbursement

If Title IV aid has been earned by the student, but not disbursed prior to withdrawal, the student is entitled to a post-withdrawal disbursement. Manchester University will request the student’s permission prior to disbursing the loan funds to the student’s account. A letter will be emailed to the student’s personal email address of record within 30 days of the date of determination the student withdrew, requesting that the student provide authorization in writing to disburse the funds. We ask that you respond within 14 days of receiving the letter to inform us if you want to accept the funding. If we do not receive a response, we are not required to make the post-withdrawal disbursement.

Payment of Refunds

Refunds are distributed according to the guidelines governing refunds for each source of funds drawn upon to pay educational costs, including any or all Federal Title IV funds.

Payment of University Charges

Semester payments are due May 1 for the summer session, July 20 for the fall semester, and December 20 for the spring semester.

Methods of payment accepted include:

- Online Payment Options through the Student Account Center
Students can access the Student Account Center through ChetNet. Parents/others that have been added as an Authorized User can access through the Student Financial Services website www.manchester.edu/sfs/payments.
- Electronic Check
 - Make payment online using an e-check. There is no fee for this service.
- Credit or Debit Card
 - Make a payment online using a Visa, MasterCard, Discover, or American Express card. Please note that a convenience fee of 2.85% or a minimum of \$3.00 (whichever is greater) will be charged by Pay Path for the processing of credit or debit card payments. Manchester University does not receive any portion of this non-refundable fee.
- Monthly payment option
 - Manchester University offers Spartan Payment Plans for interest- free, monthly payments. Yearly and semester only plans are available. Student and parents will enroll through the Student Account Center. Full details are available at the [Spartan Payment Plans](#) website.
- Check or money order payable to Manchester University, mailed to:
Manchester University
Attention Student Financial Services
604 E. College Ave.
North Manchester, IN 46962
- In Person payment

- Check, cash, or money order payments can be made Monday through Friday, 8 a.m. to 5 p.m. in the Student Financial Services office located in Chinworth suite 103 on the North Manchester Campus.

Students with unpaid balances may lose current enrollment and will not be allowed to register for any subsequent terms. Transcripts and diplomas are withheld from those who have not settled their financial obligations to Manchester University, which may include collection fees, attorney's fees, and court costs. Students are not fully registered, nor will they have the privilege of class attendance or use of University facilities until their charges are paid. A service charge of 1.5 percent or \$30, whichever is greater, may be added to any unpaid balance in the student account as of the last working day of each month.

Progression in the Doctor of Pharmacy Program

- A student must complete all required courses with a grade of C or better (or P) to progress in the program. Students must also complete all designated non-course requirements (e. g. service learning, portfolio activities, etc.) to progress.
- A student must complete all required courses, including a minimum of 5 elective credits, in the first three professional years with a grade of C or better (or P) to progress to Advanced Pharmacy Practice Experience (APPE) rotations.
- A student must complete all required coursework within six years of admission into the program. Remediation, leaves of absence, withdrawals (medical or otherwise), suspensions, and delayed progression shall be included within the six-year period. A student shall be dismissed from the program when it is determined by the assistant/associate dean for academic programs that the student will not be able to meet the six-year requirement.
- A student who fails to pass the same required course twice will be dismissed from the program.

Academic Probation

A student may be placed on probation when their performance fails to meet the criteria listed below. If performance does not improve, the student may be suspended or dismissed from the Pharmacy Program.

- A student will be placed on academic probation when one or more of the following occurs:
 - The student has failed a course
 - The student's cumulative GPA falls below 2.0
- A student may come off academic probation when:
 - The student passes a previously failed course and passes all required courses in the subsequent semester
 - The student's cumulative GPA rises above or equal to 2.0
- During the time a student is on academic probation, the student must devote maximum attention to studies and therefore:
 - The student may be required to complete additional, supplemental coursework such as PHRM 464 Strategies for Success
 - The student may not serve as an ambassador for the Pharmacy Program
 - The student may not serve as a representative on any Pharmacy Program or University-wide committees
 - The student may not hold elected office in any student organization, and must relinquish any current elected office position, making all the necessary arrangements for their replacement as soon as academic probation is in effect
 - The Office of Academic and Student Affairs will notify appropriate committee chairs and student organization mentors to ensure the terms of probation are followed

Remediation

The purpose of remediation is to give students the best chance to demonstrate proficiency in course outcomes while maintaining timely progression in the Doctor of Pharmacy curriculum.

- Remediation of course outcomes will occur on or before two working days following the end of the semester. The remediation process may occur during the semester.
- The remediation plan/process is specific to each course, is determined by course faculty, and is outlined in the course syllabus or posted on the course specific learning management system (e.g., Canvas) site.
- Students may not appeal a course remediation plan/process.
- Experiential Education
 - For remediation and progression policies related to the fourth professional year (APPEs), please refer to the *Experiential Education Manual*.
- Remediation will not be offered for elective courses.

Course Retake

- Students who do not successfully pass a course with a grade of C or higher will need to retake the class or the equivalent the next time it is offered.
- Prior to the next course offering, students may be required to complete additional, supplemental coursework at the discretion of the Assistant/Associate Dean of Academic Programs or the Pharmacy Academic Standards and Progression (PASP) committee to help them succeed in the program.

Suspension and Dismissal from the Pharmacy Program

Suspension: A suspended student is removed from the Pharmacy Program for a length of time. During this time, he/she cannot graduate or progress toward the earning of a degree at the Program. Suspended students are not automatically readmitted to the Pharmacy Program. They may apply for readmission to the Program based on the criteria delineated in their suspension. If readmitted, the student's prior course credits count towards progression in the program.

Dismissal: A dismissed student is removed from the Pharmacy Program. The student may reapply for admission as any other eligible student and may or may not be readmitted to the Pharmacy Program. If readmitted, the student's prior course credits do not count towards progression in the program.

These actions will be communicated to students at the end of each semester. The assistant/associate Dean for academic programs will also present a semester-end report to the faculty showing the number of students in each category at the end of each semester.

Pharmacy Academic Standards and Progression Committee (PASP)

Purpose: To review all grade appeals and appeals to the academic policies within the Doctor of Pharmacy Program. The committee has the right and responsibility to render decisions and apply stipulations regarding the appeals.

Structure: The structure of this committee is outlined in the Pharmacy Faculty Handbook.

Course Grade Appeal Process

A student is eligible to appeal a final course grade. The basis of a course grade appeal must be specific to the course section in which the grade was earned.

- Appeal to the Course Coordinator
 - Student will communicate with the course coordinator about the course grade, the plan to appeal, and the basis for the planned appeal. In the case of experiential course grade appeals, an administrator from the OEE can conduct this communication. The communication must occur after the course grade is finalized and before submitting a formal letter of appeal to the PASP. Following the communication with the course coordinator, the student writes a summary of the discussion and emails that summary to the course coordinator for corroboration/verification. This email will be shared with the PASP by the course coordinator, who

confirms the accuracy of the email, including any corrections/clarifications, as part of the appeal process.

- *Purpose:* The communication provides opportunity for the faculty member to explain the student-earned grade and for the student to identify any potential concerns directly to the course coordinator. This is not an opportunity for regrading.
- If the student chooses to enter into the formal appeal process following the communication with the course coordinator, they can appeal to the PASP.
- Appeal to PASP
 - Within five business days of receiving official notification of the final course grade by the ~~OASA~~ Office of the Registrar the student must submit the appeal form that is provided on the Pharmacy Home page in Canvas. The appeal form provides the mechanism for submitting the Formal Letter of Appeal (LOA).
 - The form will automatically notify the following individuals: the chair of the PASP and the academic affairs coordinator. The academic affair coordinator will notify relevant parties including but not limited to the PASP committee members, the student's faculty mentor, and the course coordinator.
 - If the appeal is regarding experiential education, the OEE will contact the preceptor to allow for participation in the appeal process. The Chair of PASP will be copied on this correspondence.
 - If the preceptor elects to not participate in the appeal process, an administrator from the OEE will be responsible for representing the preceptor in the appeal process.
 - If the preceptor elects to participate in the appeal process, he/she/they will receive a copy of the LOA and be in communication with PASP during the appeal process.
 - In the LOA, the student must demonstrate that it is more likely than not one or more of the following occurred, resulting in a negative impact on the student's grade:
 - Unfair grading (e.g. arbitrary, the grade that was earned was **not** based on objective criteria or the student was held to a different standard than their peers in that course section);
 - Procedural or clerical error
 - LOAs received that do not specifically identify one of the above criteria will be denied without progressing to a committee hearing. Notification will be sent to the student through the submission system.
 - The PASP will begin review of all appeals within five business days of the due date of the LOA.
 - During the review, the PASP will invite the student, course coordinator, faculty mentor and other relevant persons to participate in the review. Invited persons may elect to not attend. Choice of attendance will not be taken into consideration as part of the review process. At least two faculty members of the PASP committee will participate in these review sessions.
 - The PASP decision will be determined at the conclusion of its review. At least three faculty members of the PASP committee will participate in the decision determination.
 - Following the review, the PASP decision is communicated in writing to the student within five days of the decision being finalized, with copies to the dean of Pharmacy and Graduate Life Sciences, the student's faculty mentor, the OASA, the course coordinator (and any preceptor who has elected to be included in the process), the OEE (when relevant) and the office of the registrar in a formal letter sent to the student via their Manchester email account. The decision will be documented through the submission system.

- The student is permitted to appeal to the dean of pharmacy and graduate life sciences the stipulations placed by the PASP committee and/or the PASP committee's processing of the course grade appeal (i.e., that a procedural error occurred).
- Appeal to the Dean of Pharmacy and Graduate Life Sciences
 - Within five business days of receiving the PASP decision, the student must submit a letter appealing the stipulations or process of the PASP decision via the Dean's Manchester email account.
 - The student must copy the student's faculty mentor, the course coordinator, and the chair of the PASP.
 - If the student fails to copy the aforementioned individuals, the student is notified that the appeal will not be reviewed, and the student has one business day to correct the error.
 - Within five business days of receiving the appeal, the Dean will review the appeal.
 - The Dean will conduct an independent investigation regarding the appeal and may collect any information necessary to render a decision.
 - Following the review, the Dean communicates in writing the decision to the student, and will copy the chair of the PASP and those copied on the formal letter from PASP in a formal letter sent to the student via their Manchester email account.
 - The Dean is limited only to one of the following decisions:
 - The Dean may uphold the decision made by PASP without modification.
 - The Dean may uphold the decision made by PASP, yet modify the stipulations placed by PASP.
 - The Dean may reject the decision made by PASP based on the determination of a procedural error or unfair process.
 - In this instance, the Dean will convene a new ad-hoc PASP committee of the faculty to review the student's course grade appeal.
 - The ad-hoc PASP faculty committee will follow the process outlined above.
 - The decision of the ad-hoc PASP faculty committee is final.

Academic Policy and Progression Appeal Process

- The student is typically notified by the Office of Academic & Student Affairs of failure to meet requirements of an Academic Policy (e.g., inability to progress) or the Office of the Registrar that grades are finalized. The student may submit an appeal under this category without notification; this is common in appeals for requesting a transition between pathways.
- Appeal to Pharmacy Academic Standards and Progression Committee (PASP)
 - All appeals will be submitted through a web-based form. Within five business days of receiving notification from the Office of Academic & Student Affairs or of finalized grades, the student must submit the appeal form that is provided on the Pharmacy Home page in Canvas. The appeal form provides the mechanism for submitting the Formal Letter of Appeal (LOA).
 - The form will automatically notify the following individuals: chair of the PASP and the academic affairs coordinator. The academic affair coordinator will notify relevant parties including but not limited to the PASP committee members and the student's faculty mentor.
 - LOA must state ~~what~~ the policy that is being appealed and the grounds for the appeal.
 - If the appeal includes a grade appeal, one LOA must be submitted that will include both the grade appeal and the appeal of the academic policy, each clearly delineated. A student should only submit one LOA.
 - A course grade appeal that is submitted with an academic policy appeal will follow the procedures described for a course grade appeal.

- The chair of the PASP will communicate any information regarding the course grade appeal with the course coordinator, or in the case of appeals regarding experiential education, an administrator from the OEE.
- The PASP will convene to begin review of all appeals within five business days of receiving the completed LOA.
 - During the review process, PASP will gather relevant data and evidence regarding the student's academic and professional performance which may include but is not limited to: course grades, rotation evaluations, honor council records, etc.
 - During the review, the PASP will invite the student, faculty mentor, or other ~~necessary~~ relevant persons to participate in the review. Invited persons may elect to not attend. Choice of attendance will not be taken into consideration as part of the review process. At least two faculty members of the PASP committee will participate in these review sessions.
 - The PASP decision will be determined at the conclusion of its review. At least three faculty members of the PASP committee will participate in the decision determination.
- Following completion of the review, the PASP decision is communicated in writing to the student within five days of the decision being finalized, with copies to the dean of Pharmacy and Graduate Life Sciences, the student's faculty mentor, the OASA, and other relevant persons/offices in a formal letter sent to the student via their Manchester email account. The decision and letter will be documented through the submission system.
 - The student, is permitted to appeal to the Dean of pharmacy and graduate life sciences the stipulations placed by the PASP committee and/or the PASP committee's processing of the course grade appeal (i.e., that the committee did not adhere to the protocol outlined above).
- Appeal to the Dean of Pharmacy and Graduate Life Sciences
 - Within five business days of receiving the PASP decision, the student must submit a letter appealing the stipulations or process of the PASP decision via the Dean's Manchester email account.
 - The student must copy the student's faculty mentor and the chair of the PASP.
 - If the student fails to copy the aforementioned individuals, the student is notified that the appeal will not be reviewed, and the student has one business day to correct the error.
 - Within five business days of receiving the appeal, the Dean will review the appeal.
 - The Dean will conduct an independent investigation regarding the appeal and may collect any information necessary to render a decision.
 - Following the review, the Dean communicates the decision to the student and will copy the student's faculty mentor and the chair of the PASP in a formal letter sent to the student via their Manchester email account.
 - The Dean is limited only to one of the following decisions:
 - The Dean may uphold the decision made by PASP without modification.
 - The Dean may uphold the decision made by PASP, yet modify the stipulations placed by PASP.
 - The Dean may reject the decision made by PASP if the Dean determines that PASP's decision was made unfairly or without following the outlined process.
 - In this instance, the Dean will convene a new ad-hoc PASP committee of the faculty to review the student's original appeal.
 - The ad-hoc PASP faculty committee will follow the process outlined above.
 - The decision of the ad-hoc PASP faculty committee is final.

Transfer Credit Process

Credits earned at regionally accredited institutions with a grade of C or higher may be transferred upon approval by the registrar. Grades, however, are not transferable. Transfer credits, therefore, do not impact the GPA.

- The student will submit the request for transfer credit through the Manchester University Process.

Academic and Professional Conduct Committee

Students are expected to abide by the general principles of academic integrity and a defined code of conduct representing the Pharmacy Program. The Academic and Professional Conduct Committee provides the framework to communicate the integrity and professionalism of all members of the Pharmacy Program (students, faculty, staff, and administration) community pertaining to academic training, as well as behaviors inside or outside of the classroom, that are deemed essential characteristics of a professional. The Academic and Professional Conduct Committee will consist of two primary articles: academic integrity and unprofessional behavior.

Academic integrity will feature six violation categories: cheating, plagiarism, facilitating academic dishonesty, abuse of academic materials, stealing, and lying. Unprofessional behavior will feature three categories of conduct: within the College, in experiential rotation settings, and within the Profession.

Students will affirm the Honor Code during new student (P1) orientation, typically as part of the White Coat Ceremony. Students will attest to this affirmation by signing the Honor Code. Students will reaffirm the Honor Code throughout their academic program. The Academic and Professional Conduct Committee will address violations of the Honor Code and other complaints against Doctor of Pharmacy students.

The entire Academic and Professional Conduct Committee process may be found in the Pharmacy Program Student Handbook.

Graduation and Commencement

A student will graduate from the Doctor of Pharmacy program when he or she has been judged by the faculty to have met all academic and professional requirements of the program, and has also:

- Completed all required courses, and the required number of elective courses, in the curriculum with a grade of C or better (or P)
- Completed all non-course requirements (e.g., co-curricular, community service and outreach, etc.)
- Passed all required competency assessments.

National and State Licensure Exams

Upon graduation students will be required to pass the North American Pharmacist Licensure Examination (NAPLEX), the Multistate Pharmacy Jurisprudence Examination (MPJE), or any other state required law exam before obtaining licensure.

- The NAPLEX, or North American Pharmacist Licensure Examination, measures a candidate's knowledge of the practice of pharmacy. It is just one component of the licensure process and is used by the boards of pharmacy as part of their assessment of a candidate's competence to practice as a pharmacist. For more information on the NAPLEX exam, visit <http://www.nabp.net/programs/examination/naplex/>.
- The MPJE, or Multistate Pharmacy Jurisprudence Examination, combines federal- and state-specific questions to test the pharmacy jurisprudence knowledge of prospective pharmacists. It serves as the pharmacy law examination in participating jurisdictions. Among other things, the MPJE tests candidates on (visit <http://www.nabp.net/programs/examination/mpje/>).
 - Legal aspects of pharmacy practice, including responsibilities with regard to the distribution and dispensing of pharmaceuticals and care of patients
 - Licensure, registration, certification, and operational requirements
 - Regulatory structure and terms of the laws and rules that regulate or affect pharmacists, pharmacies, manufacturers, and distributors

Advising, Mentoring and Student Success

Pharmacy S.M.A.R.T. Program

This program is a multi-faceted approach to supporting the success of all pharmacy students. A variety of services and programs have been implemented to support the mission and goals of Manchester University Pharmacy Program:

- **S – Student (Peer) Mentor Program** – each student will have a student mentor assigned prior to starting the program, serving as a valuable information and communication resource.
- **M - Faculty Mentoring Program** – each student will have a faculty mentor throughout their time in the program, serving as a valuable information and communication resource.
- **A - Academic Support** – includes programs, resources, and structures that promote all members of the community to learn efficiently and effectively, develop effective study strategies, and develop the critical thinking skills necessary to succeed academically.
- **R - Referral System** – an online system that provides an opportunity for concerned members of the Pharmacy Program community to reach out and offer help and assistance to students in the program.
- **T - TeamWorks** – Students will become more aware of the importance of teamwork through the creation of working teams within each cohort. These teams will be used throughout the semester or academic year in most courses.

Academic Check and Study Tables

The purpose of ongoing grade checks is to identify students throughout the semester/course who are in academic difficulty and provide them with resources and counseling to help them succeed in the program. Please see the Student Handbook for more details regarding the grade check and notification process.

Privacy and Student Records

Manchester University Pharmacy Program fully complies with the Family Educational Rights and Privacy Act of 1974, as Amended (FERPA), which establishes that a post-secondary student has the right to inspect and review his or her academic records, and prohibits outside parties from obtaining the information contained in these records without the student's written consent. However, a student may waive the right to review certain confidential information contained in his or her file.

The University collects, records and uses information about students to carry out its educational mission. The University recognizes its responsibility for protecting the privacy rights of students regarding their academic and personal records. Students are provided access to information contained in their own official education records, a procedure for correction or deletion of inaccuracies found in their records, and a degree of control over the release of information from their records.

Records of students and graduates are maintained in accordance with all applicable federal and state laws. The Registrar is responsible for maintaining and updating student files, which include application materials, transcripts from previously attended institutions, grades, and information related to academic and clinical performance in all phases of coursework. Faculty and administration have access to student files for legitimate educational purposes only.

Certain items of personal information are considered directory information and may be published without students' permission. Directory Information items include name, dates of attendance, degrees earned, local and home address, email address, phone number, major, participation in officially recognized activities and sports, height and weight and honors received.

A student has the right to request in writing, prior to the first day of classes of any semester, that any item listed as directory information not be released without his/her consent.

Procedures for student access to records may be obtained from the Office of the Registrar.

Leave of Absence Policy

Manchester University permits students to interrupt their studies when appropriate. If granted, a leave of absence allows a student to continue under the requirements in effect when he/she was initially admitted. A student who wants to interrupt their studies at the University for a temporary period may maintain degree status and ensure that his/her degree requirements will remain the same by taking a leave of absence for a maximum total of 180 days in any 12-month period. A degree candidate who is granted a leave of absence does not need to be readmitted to the University upon returning to their program of study.

A student must meet the following requirements to be eligible for a leave of absence:

- Be a degree seeking undergraduate or graduate student
- Be registered for the semester immediately prior to the beginning of the Leave of Absence
- Be in good academic standing, on probation, or on continuing probation with his/her college
- Have no holds (i.e. disciplinary or financial) which would restrict registration
- Submit a formal written and signed Leave of Absence application form, which specifies the reason for the student's leave.

Student Services

Information Technology Services (ITS)

The Manchester University Pharmacy Program incorporates a great deal of information technology. The Canvas support system can answer any questions relating to the learning management system. The Information Technology Services department supports all computer and network technology for the program. The following is the contact information for these services:

- **Canvas Support**
For assistance with Canvas, please use the Canvas Support System.
Email: canvashelp@manchester.edu
Chat: available within Canvas, located in the menu bar
Phone: 1-877-227-9487
- **Respondus Lockdown Browser**
This tool is frequently used for quizzes given in Canvas. For more information about Respondus Lockdown Browser, please see [Student Resources and Support](#). Please note that Manchester University has already installed Respondus on your laptop, but you are responsible for making sure the program is up-to-date.
- **ExamSoft/Examplify**
ExamSoft is the application that faculty use to create secure exams. Examplify is the ExamSoft program that students will use to download, take, and submit exams. For basic instructions on using Examplify, please see the [Help Videos page](#).
- **ITS Check Out**
Equipment spares are on hand at the Helpdesk. Students can borrow laptops, chargers, privacy screens, network cables, and more. An ID card, or other collateral, must be left at helpdesk while equipment is out.
- **Laptop Support**
Software problems with your university-issued laptops can be repaired by Helpdesk and almost any form of physical damage to a university-issued laptop is covered under Manchester's warranty policy. Make sure to contact Helpdesk first with any laptop problems you encounter.
- **Help Desk Contact Information & Hours**
For assistance with computer software or services provided by Manchester University (including password retrieval), please contact the Information Technology Services (ITS) Help Desk using one of the methods below.

Please note that a request for ITS help can be made at any time (24/7) using the ticket submission system. The link to the ticket submission system is located below, and within every Canvas course. The tickets will be monitored at all times and responded to within 12 hours of the ticket submission during business hours.

		Response Time
Web:	https://service.manchester.edu	
To submit a ticket:	https://service.manchester.edu/incidents/new.portal	Within 12 hours of ticket submission
Email:	helpdesk@manchester.edu	Varies
Phone:	1-260-470-2727	Immediately, if available Hours are Monday-Friday, 8am – 5pm EST

Library Resources

The library provides print and electronic resources to support the University curriculum, consultation and interlibrary loan services to aid research and instruction in the discovery and use of information sources. Library services are available on site, as well as online through the Funderburg Library website (www.manchester.edu/Library)

The Drug information Center on the Fort Wayne campus provides a print and electronic library collection that students may use. Students will be able to use the electronic collection within the main library website and will also have access to a designated page <https://accesspharmacy.mhmedical.com/> specifically for the program coursework. The print collection will be housed in the Drug Information Center as reference material.

Disability Support Services

In compliance with Section 504 of the Rehabilitation Act and the ADDAA, Disability Support Services provides support services to students with documented disabilities to give them equal access to academic programs and participation in the total Manchester experience. If a student has a recognized physical, learning, sensory or psychological disability or medical impairment, they can access tools and resources to help them succeed academically and personally at Manchester.

The disability support coordinator within the Academic Support department oversees the process which includes reasonable accommodation, student consultations, and promotion of self-advocacy skills. In addition, the administrative assistant for the office of academic & student affairs will coordinate exam proctoring.

Financial Aid

Students must file the Free Application for Federal Student Aid (FAFSA) for consideration of federal direct student loan eligibility. Questions about financial aid should be addressed to Student Financial Services, Manchester University, 604 E. College Ave., North Manchester, Indiana 46962. Phone: 260-982-5066.

People of MU Pharmacy Program

Cabinet, 2022-2023

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David F. McFadden, Ph.D.

Vice President for Academic Affairs

Celia-Cook Huffman, Ph.D.

Vice President for Student Life

Abby Van Vlerah, Ph.D.

Vice President for Advancement
Melanie B. Harmon

Vice President for Enrollment and Marketing
Ryon Kaopuiki

Chief Business Officer and Vice President for Finance
Clair W. Knapp

Dean of Pharmacy and Graduate Life Sciences
W. Thomas Smith, Pharm.D.

A current list of faculty and staff can be found in the online directory.