CAMPBELL UNIVERSITY

College of Pharmacy & Health Sciences

2024-2025 Academic Bulletin

P.O. Box 1090 | Buies Creek, NC 27506 | (800) 760-9734 | cphs.campbell.edu

Disclaimer

This Academic Bulletin is intended as a guideline for students and should not be construed as an offer to contract or as a contract between Campbell University, Incorporated, and any student or a warranty of any entitlements, programs, regulations, or benefits set forth herein. Campbell University, Incorporated, its agents, officers, and employees may rescind or modify any benefit, program, regulation, or entitlement set forth herein at any time, for any reason, with or without notice. This Academic Bulletin supersedes all previous editions of the document.

Table of Contents

Introduction

Administration

Campbell University

J. Bradley Creed, PhD, MDiv
President

Michael Adams, PharmD, PhD
Provost and Vice President, Academic Affairs

Hannah Bazemore, MBA
Director of Athletics

Faithe Beam, MDiv
Vice President for Student Life and Christian Mission

Sandra Connolly, MS, CPA
Vice President for Business

Britt Davis, DPA
Vice President for Institutional Advancement

David Mee, EdD
Vice President, Enrollment Management

John Roberson, EdD, MDiv
Executive Vice President

Jerry M. Wallace, EdD
Chancellor

Sherri Yerk-Zwickl, MS
Associate Vice President for Information Technology and CIO

College of Pharmacy & Health Sciences Administration

Jeff Mercer, PharmD, MBA, Dean

C. Scott Asbill, PhD
Associate Dean, Pharmacy and Academic Affairs

W. Mark Moore, PharmD, MBA, MS
Associate Dean, Admissions & Student Affairs

Wesley Rich, PhD, MEd, MA
Associate Dean, Health Sciences

Pam Edwards, EdD, MSN, MPD-BC, FABC, CNE, CENP, Director/Chair, Catherine W. Wood School of Nursing

Laura Gerstner, MHA, MSHS,PA-C
Director/Chair, Department of Physician Assistant Practice

Bradley Myers, PT, DPT, DSc
Director/Chair, Department of Physical Therapy

Charles Carter, PharmD, MBA
Chair, Department of Pharmaceutical & Clinical Sciences

Beth Mills, PharmD, BCACP, CDCES
Chair, Department of Pharmacy Practice

David Tillman, PhD, MEd, MA
Chair, Department of Public Health

Mission Statement

Campbell University

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry.

To fulfill its mission, the University:

- presents a worldview informed by Christian principles and perspectives;
- affirms that truth is revelatory and transcendent as well as empirical and rational, and that all truth finds its unity in Jesus Christ;
- influences development of moral courage, social sensitivity, and ethical responsibility;
- gathers a diverse community of learners;
- delivers academic instruction in the liberal arts and sciences and professional preparation at both undergraduate and graduate levels through traditional, extended campus, and online programs;
- transfers to students the vast body of knowledge and values accumulated over the ages;
- encourages students to think critically and creatively;
- fosters the development of intellectual vitality, physical wellness, and aesthetic sensibility:
- forges a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge;
- provides students with opportunities for servant leadership and community engagement, with an emphasis on underserved communities;
- cooperates with other educational institutions to expand learning opportunities for students;
- offers service and other opportunities to the greater community through athletics, continuing education, and cultural enrichment programming.

College of Pharmacy & Health Sciences

The mission of Campbell University College of Pharmacy & Health Sciences (CPHS) is to educate students in a Christian environment to be health care professionals who will function effectively as a part of an interdisciplinary team of health care providers to meet existing and future health care needs and who will provide leadership to their profession and professional organizations.

History

On January 5, 1887, James Archibald Campbell—a 26-year-old Baptist minister—welcomed 16 students to a small church in Buies Creek, North Carolina, for the first day of classes, thus marking the founding of Buies Creek Academy. From that humble beginning, Buies Creek Academy evolved to become Campbell Junior College (1926), Campbell College (1961), and Campbell University (1979). Throughout these transformations, the institution has remained true to its founding principles to address the most pressing needs of North Carolina and to educate men and women for Christian service and leadership around the world.

The University enjoys an autonomous and voluntary relationship with the Baptist State Convention of North Carolina.

The founding principles still guide Campbell University today. In 2013, Campbell launched the Jerry M. Wallace School of Osteopathic Medicine, North Carolina's first new medical school in over 35 years. In August 2016, the Catherine W. Wood School of Nursing—housed within the College of Pharmacy & Health Sciences—welcomed its first cohort. Simultaneously, Campbell opened its School of Engineering, which was only the second engineering school at a private university in North Carolina. They joined Campbell's other established colleges and schools: the College of Arts & Sciences, the Norman Adrian Wiggins School of Law (1976), the Lundy-Fetterman School of Business (1983), the School of Education & Human Sciences (1985), the College of Pharmacy & Health Sciences (1985), and the Divinity School (1996).

In addition to its main campus in Buies Creek, Campbell University has off-campus instructional sites in Camp Lejeune (Jacksonville), Fort Liberty & Pope (Fayetteville), Raleigh (2009 relocation of the law school), Sampson Correctional Institution (Clinton),

Anson Correctional Institution (Polkton), and a vibrant online presence through Campbell Online.

Today, Campbell University enrolls approximately 7,000 students per year, including more than 5,000 undergraduate and graduate students on its main campus. More than 100 degree programs in the liberal arts, health sciences, fine arts, and professions are offered to them, continuing Campbell's tradition of preparing students for purposeful lives and meaningful service.

Accreditation

Southern Association of Colleges & Schools Commission on Colleges

Campbell University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Associate, Baccalaureate, Masters, Education Specialist, and Doctorate degrees. Contact the Commission on Colleges for questions about the accreditation of Campbell University. The Commission should be contacted only if there is evidence that appears to support the University's significant non-compliance with an accreditation requirement or standard. Normal inquiries about Campbell University, such as admission requirements, financial aid, educational programs, etc., should be addressed directly to the appropriate office of the University and not to the Commission's office.

Commission on Colleges of the Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, GA 30033-4097
Phone: (404) 679-5400
Fax: (404) 679-4558
www.sacscoc.org

Accreditation Council for Pharmacy Education

Campbell University College of Pharmacy & Health Sciences' Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 190 S. LaSalle Street, Suite 3000, Chicago, IL 60603-3446, Phone: 312/664-3575; Fax 866/228-2631, website *www.acpe-accredit.org*.

The College of Pharmacy & Health Sciences is a member of the American Association of Colleges of Pharmacy.

Commission on Accreditation in Physical Therapy Education

The DPT Program at Campbell University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Commission on Accreditation in Physical Therapy Education
3030 Potomac Ave., Suite 100
Alexandria, VA 22305-3085

Email: *accreditation@apta.org*
Website: *http://www.capteonline.org*.

Process for Filing a Complaint with CAPTE
A formal written complaint may be filed with CAPTE in the format provided on the accreditation website at www.capteonline.org. Complaints may not be submitted anonymously. CAPTE will take action only when it believes the program may not be in compliance with:

1. Evaluative Criteria for Accreditation.
2. Statement on academic integrity related to program closure, or Statement on academic integrity in accreditation.

Copies of these documents can be obtained by contacting CAPTE at *accreditation@apta.org*, www.capteonline.org, or phone at (703) 706-3245.

Accreditation Review Commission on Education for the Physician Assistant

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Continued status to the Campbell University Physician Assistant Program sponsored by Campbell University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2034. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

The program's accreditation history can be viewed on the ARC-PA website at *https://www.arc-pa.org/accreditation-history-campbell-university/*.

Accreditation Review Commission on Education for the Physician Assistant
3325 Paddocks Parkway, Suite 345
Suwanee, Georgia 30024
Phone: (770) 476-1224
Fax: (470) 253-8271
Email: *arcpa@arc-pa.org*

North Carolina Board of Nursing

The Catherine W. Wood School of Nursing received Initial Approval Status from the North Carolina Board of Nursing (NCBON) in January 2014. In January of 2023, the program received continuation of full approval.

Commission on Collegiate Nursing Education

The baccalaureate degree program in nursing at Campbell University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, (202) 887-6791.

Council on Education for Public Health

Campbell University's Master of Science in Public Health program is fully accredited by the Council on Education for Public Health: *http://ceph.org/accredited/* applicants/.

General Information

Degrees Awarded

The College of Pharmacy & Health Sciences offers the following degree programs:

- Doctor of Health Sciences
- Doctor of Pharmacy
- Doctor of Physical Therapy
- Master of Physician Assistant Practice
- Master of Science in Clinical Research
- Master of Science in Pharmaceutical Sciences
- Master of Science in Public Health
- Bachelor of Science in Clinical Research
- Bachelor of Science in General Sciences
- Bachelor of Science in Nursing
- Bachelor of Science in Pharmaceutical Sciences

Statements of Compliance

Campbell University does not discriminate on the basis of age, race, color, creed, sex, gender, national or ethnic origin, disability, religion, sexual orientation, gender identity or expression, genetic information, veteran's or military status, or any other characteristic protected by law in the recruitment and admission of students, the recruitment and employment of faculty and staff, or the operation of any of its programs. Student inquiries regarding discrimination, harassment and the University's equal opportunity policies may be directed to the Associate Vice President for Campus Life, nothstine@campbell.edu; faculty and staff inquiries should be directed to the HR Department, P. O. Box 595, Buies Creek, NC 27506 or the Director of Human Resources, telmore@campbell.edu. Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the University. Campbell University has appointed Kellie Nothstine as its Title IX Coordinator, and she may be contacted at nothstine@campell.edu.

Additional information, including the complete text of the discrimination and harassment policy and appropriate complaint procedures, may be found by contacting the Human Resources Department or visiting its website at https://www.campbell.edu/faculty-staff/human-resources/. Questions or comments about sex-based and sexual harassment and misconduct, domestic violence, dating violence, and stalking committed by a student may also be directed to Kellie Nothstine, Associate Vice President for Campus Life and Title IX Coordinator, at (910) 893-2039 or nothstine@campbell.edu. Additional information, including the complete text of the policy and complaint procedure for such misconduct, may be found at https://www.campbell.edu/policies/title-ix/title-ix-policies-and-procedures/.

Employees and applicants of Campbell University will not be subjected to any form of harassment or discrimination for exercising rights protected by, or because of their participation in, an investigation or compliance review related to Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, the Americans with Disabilities Act, Executive Order 11246, Section 503 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Veterans Employment Opportunities Act of 1998, or any other federal or state nondiscrimination law, rule, or regulation. For further information go to: http://www.campbell.edu/about/employment/

Campbell University also maintains affirmative action programs to implement our equal employment opportunity policy. Employees or applicants who wish to review appropriate portions of these affirmative action programs may schedule an appointment to do so by contacting the Director of Human Resources at the Buies Creek campus, during normal business hours.

Rehabilitation Act of 1973

In accordance with Sections 503 and 504 of the Rehabilitation Act of 1973, Campbell University does not discriminate on the basis of handicap in admission or access to, or treatment or employment in, its programs and activities. Inquiries may be directed to the Director of Human Resources, Main Campus, Buies Creek, NC 27506, telmore@campell.edu.

Policies & Procedures

The policies and procedures found in this section apply to all graduate and professional students within the College of Pharmacy & Health Sciences unless otherwise specified.

Graduate and professional students include students enrolled in the following programs:

- Bachelor of Science in Nursing
- Master of Physician Assistant Practice
- Master of Science in Clinical Research
- Master of Science in Pharmaceutical Sciences
- Master of Science in Public Health
- Doctor of Health Sciences
- Doctor of Pharmacy
- Doctor of Physical Therapy

Students should contact their program director should questions or concerns arise. Policies and procedures found in this section include:

- Accommodation
- Anti-Hazing
- Appeals
- Attendance
- Bias Incident Reporting
- Citizenship Status and Experiential Education
- Complaints/Grievances
- Counseling
- Criminal Background Check & Drug Screen
- Dress Code
- Early Alerts
- Environmental Health and Safety
- Family Education Rights and Privacy Act (FERPA)
- Financial Aid
- Grade Reports, Records, and Transcripts
- Health Insurance
- Immunization
- Incident Reporting
- Inclement Weather
- Meal Plan
- Parking
- Professional Liability Insurance
- Professional Policy for Student Meetings
- Refunds
- Safety and Emergency Preparedness
- Sexual Harassment
- Social Media
- Student Health
- Student Services
- Technology Devices
- Tuition & Fees
- Withdrawal & Temporary Separation

Accommodation

Students with documented disabilities who desire modifications or accommodations must contact the Director of Disability Services in the Office of Student Success located in the University's Wallace Center. No accommodations will be made without approval through the University's process. Campbell University does not discriminate on the basis of disability and will provide reasonable accommodation to qualified

individuals with disability, except as provided by law. Student inquiries may be directed to:

Laura Rich, Director of Disability Services
ADA/504 Compliance Officer
Student Counseling Center
265 Main Street
Buies Creek, NC 27506
richl@campbell.edu
(910) 893-7514
(910) 814-5710 (fax)

Anti-Hazing

The potential for hazing typically arises as part of a student's introduction to or initiation in a student organization in which there is often a perceived or real power differential between members of the organization and those newly joining it. No student organization, student or alumnus shall conduct nor condone hazing activities. Permission or approval by a person being hazed is not a defense. Hazing is defined as any action taken or situation created, intentionally, whether on or off fraternity/club premises, to produce mental or physical discomfort, embarrassment, harassment, or ridicule. Such activities may include morally degrading or humiliating games and activities, and any other activities which are not consistent with academic achievement, this Statement, the Campbell University College of Pharmacy & Health Sciences Academic Bulletin, the Campbell University College of Pharmacy & Health Sciences Student Handbook, the University Bulletin of Campbell University, the Student Handbook of Campbell University, or applicable state law. Such activities and situations include, but are not limited to:

- Marching in line
- Wearing apparel that is conspicuous and not normally in good taste, and/or inappropriate for the time of year
- Forced or extreme physical activity
- Line-ups
- Forced periods of silence
- Forced or involuntary spending
- Standing for a length of time
- Personal servitude
- Activities that would not normally construe hazing but because of time, place, or manner make them inappropriate
- Deprivation or interruption of consecutive sleep hours
- Expected or forced consumption of food, drink (including alcohol), or other substance
- Acts of humiliation or degradation (including streaking or wearing degrading or humiliating apparel)
- Restrictions on eating or bathing
- Acts that disrupt academic instruction or learning of others
- Interruption or interference of academic commitments
- Branding
- Paddling in any form
- Compromising sexual situations
- Bullying
- Abandonment

Students should also be aware that hazing is a misdemeanor under North Carolina state law. See North Carolina General Statute § 14 35.

To report a hazing incident, visit http://bit.ly/hazingreport.

Appeals

Assignment Grade Appeal

An assignment is considered a required work product that is formally evaluated and calculated as a portion of the course grade. Examples of an assignment include but are not limited to the following:

- Project
- Quiz
- Exam (e.g., Block exam or OSCE)
- Assignment (e.g., debate paper, PPCP, presentation)

Graduate and professional students wishing to appeal a grade must do so within three (3) business days upon receipt of the assignment grade and will discuss the matter with the course director, who will consult with instructors as necessary. A written description justifying the grade appeal and supporting evidence must be submitted to the course director. Note: If the assignment is a group assignment, all individuals must be in agreement with the grade appeal.

If necessary, the student can continue the appeal of the grade by submitting a written description of the situation and justification for the appeal to the department chair assigned to oversee the course. Appeals of assignments will end with the department chair, whose decision is final.

Final Course Grade Appeal

A final course grade appeal may be considered under the following grounds:

- Mathematical or clerical error
- Evidence of bias

1. When a final course grade is officially verified by the Registrar's Office, the student may file a formal appeal to the course director. The appeal must be sent within three business days of the final course grade notification and include all evidence for the basis of the appeal. The course director will submit a written response to the student within five (5) business days of the receipt of these materials.
2. If the student wishes to appeal the course director's decision, the student has three (3) business days to submit an appeal, including all evidence for the basis of the appeal, to the respective department chair. Upon submission to the department chair, the student will receive notification of a decision no later than seven (7) business days upon receipt of the appeal and evidence.
3. If the student wishes to appeal the department chair's decision, the student has three (3) business days to submit the original appeal and evidence with a written petition, to the appropriate Associate Dean. The petition must contain the specific variance requested that was not met with the course director and department chair and a description of any extenuating circumstances intended to justify granting the variance. The student will receive notification of a decision no later than seven (7) business days upon receipt of the appeal and evidence. The decision of the associate dean is final.

Academic Status Appeals

At the end of each academic term, the Academic Performance and Standards Committee chair reviews the academic performances of all students enrolled in CPHS. The chair notifies each student who does not meet the academic standards as defined by the academic regulations at CPHS. The College's associate dean for academic affairs is also notified.

Each student subject to suspension or dismissal is evaluated by the Academic Performance and Standards Committee in order to determine whether to retain or promote the student in the professional program. The student may appear in person before the committee. The chair of the Academic Performance and Standards Committee notifies students in writing regarding any decision by the committee to require a modified course of study, to suspend enrollment, or to dismiss the student from the College and informs the appropriate associate dean.

Students can appeal any decision made by the Academic Performance and Standards Committee by submitting a written petition to the appropriate associate dean within three days of their receipt of notification. The petition must contain the specific variance requested, a description of any extenuating circumstances intended to justify granting the variance, and a proposed course of study and/or conditions

for consideration should the variance be granted. The decision of the associate dean is final.

Student Involvement Appeal

While on any level of probation or suspension (academically or professionally), students are unable to:

- Pursue or hold a leadership position
- Apply for funding for a conference or education-related purpose
- Represent the university at any outside event (such as attendance at a national or regional conference/ meeting as an organization leader, president, secretary, etc.)

If a student would like to submit a student involvement appeal, the student must submit an appeal letter to the CPHS Associate Dean of Admissions & Student Affairs. The appeal letter should address the rationale for the appeal and describe how this involvement will benefit the student's educational journey. The appeal should describe the concern (i.e. the leadership position, conference attendance, or funding requested) and how this involvement will benefit the student's education. The student should also provide documentation of how the student has improved their academic/professional performance thus far during the semester. The appeal letter must be received within seven business days of the notification communicating the change of academic status. Requests to attend a conference should be made as soon as possible and may or may not be in compliance within the 7-day window due to logistical issues.

Students on probation or suspension may have their appeal letters forwarded to the Academic Performance and Standards Committee for consultation if needed.

Attendance

Registration for Classes

All students must be officially registered for coursework to maintain enrollment, attend classes and experiential rotations, and participate in any curricular and co-curricular activities. All students must be in good financial standing (i.e., no 'holds' on their student accounts) with the Bursar's Office prior to registration for classes each semester.

Attendance

Prior to attending any class, students must be registered and enrolled in the course. Students who cannot register for courses due to account holds must resolve account holds prior to registration. Students who are not registered for courses will not have access to the educational management system (Blackboard) for these respective courses and are not permitted to attend classes.

Per university policy, students are required to attend at least 80% of the hours prescribed for every enrolled course to receive credit for the course. Individual professors have the prerogative of imposing a more restrictive policy consistent with the following exceptions:

- Absences for University-sanctioned activities such as participation in academic, athletic, or other school recognized events (i.e., professional organization meetings, clinical skills competitions, medical mission trips, etc.) may be considered excused pending administrative review. If approved, students will be allowed to make up work if necessary.
- Unusual or unforeseen circumstances such as personal illness, injury, or death in the student's immediate family may be considered excused. Students will be allowed to make up work for excused absences if necessary. Students planning to represent their enrolled academic program(s) in an activity that would result in absences from class(es) should request administrative review by the appropriate associate dean prior to the event. The associate dean will make a determination of participation and send a communication to the respective faculty if approved. It is the responsibility of the student to complete missed assignments and, when possible, furnish advance notification and documentation to the instructor regarding absences.

Absences that fall outside of these categories may be considered unexcused absences. Students with unexcused absences may not be allowed to make up missed coursework resulting from these absences. In each course syllabus, instructors will clearly state the attendance policy. The instructor has authority over grade assignments.

Mission Work

CPHS encourages participation in philanthropic and mission work, especially within healthcare settings. Interprofessional learning opportunities that occur during a mission trip can be invaluable. Often, these mission-based activities require significant time away from courses and coursework. Before enlisting or participating in mission work that will take a student away from academic or clinical time, the student should receive advice from their respective faculty and/or the program director. This is to ensure that the time away from the class is in the student's best interest.

Bias Incident Reporting

Bias Incident Reporting policies and procedures are located in the University Student Handbook found in this link on the Campbell website: https://www.campbell.edu/students/student-handbook/ and may also be found on the University website at https://www.campbell.edu/life/diversity-in-community.

Citizenship Status & Experiential Education

CPHS may accept applications from individuals who are US-born citizens, naturalized citizens, US permanent residents (a.k.a. green card holders), F1 visa holders or other study-authorized nonimmigrant status, or recipients of Deferred Action for Childhood Arrival (DACA) status.

Applicants for CPHS degrees requiring experiential education components (i.e., internships, clinical training clerkships, residencies, etc.), need to understand that clearance for the permission to participate in such experiential training is determined by the training site, not CPHS. Certain training sites have more time-consuming clearance processes, such as the Veterans Administration hospitals and other federal facilities.

CPHS cannot guarantee clearance for the permission to participate in experiential training at a specific site but will work to place students at the necessary sites to complete their educational requirements. Graduation and the associated timeframes may be affected due to any delays that arise in the clearance process for the completion of training requirements.

Complaints/Grievances

General Complaint Procedure

Students have the right to file formal written and signed complaints regarding policies and procedures of the College to the dean's office. Student complaints will be evaluated by appropriate administrators as referred by the dean.

The written grievance should include the following: student name and contact information; the date of the grievance; and a description of the specific grievance.

Students should expect a timely, fair, and comprehensive review of their complaints, including personal discussions with appropriate administrators, and the opportunity to supply supportive documentation or the testimony of fellow students regarding their complaints.

A formal written response to a student complaint will be provided following

review by the dean. The student's original complaint and dean's response will be kept on file for a period of six years from the date of the dean's response and be subject to review by appropriate accreditation agencies.

Formal Grievance Policy for ACPE Concerns

Students with concerns regarding the College of Pharmacy & Health Sciences' capability to achieve the accreditation standards or comply with the Accreditation Council for Pharmacy Education (ACPE) policies may file a grievance with the Office of Admissions & Student Affairs. Formal grievances must be submitted in writing to the associate dean of admissions & student affairs.

The written grievance should include the following: student name and contact information, the date of the grievance, the specific ACPE accreditation standard, policy or procedure that is involved, and a description of the specific grievance.

The grievance will be reviewed by the associate dean of admissions & student affairs and referred to the appropriate administrators for investigation, analysis, and appropriate action. Students should expect a timely, fair, and comprehensive review of their complaints, including personal discussions with appropriate administrators, and the opportunity to supply supportive documentation or the testimony of fellow students regarding their concerns. Students will be notified regarding the outcome of the review and any actions planned or taken.

A record of written grievances regarding the College's adherence to accreditation standards or related policies and procedures, including the original grievance and administration's response, will be maintained in the Office of the Dean for review by appropriate accreditation agencies unless otherwise prohibited by state or federal law.

Appropriate information addressed in such grievances will be utilized in the College of Pharmacy & Health Sciences' assessment, planning, and self-study processes.

The accreditation standards, policies, and procedures for colleges of pharmacy can be found at www.acpe-accredit. org/standards. Students who are not satisfied with the response from the College of Pharmacy & Health Sciences' administration may submit their grievance directly to the ACPE via the following website: www.acpe-accredit.org/students/complaints.asp or by email at csinfo@acpe-accredit.org.

Counseling

Counseling and additional psychosocial support services are offered free to all current graduate and professional students of the College of Pharmacy& Health Sciences through Campbell University's student assistance program, MyGroup. These services can be accessed 24 hours a day, 7 days a week, 365 days a year via the MyGroup website portal (https://www.mygroup.com) and/or mobile app. Current students may obtain the code through the CPHS Student Affairs Office.

Graduate and professional students may also seek on-campus counseling through Behavioral Health in the School of Osteopathic Medicine. Students can schedule an appointment through their website: https://medicine.campbell.edu/behavioral-health/schedule-an-appointment/.

Undergraduate Students

All main campus undergraduate students can receive free confidential counseling through Counseling Services via in-person and virtual consultations, skill-building groups, therapy groups, and individual sessions.

Counseling services offer a Drop-In Group, where any CU student can talk about their experiences and struggles. This is a safe place for students to connect with and be supported by their peers. No appointment is necessary just "drop in." Counseling services is excited to offer "Let's Talk" a casual consultation with a counselor. Students are encouraged to use "Let's Talk" to ask questions, learn about resources, seek advice, and problem-solve. No appointment is necessary.

Should a student choose to make a more formal appointment with a counselor, visit the office located at 233 Leslie Campbell Avenue (brick house beside Memorial Baptist Church and across from Luby Wood Residence Hall) or call (910) 814-5709.

Visit our website or Instagram Campbell Counseling for more information.

Criminal Background Check & Drug Screen

Introduction

Organizations involved in healthcare, research, drug development and delivery are held to high degree of integrity and also have an enormous liability for the products and services they provide. In order to mitigate risk, limit liabilities and protect the safety and well-being of patients and research subjects, criminal background checks (CBCs) and substance abuse screening tests (SASTs) have evolved into required components of the employment and educational processes at most healthcare facilities and research and development organizations for employees and learners.

Additionally, CBCs and SASTs may be required prior to licensure to practice and may be required for currently licensed healthcare professionals as defined by the associated regulatory boards.

CPHS is being required to attest that CBCs and SASTs, plus other requirements (e.g., CPR, HIPAA certification, health insurance, immunizations, etc.) have been completed prior to health professions students (nursing, pharmacy, physical therapy and physician assistant) being allowed to engage in experiential training at the clinical education sites. Also, many sites for the BSCR and BSPS internships have such requirements.

As a result of these risk management movements in the healthcare industry, these required screens have become an important part of the process for matriculation of candidates seeking degrees in the CPHS undergraduate and professional degree programs. If accepted applicants or current students in CPHS programs are not eligible for entry to the appropriate training sites in order to perform the mandatory experiential component(s) as required to complete their degree, then they are not eligible for matriculation at entry and/or progression through their designated program. Individuals in the graduate clinical research, pharmaceutical sciences or public health programs may be subject to CBCs, SASTs or similar aforementioned requirement as a component of any current or future required or elective experiential trainings.

The cost of all CBCs and SASTs are the responsibility of the applicant, accepted student, or currently enrolled student in the Campbell University CPHS program.

Prior to students being permitted to participate in experiential education courses (clerkships, internships, etc.), they must submit to updated CBCs and SASTs. Individuals who:

- do not consent to the required screening (CBC, SAST, etc.)
- refuse to provide information necessary to conduct these screens in required time frame
- provide false or misleading information regarding the CBC and SAST
- attempt to manipulate body fluid samples in the screening process
- do not complete the screening obligation by the required deadlines may lose their status of good standing and will

be referred to the appropriate CPHS committee for actions as related to professional behaviors.

Sanctions may include loss of eligibility to receive university scholarships, to hold leadership positions, to receive CPHS funding for professional meetings, and to participate in experiential education activities. Students are subject to sanction up to and including dismissal from the college in accordance with CHPS policies. Information from the updated CBCs and SASTs are kept as confidential as possible and is retained in a file separate from other educational and academic records. Information will be shared with the CPHS Experiential Education Committee, the Associate Dean for Admissions & Student Affairs and with clinical education sites if there is a need to determine the acceptability of a student to the site.

Additional Considerations

- Admitted students cannot refuse assignments to a particular experiential site because they do not wish to submit to further substance abuse testing or criminal background checks required by the site.
- The designated experiential faculty member will evaluate alternate placement options and feasibility for any CPHS student who is refused admission to a training site or who is asked to leave a site because of information discovered through the screening process for experiential training (CBC, SAST, or other background requirements). However, no guarantee of alternate placement can be made.
- CPHS does not accept responsibility for continually seeking educational training sites that will accept CPHS students previously denied access to any assigned site.
- CPHS does not accept responsibility for any student being ineligible for coursework, training, continued enrollment in the college, or subsequent licensure for any reason, including failure to pass a CBC and/ or SAST, regardless of whether or not the student has participated in a corrective action plan attempting to make them acceptable to experiential education training sites.

Criminal Background Check Policy

CPHS requires CBCs of all nursing, pharmacy, physical therapy, and physician assistant program applicants who earn acceptance into their respective health programs prior to matriculation. The BS in Clinical Research program requires students to have a CBC prior to matriculating into the mandatory senior internship. The BS in Pharmaceutical Sciences program students may be required to have a CBC prior to matriculating into the mandatory senior internship. Currently, applicants and students enrolled in the Doctor of Health Sciences, MS in Clinical Research, MS in Pharmaceutical Sciences, and MS in Public Health degree programs are not required to complete CBCs; however, CPHS graduate students who participate in any experiential training experience, required or elective, may be subject to a CBC as part of the process for entrance to the training site. CBCs, SASTs, and immunization requirements are a component of the matriculation process after offers for admissions have been made.

Accepted applicants to any of the CPHS degree programs will be notified of the background check requirement as part of the application/ interview/ orientation process. In the matriculation process to enter the program, failure to disclose any convictions or pending charges may result in reconsideration of an applicant's admissions status. Current students are required to notify the designated experiential faculty member within three (3) business days of any new relevant criminal convictions or pending charges acquired since enrollment. Those students who fail to disclose new charges or convictions within three (3) business days may result in reconsideration of a student's enrollment status. CPHS will contract with an outside vendor for the performance of the background check, and students will be responsible for the associated costs.

Educational training sites may require CPHS to provide them with a copy of the results of any criminal background check performed on students prior to and for the duration of their placement at the site.

Some clinical training sites may also require a CBC of their own in addition to the CBC completed by CPHS.

Clinical education sites may set their own standards regarding whom they will admit based on the results of the CBC or require further screening. Students must be willing to disclose and release the required personal information and CBC results to participate in clinical education activities.

Students who are not willing to allow the release of the required personal information will not be able to be placed at an affiliated clinical education site and thus cannot meet the requirements to continue their education and fulfill the curriculum requirements for graduation.

Charges and convictions do not automatically prevent an applicant or current student from matriculating into or continuing in a CPHS degree program. Any charges or convictions as described above must be reviewed for potential impact on the individual's eligibility for placement at experiential training sites to perform the necessary clinical activities or internship requirements. Nursing, pharmacy, physical therapy, and physician assistant students will also be required to have a CBC annually or as often as required by experiential sites. In certain cases, the criminal record may prevent the student from being able to meet the requirements for progression through a program or ability to graduate. Any organization that provides an experiential training site for student internships and/ or clinical training experiences has the right to review all CBC results, and ultimately has the right to accept or deny the placement of any CPHS student based upon these results.

Procedure

1. A criminal background check will be completed on: all accepted applicants to the CPHS health professions programs prior to matriculation, all current health professions students annually and/or as required by clinical sites, and any CPHS undergraduate student (BSCR/BSPS) as necessitated for internship placement.
2. Applicants accepted late in the admissions cycle will be given a date for completion of all testing. Failure to complete required testing in the specified time period may result in reconsideration of an applicant's admissions status.
3. Accepted applicants and selected wait-listed applicants will receive a letter from the College with detailed information about these requirements. The letter will explain the contingency that the final decision regarding matriculation will be made after review of the applicant's criminal background check report.
4. Appropriate authorization, with pertinent identifying information necessary to initiate the check, will be received from each accepted applicant prior to initiating a criminal background check. This authorization will inform the accepted applicant that he or she will have access to criminal background check data about himself or herself to ensure the accuracy of the criminal background check report.
5. CPHS contracts with an outside vendor for the performance of the criminal background check. Results are sent directly from the vendor to the designated program representative(s) for review.
6. Recommendations regarding matriculation of an accepted applicant or continuation of a current student whose

criminal background check reveals information of concern will be made by the CPHS Experiential Education Committee.

7. No information derived from a criminal background check will automatically disqualify any accepted applicant from matriculation or prevent progression of a current student.
8. Decisions about matriculation or continuation in a health program will be made only after a careful review of factors including: the nature, circumstances and frequency of any offenses, length of time since the offenses, documented successful rehabilitation if required, the accuracy of the information provided by the applicant in their application materials, and/or compliance with policy related to reporting court dates and their decisions.
9. Information from these reports that is unrelated to decisions about admissions and continued enrollment will be maintained in the Office of the Dean and will not become part of the student's permanent file.
10. Information obtained will only be used in accordance with state and federal laws.
11. Due to the potential impact of clinical placements, enrolled health professions students or those currently granted a deferral or alternate course of study are required to self-report any new charges or convictions to the designated program representative within three (3) business days.
12. For current health professions students, failure to disclose new criminal charges within three (3) business days to the designated experiential faculty member may result in program specific action and/or referral to the appropriate CPHS committee for possible professional behavior violations.
13. Current students must notify their designated experiential faculty member of scheduled court dates no greater than one week prior to the hearing.
14. Current students must notify their designated experiential faculty member of any court decisions and provide official court documents of the case outcome within one week.
15. Students who receive court convictions during their enrollment in CPHS health programs, will be required to obtain updated CBCs as necessitated at their expense.
16. All criminal background data will be maintained in a secure location to assure confidentiality. Routine access to the information will be limited to staff members in the Office of Admissions & Students Affairs, the Associate Dean of Admissions & Student Affairs, and directors/ coordinators of experiential education in each health program.

Substance Abuse Screening Protocol

CPHS requires SASTs of all nursing, pharmacy, physical therapy, and physician assistant program applicants who earn acceptance into their respective health programs prior to matriculation. Current nursing, pharmacy, physical therapy, and physician assistant students will also be required to have a SAST annually or as often as required by experiential sites, in addition to random or just cause SASTs. Students enrolled in the BS in Clinical Research and BS in Pharmaceutical Sciences programs may be required to have a SAST prior to matriculating into the mandatory senior internship and may be required to submit to random or just cause SASTs. Currently, applicants and students enrolled in the MS in Clinical Research, MS in Pharmaceutical Sciences, and MS in Public Health degree programs are not required to complete SASTs; however, CPHS graduate students who participate in any experiential training experience, required or elective, may be subject to a SASTs as part of the process for entrance to the training site.

Accepted applicants to any of the aforementioned CPHS degree programs will be notified of the CBC and SAST protocol requirement as part of the matriculation process. Additional screening tests may be required as determined by CPHS or the experiential training sites. SAST results may be reviewed by the CPHS admissions office, the CPHS Experiential Education Committee, the Student Conduct and Professionalism Committee, the designated experiential education office, and the designated experiential training sites providing student internships and clinical experiences for CPHS programs. It is extremely important to note and understand that the affiliate rotation/internship/clinical/ experiential sites, not CPHS, ultimately have the ability to accept or deny the placement of any student based on the SAST results even after acceptance into the program.

Consumption of alcohol is not permitted during classes, examinations, experiential or co-curricular activities. CPHS reserves the right to require drug or alcohol testing on any currently enrolled CPHS student (BS, MS or doctoral) when based on unusual or erratic behavior or reasonable suspicion exists that a student is under the influence of drugs or alcohol. Examples of reasonable suspicions include but are not limited to a formal or public complaint issued by students, faculty, or staff and/or physical proof. Refusal or failure to submit to screening may result in disciplinary action up to and including dismissal. Students found to have screening tests positive for alcohol, illicit substances, or prescription medications without a valid prescription will have results evaluated by the CPHS Experiential Education Committee with possible referral to the appropriate CPHS professionalism committee for possible disciplinary action up to and including dismissal as warranted by CPHS administration.

Educational training sites may require CPHS to provide them with a copy of the results of any substance abuse tests performed on students prior to and for the duration of their placement at the site. Some clinical training sites may also require a SAST of their own in addition to the SAST completed by CPHS. Clinical education sites reserve the right to set their own standards regarding who they will admit based on the results of the substance abuse screening or require further screening. Students who are not willing to allow the release of the required personal information will not be able to be placed at an affiliated clinical education site and thus cannot meet the requirements to continue their education and fulfill the curriculum requirements for graduation.

A positive drug/alcohol screen may require the student to be evaluated and receive counseling. In this case, the student may be evaluated by a qualified clinician in the Campbell University behavioral health center, or they can opt to be evaluated at a community behavioral health agency/ practice. Should the student opt to use a behavioral health center other than Campbell, the student will be responsible for the cost of the evaluation and the associated therapy. All students will be responsible for ensuring that all necessary documentation is provided to the College regarding attendance at a behavioral health center.

Procedure

1. The currently approved urine SAST will be completed at a designated lab facility with results sent directly to the current Campbell University vendor. SASTS will be performed on all accepted applicants prior to matriculation and on all current health programs' students at least annually.
2. The letter sent by the respective program to each accepted applicant, as well as to selected wait-listed applicants, will include information about these requirements with the contingency that the final decision regarding matriculation being made after institutional review of the accepted applicant's SAST report.

3. Appropriate authorization with pertinent identifying information necessary to initiate the test, will be received from each accepted applicant and current student prior to initiating a SAST.
4. Accepted applicants and current students must have the sample collected at a CPHS approved collection site. CPHS contracts with an outside vendor for the performance of the test.
5. Such tests will be conducted in accordance with the Americans with Disabilities Act and other applicable laws. Results are sent directly from the vendor to the designated CPHS Health Program representative(s) for review.
6. Applicants and current students without any abnormal SAST findings can be approved by the Admissions Office or program representative for matriculation or continuation in their respective program.
7. Applicants and current students with abnormal SAST findings, other than a "negative dilute" must undergo further review by the CPHS Experiential Education Committee.
    a. Applicants/current students with SAST positive results for illegal substances or non-prescribed controlled medications will be referred to the CPHS Experiential Education Committee with the potential for their offer of admission to be rescinded or a ruling for dismissal from their current program, depending on the status of the student.
    b. Applicants/current students with a SAST result of "negative dilute" MUST repeat the SAST at their expense. A second negative dilute result may jeopardize a student's admission or ability to continue studies in the progression of their respective program.
    c. The CPHS Experiential Education Committee reserves the right to refer students with positive SAST results for mandatory drug rehabilitation or psychological evaluation for progression in a health program.
    d. Although we acknowledge that marijuana use is legal in several states, marijuana is a Schedule I drug, and it is currently considered ILLEGAL by the federal government and by the state of North Carolina; therefore, applicants/current students will be held to this standard. The possession and/ or consumption of marijuana may jeopardize an applicant's/ student's ability to matriculate and progress through the CPHS degree programs.

Dress Code

Proper professional attire signals to patients and other health professionals a student's self-confidence, knowledge level, and willingness to participate in responsible decision-making processes. The short-length white lab coat is required for many healthcare professionals in training.

Business casual attire is appropriate for classroom and examination sessions. Business casual attire includes collared shirts (with a tie in the PA program) and khaki or dress slacks, knee-length skirts, or dress slacks with tailored blouses (DPT-no bare shoulders*). Closed-toe shoes are required for all clinical experiences.

The following dress and accessories are unacceptable in the clinic and classroom: hats, caps, t-shirts, blue jeans, shorts, mini-skirts, visible cleavage, sweatpants, athletic attire, tank tops, bare midriffs, skintight clothing, flip flops, visible tattoos or any body piercing (other than earrings). Special jeans days may be granted through the appropriate program supervisor.

For laboratory training, the dress code is listed below for individual programs. It is understood that laboratory experiences may include time in the classroom; therefore, the proper attire for classroom instruction on laboratory days is at the discretion of the professor. For clinical/ experiential training, the dress code will be dictated by company policy.

*DPT program students are to wear appropriate laboratory clothing under scrubs (solid color) on laboratory session days. In the following circumstances, students are to abide by the dress code above (non-laboratory days, outside classroom activity, practical exams, and OSCE).

For experiential training, students are expected to abide by the dress code set forth by the clinical practice site or site hosting the experience. Questions about a site's dress code policy should be discussed with the program's experiential director/ coordinator and/or the preceptor/mentor.

Doctor of Physical Therapy Laboratory Dress Code

Students are expected to wear scrubs (solid color – blue, black, or grey) for all laboratory experiences. Physical therapy laboratory learning activities require access to various body regions for clinical assessment and intervention skills. Therefore, wearing shorts, t-shirts, and sports bras (or similar attire) under scrubs is appropriate. The following items are never appropriate in any setting:

- Clothing that exposes breasts
- Pants below hips that expose undergarments
- Any clothing that allows for viewing of undergarments while performing job duties or classroom activities
- Clothing that is ripped, torn, or visibly tattered.

Master of Physician Assistant Practice Laboratory Dress Code

Clean scrubs are recommended for laboratory sessions. A short white lab coat and name tag are required for all clinical encounters; long hair must be pulled back. Nose, lip, and eyebrow piercings are not permitted in clinical settings.

Catherine W. Wood School of Nursing Clinical Experience Dress Code

While involved in clinical experiences (agency, skill, or simulation lab), students must adhere to the following guidelines:

- The Catherine W. Wood School of Nursing uniform is to be worn for any clinical activity.
- Students may be required to change into hospital scrubs upon arrival to the clinical setting. In this event, the nursing uniform is worn to and from the agency.
- Shoes must be low heeled and black. For safety, footwear must be non-canvas with an enclosed toe and heel. The shoes can be any style in black (professional or athletic) and should be worn exclusively in the clinical setting.
- The appropriate picture ID is to be visible at all times.
- Hair must be clean and groomed. Well maintained facial hair is the expectation. Longer hair must be off the face and pulled back into a ponytail.
- Nails must be short and clean to prevent injury to patients. Artificial nails are not allowed.
- Students must adhere to the prevailing clinical facility policies regarding jewelry. In general, a watch, flat wedding band, and single stud earrings are appropriate. Visible body piercing including tongue stud/ring, clear nasal stud, or brow jewelry is to be removed prior to patient care and not worn while in uniform. It is not acceptable to cover these areas with flesh-colored materials.
- Gum or tobacco products are not allowed in any professional care setting.
- Fragrances (i.e. perfume, cologne, scented lotions, etc.) are not permitted.

Early Alerts

CPHS values student support and attempts to prioritize resources to maintain student success throughout a course. Faculty and staff members utilize the CU Succeed early alert system to submit concerns over students' academics and wellness, giving students access to resources that promote successfulness. Alerts submitted may include but are not limited to class attendance, tardiness, low test grades, referrals to tutoring, and more. Additional concerns can be brought to the CPHS Student Affairs office.

Environmental Health & Safety

The College of Pharmacy & Health Sciences has the Environmental Health and Safety Committee that is responsible for updating and maintaining the laboratory safety manual to include policy & procedure, safety, training, storage, and disposal of hazardous chemicals. The Lab Safety Manual can be accessed in each program manager's office. Emergency contact numbers are posted in the administrative offices throughout the College. Training is supplied and recorded (kept in a secure file cabinet in the program directors' offices) for all faculty, students, and staff who participate in scholarship activities involving hazardous chemicals in laboratories.

Family Education Rights and Privacy Act (FERPA)

FERPA information is found on the Campbell website at https://www.campbell.edu/registrar/family-education-rights-and-privacy-act-ferpa/. In a distance learning environment, FERPA, a federal privacy law, continues to remain in effect, and students need to understand their role in supporting the privacy of fellow students. As a course incorporates remote interactions, be cognizant that shared pictures, written assignments, audio, videos, emails, blog posts, discussion boards, etc., remain part of the content of the course, just as they would if they were shared in the face-to-face classroom setting, and the expectation is that each member of the class treats those materials with care and does not reshare or post beyond the course.

Accordingly, any student accessing class or other educational materials on Blackboard or any other electronic media:

1. Acknowledges the faculty members' intellectual property rights and that distribution of the materials outside the course participants violates the copyright policy; and
2. Recognizes the privacy rights of fellow students who speak or appear on video in class; and
3. Accepts that recording, distributing, posting, or uploading materials to students or any other third party not authorized to receive them or to those outside the classroom is an Honor Code violation; and
4. Agrees that the materials are to be accessed and used only as directed by the faculty member(s) teaching the course.

Financial Aid

Financial aid eligibility and status depend on the program of study and the number of credit hours enrolled. For more information regarding financial aid, full-time and part-time status, please contact the Campbell University Financial Aid Office.

Grade Reports, Records & Transcripts

A report of grades attained by a student in the CPHS will be available through the University's Student Planner system at the end of each semester. Each student's official records in CPHS will be maintained securely in the Office of the Registrar. The Family Educational Rights and Privacy Act (PL93-380) will govern the release of information for this record which contains the transcript from Campbell University, transcripts, and transcript evaluations from other educational agencies attended by the student, secondary school transcripts, scholastic aptitude, GRE, and other standardized test scores. The application for admission, general correspondence with the student, and, if applicable, letters concerning misconduct or disciplinary actions at Campbell University are maintained by the Office of Admissions & Student Affairs within the university archival system. The transcript and contents of the permanent record may be examined by the student upon appointment with the Registrar, or the Associate Dean for Admissions and Student Affairs.

Repeat Courses

For repeat courses, only the last attempt affects the final grade point average. Previous hours attempted, previous hours passed, and previous quality points will not be considered, although they will remain on the permanent record. All grades from all attempts are recorded and remain on the transcript permanently.

Health Insurance

All CPHS health professions students are required to be actively covered by a health insurance plan. Health insurance is required by federal mandate and is enumerated as a specific requirement in the contractual agreements with our clinical experiential training sites. Any medical costs incurred by students because of injury, exposure to infectious diseases or materials while in training, are the responsibility of the student and their health insurance carrier. International students are required to participate in the Campbell University insurance policy and will be automatically enrolled. Domestic students with existing health insurance coverage, may opt out of the University provided plan. To opt-out, domestic students must complete a waiver and provide proof of health insurance coverage. Failure to execute the waiver process will result in a non-refundable charge for insurance. No waivers will be accepted beyond the August 31st deadline. More information regarding the waiver process may be found at https://www.campbell.edu/bursars-office/tuition-fees/student-health-insurance/waive/. Students may also be required to upload supporting documentation verifying active health insurance coverage into the electronic management systems utilized by their respective program to track all experiential training requirements. Events covered under the Accidental Insurance Policy are covered in a future section.

Immunization

North Carolina state law requires individuals attending a college/university to have received certain immunizations. In addition, immunizations beyond those required by the state are often required by clinical training affiliates that provide sites for experiential education. Per the Campbell University Academic Vaccination Policy (https://cufind.campbell.edu/academic_policies/1/), students currently enrolled, or seeking to enroll in degree programs in the university requiring clinical or other experiential education components provided by external (non-university) partners must provide proof of being fully vaccinated in accordance with the requirements generally outlined by the specific program or have an approved exemption on file within the timeframe set by the university. While an exemption may be approved by the university, it does not guarantee that the exemption will be accepted by the clinical or other educational site.

During introductory and advanced practice experiences and clinical rotations, health professions students will be involved in direct patient care and incur risks of potential exposure to infectious patients and materials.

All students must provide a completed medical history form and/or proof of immunization as directed by their respective program. Students are responsible for maintaining the necessary immunizations; this requirement is mandated by CPHS to ensure eligibility for learners to complete all required supervised clinical practice experiences. Prior to registration, students must provide proof of the immunizations/immunity requirements of their respective program.

Failure to adhere to the vaccination requirements and associated timelines may prevent the student from participation in clinical experiences. Programs cannot guarantee that alternate sites will be available to meet course objectives for students who are not fully immunized. Thus, the potential for delayed graduation or inability to complete the CPHS program must be recognized by the student.

Requirements

- Students should contact their respective program for a list of program-specific required immunizations and any questions regarding immunization requirements.
- COVID-19: All health professions students are expected to be fully vaccinated, as mentioned in the Academic Vaccination Policy and related information above. A waiver process is available. While an exemption may be approved by the university, it does not guarantee that the exemption will be accepted by the clinical or other educational sites. CPHS cannot guarantee placement at a site if the student cannot show proof of immunization.

Standard Precautions

The Centers for Disease Control & Prevention's Basics of Infection Control outline precautions to prevent the spread of infections in healthcare settings. Students in CPHS should familiarize themselves with the Standard Precautions for All Patient Care and Transmission-Based Standards. https://www.cdc.gov/infectioncontrol/basics/index.html

Students should also refer to their program-specific policies on infection control.

OSHA Bloodborne Pathogens Training

CPHS requires that all students who have contact with patients complete online modules regarding OSHA Bloodborne Pathogens (BBP). Copies of student training records will be kept in the office of each respective professional program.

Physician Assistant Students Only - Tuberculosis Training

Physician assistant students will receive training for preventing the transmission of tuberculosis (TB) annually. All students with the potential for TB exposure may be fit tested for National Institute of Occupational Safety and Health (NIOSH) certified personal respirator protective devices, as required by clinical sites. These devices are considered personal protective equipment.

Personal Illness

Students presenting signs or symptoms of a communicable disease or illness have a duty not to spread illness to others. Students should consult the Student Health Center (910) 893-1562), their preceptor, clinical supervisor, or the infection control office at the clinical site about the advisability of working with patients and when it is safe to return to patient care.

Incident Reporting

Body Fluid and Needle Stick Policy and Procedure

Incidents involving needle sticks and exposure to body fluids or potential bloodborne pathogens require immediate action to protect students' health and safety. If a student sustains a needle stick or is exposed to infectious materials they should:

1. Immediately wash the exposure site thoroughly with soap and water (or water only for mucous membranes).
   - Wash needle stick and cuts with soap and water.
   - Flush the nose, mouth, or skin with water.
   - Irrigate eyes with clean water, saline or sterile irrigants.
2. Notify the preceptor or clinical supervisor at the rotation site for assistance.
   - For pharmacy students the preceptor should notify the Office of Professional Experiential Education by phone, (800) 760-9697, or email (Shawn Carrillo, ext. 1709/ email: scarrillo@campbell.edu or Dr. Tina Thornhill, ext. 1402/email: thornhillt@campbell.edu) as soon as reasonably possible to begin the process of filing an incident report. For physician assistant students the preceptor should notify April Pope by phone, (910) 814-4929 or email, popea@campbell.edu, or the PA department's office, (910) 893-1788, as soon as reasonably possible to begin the process of filing an incident report.
3. Seek immediate care for necessary lab work and post-exposure prophylaxis
   - If the rotation site has an existing exposure policy, the student should comply with the site's policy.
   - If the rotation site is not able to assist the student, the student should seek care at the nearest available facility to provide appropriate care (initial lab work for HIV, HBV, HCV and risk assessment to determine the need for chemoprophylaxis, etc.) or students may be seen at Campbell University's Student Health Center.
4. The preceptor or appropriate institutional representative should obtain consent from the source patient for appropriate laboratory testing (i.e., HIV, HBV, and HCV status).
   - Students should receive postexposure prophylaxis within hours of the exposure rather than days, per CDC recommendations, if the status of the source patient is deemed high risk or if there is uncertainty of the source patient's status.
5. Some clinical sites will provide postexposure care to students at no charge. When this is not the case, needle sticks and other exposure are covered under the Campbell University Student Accident Insurance Policy. Accidental infectious exposure must be reported as directed in this policy:

A-G Administrators LLC. Sports Insurance Specialists
PO Box 21013
Eagan, MN 55121
Ph: (610) 933-0800
Fx: (610) 933-4122
claims@agadm.com

When presenting to a clinic for post-exposure care, the student may provide the above policy information and student ID card. However, the site may or may not accept direct payment through this plan. Students may have to pay out of pocket at the time of service. However, reimbursement for services up to $5,000 per incident can be filed via the Student Health Center. Students will need:

- To provide an itemized statement complete with diagnosis and procedure codes.
- Complete a claim form either in person or call Student Health Services at (910) 893-1560. The staff will be glad to help you fill out the form by email correspondence.

- Student Health Services personnel will provide further instruction on how to complete and file your claim.
- If requested, mail documents to: Campbell University Student Health Service, PO Box 565, Buies Creek, NC 27506
- Students may opt to use their personal health insurance to cover the cost of post-exposure care in lieu of using the Campbell University Student Accident Insurance Policy.
- Although, the preceptor or clinical supervisor may have contacted CPHS as indicated above, the student must also contact the Office of Experiential Education or the Physician Assistant Department Office as soon as reasonably possible but within a minimum of 72 hours of the exposure to finalize the incident report.

The incident report shall contain:

- The date and time of exposure.
- Clinical site, location and unit information.
- Details of how the exposure occurred.
- Details of the type and severity of the exposure.
- Details about the source patient (i.e., post-exposure management, previous vaccinations, current HIV, HBV, HCV status).
- The Office of Experiential Education or the Physician Assistant Department Office will provide a copy of the incident report to Student Health Services. This will alert the Student Health Services in the event that an accident insurance claim needs to be filed.
- In the event that an incident report was filed at the rotation site, a copy of this must be sent to the Office of Experiential Education or the Physician Assistant Department Office to be maintained in the student's file.
- In the event of exposure, the National Clinician's Post Exposure Prophylaxis Hotline is available by phone, (888) 448-4911, 24 hours per day, seven days per week, to provide guidance in managing exposures.

Inclement Weather

During periods of inclement weather, classes at CPHS will meet according to the decisions made by the University. Students may monitor decisions made through the University's inclement weather website, www.campbell.edu/weather.

Students are encouraged to use their own good judgment relative to safety in traveling to campus. Should classes meet and students who commute are unable to travel safely to the campus, they will not be penalized and will be able to make up missed work.

Meal Plan

Campbell University Dining Services offers a variety of meal plan options that includes dining locations across campus. Visit campbell.campusdish.com for detailed meal plan information.

Parking

Students parking on campus are required to obtain a parking decal. Registration information, parking maps, and parking regulations are available at: https://www.campbell.edu/campus-safety/parking/vehicle-bicycle-registration/.

Professional Liability Insurance

Campbell University maintains student liability insurance for all students during their clinical experiences and internships required as part of their curriculum of study. This coverage is valid only during assigned clinical activities. All students and faculty members of the College while participating in a clinical experience and/or internship as part of their curriculum of study are covered by a malpractice liability insurance policy in accordance with contractual agreements with training sites.

Professionalism Policy for Student Meetings

Students are highly encouraged to utilize resources of CPHS programs to enhance their educational journey. In the process of meeting with CPHS faculty and staff members, students should always ask permission prior to recording any meeting or conversation. Recording without expressed written permission from the other party is considered unprofessional behavior. Therefore, students are prohibited from recording (in audio or video format) any meeting/conversation with a faculty or staff member during any CPHS or university committee meetings or proceedings, including those held via phone or videoconference.

Academic performance and student conduct committees (APSC) and student conduct and professionalism committee (SCPS) meetings are closed to all individuals except those immediately concerned in the case. APSC and SCPC committee meetings are not considered legal hearings, therefore neither attorneys nor other representatives (e.g., healthcare providers) are allowed to attend. All persons present at the proceedings shall be bound to disclose no more than the Committee does in its official report on the case. As noted above, students are prohibited from recording any conversation/meetings without expressed written permission from the other party.

Refunds

An admissions deposit is required of each accepted applicant. These deposits are non-refundable.

In the event of a student's program withdrawal from the university for a particular enrollment period, refunds/ repayments are calculated according to the Higher Education Act and its subsequent modifications.

Campbell University will comply fully with federal regulations as required. This method will be used to determine refunds/ repayments for Title IV aid as well as state and institutional aid. This includes students who do not follow the university's policy for official withdrawal. For more information on CPHS withdrawals, see the Withdrawal section in the CPHS Academic Bulletin.

To withdraw officially from the University during a semester, a student is required to complete an official Withdrawal Form, which can be acquired from the Office of Admissions & Student Affairs. The Withdrawal Form must be completed with proper signatures obtained, and turned into the Registrar's Office for placement in the student's permanent file. Failure to withdraw properly will result in a nonprorated reassessment of charges to the student account.

Upon completion of the Withdrawal Form, the Registrar's Office updates class registration as a withdrawal from the University denoting the —Withdrawal Effective Date provided on the form. The Business Office verifies all classes have been updated accordingly and reassesses student tuition and fee charges. Housing and meal plan assignments are reviewed to ensure their correct reassessment.

Drop Period:

- Days 1-5 of the drop period: 100% tuition refund
- Day 6 until the last day of drop period: No tuition refund

Financial Aid Disbursed to Student Account:

- Financial aid will be disbursed to student account the first day of class.

Financial Aid Refund:

- Financial aid refunds will be refunded on or after day 6 of the drop period.
- If day 6 is a weekend or holiday, the Business Office will refund the next banking/ business day.
- Contingent on banking regulation and individual banking processes, students

will receive refunds in their bank account within 3 business days from the date of refund.

The Business Office is responsible for the reassessment of student account charges; however, it is the responsibility of the Financial Aid Office to ensure financial aid awards have been evaluated and reassessed accordingly.

The Business Office reserves the right to hold refund of credit balances until the Financial Aid Office has evaluated and approved the release of funds awarded to students who withdraw from the University.

Reimbursement Policy

While on any level of probation or suspension, students are unable to receive any reimbursement monies from any funders in the College of Pharmacy & Health Sciences. The student's academic status will be confirmed upon any request for such funds.

Safety & Emergency Preparedness

In case of emergency, students and faculty may contact security services at ext. 1911 (on campus) and 911 (off campus). A TDD line is available at (910) 893-1912. The campus safety department can be reached on campus at ext. 1375 and off campus at (910) 893-1375. Phones on campus can be used to reach security in an emergency.

More information related to campus safety tips, planning, sign up for alerts, and crime statistics can be reached at: https://www.campbell.edu/campus-safety/. Campbell University has an emergency preparedness plan that involves notifications sent through text message, email, campus signage, and postings on the University website and social media outlets. Visit https://www.campbell.edu/ campus-safety/emergency-preparedness to register for campus alerts.

Sexual Harassment Title IX Policies & Procedures

The Title IX policies and procedures are found in this link on the Campbell website: www.campbell.edu/policies/titleix/title-ix-policies-and-procedures/.

Social Media Policy

CPHS recognizes that online blogs, email lists, and social network sites may include (but are not limited to) Facebook, Twitter, Instagram, Snapchat, Pinterest, LinkedIn (hereafter collectively referred to as social media) and are increasingly popular tools for communication and social interaction. CPHS does not actively monitor the online activities of the student body; however, it does address issues related to unprofessional behavior brought to the attention of the Office of Student Affairs.

A CPHS student must understand that by identifying oneself publicly through social media, they are creating perceptions about CPHS, clinical/experiential sites, and/or their chosen health profession; therefore, students must assure that all social media content is consistent with the values and professional standards of Campbell University, CPHS, and their profession. Individuals should make every effort to present themselves in a mature, responsible, and professional manner.

Discourse should be civil and respectful while taking care to avoid displays of vulgar, disrespectful, unflattering, or inflammatory language or photographs that reflect poorly on the student, program, or college.

Please be aware that no privatization measure is perfect and that undesignated persons may still gain access to your networking site. All future employers may review these network sites when considering potential candidates for employment. Although posted information can be removed from the original social networking site, exported information cannot be recovered. Any digital exposure can "live on" beyond its removal from the original website and continue to circulate in other venues; consequently, one should think carefully before posting any information on a website or application.

Unprofessional behavior towards patients, other healthcare professionals, preceptors, faculty, staff, peers, or the public is a significant consideration in the evaluation and academic promotion of CPHS students. Students who use social media must be aware that posting certain information is proprietary and illegal. Violations of existing statutes and administrative regulations may result in criminal and civil liability, including fines and imprisonment. Offenders may also be subject to adverse academic actions up to and including dismissal as outlined and detailed in the Academic Bulletin (Honor Code: Articles 2.5, Non-Academic Matters). Any conduct which evidences a lack of knowledge or ability to apply professional principles or skills, constitutes unprofessional conduct in violation of professional standards (Honor Code: Article 9 Student Prohibited actions that will be interpreted as unprofessional conduct and in violation of the CPHS Professional Behavior Standards as described in the Academic Bulletin and may also constitute a violation of the University's academic and nonacademic misconduct codes include, but are not limited to the following:

- You may not share the personal health information of other individuals. Removal of an individual's name does not alone constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, the type of treatment or the use of a highly specific medical photograph (such as a before/after photograph of a patient having surgery or a photograph of a patient from a medical outreach trip) may still allow the reader to recognize the identity of a specific individual.
- You may not report private (protected) academic information of another student or trainee. Such information might include, but is not limited to: course grades, narrative evaluations, examination scores, or adverse academic actions.
- You may not represent yourself as an official representative or spokesperson for Campbell University or the College of Pharmacy & Health Sciences.
- You may not represent yourself as another person, real or fictitious, or otherwise attempt to obscure your identity as a means to circumvent any prohibitions listed in the Academic Bulletin.
- You may not knowingly distribute false evidence, statements, or charges against another student or faculty/ staff member.
- You may not distribute negative comments against another student, faculty/ staff member, preceptor, or affiliated training site.
- You may not contribute to or engage in any activity which disrupts or obstructs the teaching, research or extension programs of CPHS or Campbell University, either on the campus or at affiliated training sites.
- You may not threaten or engage in acts of physical violence to CPHS administration, faculty, staff, or students.
- You may not harass, in any form, CPHS administration, faculty, staff, or students.
- You may not violate the confidentiality of a CPHS committee.
- Retaliation in any form is prohibited.
- You may not utilize websites and/or applications in a manner that interferes with your work commitments.
- You may not present any photograph(s) that may reasonably be interpreted

as condoning the irresponsible use of alcohol, substance abuse, or sexual promiscuity.

In addition to the examples of the absolute prohibitions outlined above, the following actions (and similar) are strongly discouraged as these are considered unprofessional and reflect poorly on the individual, the healthcare profession, the College of Pharmacy & Health Sciences and Campbell University.

- Displays of vulgar language.
- Displays of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity, or sexual orientation.
- Posting of potentially inflammatory or unflattering material on another individual's website

The following actions are considered best practices and are strongly encouraged:

- Bringing content that could harm a patient's privacy, rights, or welfare to the attention of the appropriate authorities.
- Notifying CPHS faculty or staff of any violation of noted absolute prohibitions and unprofessional behavior that could negatively impact CPHS.
- Using privacy settings to limit unknown or unwanted access to your profile or application.
- Regularly checking your privacy settings to optimize privacy and security.
- Minimizing personal information on all social media profiles. Excluding addresses, phone numbers, social security numbers, PID numbers, passport numbers, driver's license numbers, birth dates, or any other information that could be used to obtain personal records.
- Using a personal email address (not a campbell.edu address) as the primary means of identification, if choosing to list an email address on a social networking site.
- Discourse should always be civil and respectful.
- Presenting yourself in a mature, responsible, and professional manner.

Violations of the CPHS Social Media Policy are subject to referral to the CPHS Student Affairs Office and/or the CPHS Student Conduct & Professionalism Committee.

This policy was adapted and modified from The University of Louisiana at Monroe, College of Pharmacy, Social Media Policy, Student Handbook, 2013-2014; from The University of Florida's College of Pharmacy Social Media Policy, 2017; and from the National Student Nurses' Association, Inc. Recommendations for Social Media Usage and Maintaining Privacy, Confidentiality and Professionalism.

Student Health

Students may utilize the Student Health Center for preventive services and personal health concerns. For patient privacy and confidentiality, students must not be treated by CPHS faculty in the student's program who may occasionally cover the clinic. The students should identify themselves as a CPHS student when checking into the clinic so that they may be scheduled with an appropriate provider. More information about health services offered is available at www.campbell.edu/health-center/.

Student Services

CPHS Office of Admissions & Student Affairs offers various student services and student involvement opportunities available to all graduate and professional CPHS students. Services and involvement including student organization participation, community service opportunities, academic support consultations, career services, and peer tutoring services. One-on-one appointments and group workshops are available for both academic support needs (time management, study skills, test-taking, stress management, etc.) and career services needs (job searching, resume review, cover letter review, etc.).

Peer tutoring services are available in each CPHS program to graduate and professional students. Students may request a tutor throughout the semester and sign up based upon their schedule.

Any questions regarding graduate and professional student services should be directed to the CPHS Student Affairs team in the main office at (910) 893-1690.

Technology Devices (computers/tablets)

Students may opt-in to receive or opt-out to decline a laptop computer. By opting-in and accepting this program-issued device, the student agrees to the following:

- The student will maintain the device in good working condition throughout the entirety of the respective CPHS program.
- The student will do due diligence to protect the device against instances of loss, theft, and/or damage.
- The student will uphold the terms and conditions of the required software.
- The student agrees not to use the device and any software for commercial purposes.
- The student ultimately agrees to follow all University rules and policies which govern computer usage.

Technology devices distributed to the students by the program are considered program property until graduation from the College of Pharmacy & Health Sciences (CPHS). In the event a student leaves the program prior to graduation, programissued devices along with any additional issued equipment, are to be returned prior to exit from the University. Technology devices distributed by the program are to be used for program-related needs (in-class lectures, out-of-class assignments, clinical rotations, etc.) and required software platforms (Blackboard, ExamSoft, etc.). CPHS is aware social network sites are in high demand for active communication and social interaction. These sites can contain viruses so make sure to protect devices, as instructed by Campbell University IT Services.

In General:

- Students are responsible for all actions stemming from their activities on the program-issued device.
- Students are responsible for needed maintenance and updates of the hardware and software on their program-issued device.
- Students should maintain updated virus protection.
- Students are to contact Campbell University IT Services Helpdesk (x1208) (helpdesk@campbell.edu), with any program-issued device needs and/or concerns (i.e., software issues, hardware issues, broken parts, etc.).

Program-issued devices are not the sole property of the student until the student has graduated CPHS. Therefore, devices are not to be given away or sold until they are no longer considered the property of CPHS. Violation of this agreement/policy is considered to be a professionalism issue and may result in referral to the student conduct and professionalism committee for possible probation or dismissal.

Campbell University will carry a warranty on the program-issued technology device. This warranty coverage may vary from yearto-year, as well as the provisions included within it. Detailed information regarding warranties will be provided, along with the issue of technology devices, at first-year orientation. Students should consult the Campbell University IT Services Helpdesk for ALL warranty issues. However, in the event the technology Pagdevice is lost, stolen, or damaged beyond repair, the student will be responsible for repairing the

device or replacing it with a similar product in order to meet the in-class and testing needs of the program. Also, batteries are considered consumables and may not be covered under warranty.

Tuition & Fees

The university sets tuition and fees annually. This information is communicated through the university bursar's webpage (https://www.campbell.edu/bursars-office/tuition-fees/) and via email to current students. Tuition and fees for the upcoming academic year are estimated and are subject to change. Any new tuition and fees will become effective at the beginning of the academic year for the program. Tuition payment will be due the first week of classes. Graduating students are responsible for the purchase of their regalia.

To become and remain eligible for enrollment, health science students must meet the screening requirements to be cleared for their experiential education offered at affiliated training sites. These requirements include verifications and screens provided by third-party vendors, who set the prices for their services. Students must remain current with all required immunizations, criminal background check screens, and substance abuse screening tests for the duration of the program of study and are responsible for the associated costs. Students are required to possess and maintain health insurance throughout their respective program. International students are required to purchase health insurance program offered by the university. Relevant information related to these processes is communicated on the CPHS website, through email and during orientation. Applicants to the health science programs are responsible for fees associated with the admissions and matriculation process. Application/supplemental application fees, international transcript verification fees, standardized testing fees, criminal background checks fees, substance abuse screening fees, fees for required immunizations are fees that are the responsibility of the applicant. CPHS utilizes policies, procedures, processes and systems that protect the privacy of all studprocesses.mation (i.e., personal, financial, educational, etc.). All students must have a social security number prior to matriculation, and there is no fee associated with the process.

Withdrawal & Temporary Separation

Withdrawal and/or temporary separation from the College of Pharmacy & Health Sciences should only be considered after a careful and thorough evaluation of the academic, financial, and personal impacts arising from such action.

Prior to requesting an official withdrawal from the University during a semester, a student should discuss options with their academic advisor and/or program director.

To officially withdraw from CPHS during a semester, a student must complete the CPHS Withdrawal Form (available on the CPHS Withdrawal website: https://cphs.campbell.edu/student-experience/graduate-student-affairs/withdrawal-information/).

The Director of Student Affairs will process the withdrawal, and a copy of the appropriate documentation will be placed in the student's permanent file with appropriate administrative offices/ personnel notified. This form, once completed, will be distributed to the following offices: Registrar, Financial Aid, Bursar, Accounting, Veteran's Affairs, and International Admissions so that a student's record may be closed out in all these areas.

Upon completion of the CPHS Withdrawal Form, the Bursar's Office updates class registration as a withdrawal from the University denoting the Withdrawal Effective Date provided on the form. The Business Office verifies that all classes have been updated accordingly and reassesses student tuition and fee charges.

Failure to withdraw properly will result in full charges and failing grades. Students will be responsible for all grants, scholarships, loans, and federal monies applied toward their tuition and general fees. Students receiving veterans' benefits must report to the Director of Veterans Affairs within thirty days of withdrawing from Campbell University.

All graduate and professional programs at CPHS will have program-specific published dates for a deadline to withdraw from school published in the academic calendar.

Withdrawal from CPHS prior to or on the designated withdrawal date will result in a student receiving grades of W for all classes.

Withdrawal after the designated withdrawal date will result in a grade determined by the materials completed, usually resulting in a grade of F.

Temporary Separation

A temporary separation from the university is first initiated through the CPHS Withdrawal form at the end of a semester when grades are finalized and the student is not enrolled in classes. If a student decides to take a temporary separation, the student will complete the form and indicate a date of return to a program. Any student taking a temporary separation will need to consider the timeline requirement for their degree; therefore, they must return to complete the degree within the required timeframe. Students should refer to the "matriculation" section of their respective program. If the temporary separation does not allow for this, the students must reapply to the program.

Medical Withdrawal

When a student withdraws at any time in cases of documented medical issues, even after the published last date to withdraw, the grade will be entered as a W.

Any student requesting a Medical Withdrawal will be required to provide documentation from a medical professional (in addition to the official CPHS Withdrawal Form). After the request for Medical Withdrawal and associated documentation are reviewed, the approved requests will be executed and the student will be withdrawn from all courses and assigned a grade of W.

Return from Withdrawal

Students intending to return from a withdrawal or temporary separation must complete the Return from Withdrawal form, located on the website: https://cphs.campbell.edu/student-experience/graduate-student-affairs/withdrawal-information/. The request will be reviewed by the CPHS Student Affairs office.

In order to be eligible for re-instatement and enrollment after a medical withdrawal has been granted, a student must provide documentation from a medical provider that he/she is medically cleared to return to the academic rigors of the graduate/professional program. Additionally, the appropriate committee must evaluate any student, who was on probation or suspension due to performance at the time of withdrawal (i.e., academic probation or suspension is evaluated by the APSC). These evaluations are intended to provide a framework to assist the individual for a successful return to the program of study.

Involuntary Withdrawal

A student will be subject to involuntary withdrawal from the University if it is determined that the student is:

1. Engaging or threatening to engage in behavior which poses a danger of causing physical harm to him/herself or others.
2. Engaging or threatening to engage in behavior which would cause significant property damage or impede the lawful activities of others.
3. Engaging or threatening to engage in behavior that would damage the reputation

of the University or when the reputation of its members is at stake. Complete information can be found in the Campbell University Student Handbook.

Campbell University Behavioral Intervention Team (CUBIT)

To ensure the safety and continued success of our student body, the Campbell University Behavioral Intervention Team (CUBIT), serves the students by working with them and faculty to address and/or remediate any concerning event or pattern of personal behavior and/or professional interaction that implies a student is a threat to themselves or others. For additional information, please refer to the Campbell University Student Handbook.

Honor Code

We, the students, staff and faculty of Campbell University's College of Pharmacy & Health Sciences (CPHS), recognize that healthcare related professions are among the most noble and honorable callings to which one may aspire.

These are professions that demand of their members the highest degree of professional competence, ethical behavior, and morality. They require continuous educational development, constant personal and professional self-examination, and an ever-present awareness and sensitivity to human problems. It is the responsibility of every healthcare related professional, from the day that their professional career begins, to seek to achieve the highest aspirations and goals inherent in the profession; to exhibit honor and integrity in the use of their special skills for the betterment of humankind; and to act at all times in a manner which will instill public confidence in the profession. We therefore adopt this Honor Code in an attempt to set forth the minimum standards by which our conduct should be governed.

Article 1: Academic Matters

A. General Statement

Recognizing that it is impossible and inadvisable to set forth with specificity a range of conduct that is prohibited, we nevertheless realize that questions arise occasionally with respect to what a student may or may not do in connection with an academic matter. This Honor Code therefore sets forth the minimum standards of conduct with the hope and expectation that a CPHS student will never approach, and certainly never fall below, these minimum standards. It is the obligation of the students and faculty to participate in making the honor system viable by reporting violations of all academic matters.

B. Definition

An academic matter means any one of the following: any activity which may affect a grade in a course; any activity which in any way contributes to satisfaction of the requirements of a course, or requirements for graduation, or co-curricular activities of an academic nature including student publication and competitions.

C. Prohibited Activities with Respect to Academic Matters

CPHS students shall not:

1. Use materials during an examination other than those specifically authorized by the instructor. To avoid even the appearance of impropriety during an examination, all books, notebooks, briefcases, and the like should be placed in the front or rear of the examination room.
2. Use of materials in any research or assignment that are specifically forbidden by the instructor. This prohibited activity includes the reuse of the student's own work.
3. Engage in any form of plagiarism. Plagiarism is using the words or ideas of another source directly without proper acknowledgment of that source. While it is often necessary to obtain information from other sources, the willful or inadvertent use of information from another source without acknowledging it (including all types of commercial term paper preparation services; internet or electronic database sources for term papers, artificial intelligence sources, journal clubs, or case presentations; and other students' or professors' work) is considered plagiarism. Ignorance is not an excuse. The student bears the responsibility to learn from the individual instructor the procedure for acknowledging sources and indicating quotations as required for each assignment.
4. Give, solicit, or receive information or assistance to or from any person or source during an examination, make-up examination, or written assignment unless specifically authorized to do so by the instructor.
5. Submit modified or changed tests, answer sheets, or assignments for regrading.
6. Intentionally deface, remove without authorization, or conceal any material from CPHS, the Drug Information Center, or any library.
7. Make unauthorized or improper use of a computer or computer program, including unauthorized use of programmable calculators during an examination.
8. Fail to report to the Student Conduct and Professionalism Committee any firsthand knowledge of any violation to any of the aforementioned provisions of this Honor Code.
9. Willfully conceal or misrepresent information material to an investigation of any alleged violation of this Honor Code when the information is sought by the Student Conduct and Professionalism Committee, faculty, dean, or the dean's designee.

Article 2: Non-academic Matters

A. General Statement

CPHS students are hereby informed that in their personal and professional lives they represent not only themselves, but also CPHS and the health profession. Therefore, while they have the right and freedom to exercise individual autonomy, they also have the responsibility to exercise that autonomy in a manner that will bring honor to themselves, CPHS, and their chosen profession.

B. Prohibited Activities with Respect to Nonacademic Matters

CPHS students are subject to the same level of conduct as all Campbell University students; students residing in university housing are subject to the rules for all students who reside in university housing. Any infractions of these rules will be handled by the Student Conduct and Professionalism Committee. All students are encouraged to study the sections concerning these violations in the current Campbell University Student Handbook.

In addition, CPHS students shall not:

1. Fail to conform student conduct to the ethical and moral standards of the healthcare profession as articulated in the Student Clinical Code of Conduct (Article 9).
2. Intentionally make a misrepresentation on a resume or curriculum vitae concerning class rank, grades,

academic honors, work experience, or any other matter relevant to job placement.

3. Purposely furnish false information.
4. Perpetrate any form of theft, forgery, falsification, or fraudulent use of university or work-site property.
5. Willfully conceal or misrepresent information material to an investigation of an alleged violation of this Honor Code when the information is sought by the Student Conduct and Professionalism Committee, faculty, dean, or the dean's designee.
6. Use or remove unauthorized prescription or nonprescription drugs or appliances from the site of a clinical rotation or work-site.
7. Students are prohibited from recording (in audio or video format) any APPS or ad hoc Committee meetings or proceedings, including those held via phone or videoconference. The APPS Committee will not accept or consider any additional information from the student, or on behalf of the student, after the student has exited the APPS Committee meeting. All sessions of the APPS Committee are closed to all individuals except those immediately concerned in the case. APPS Committee meetings are not considered legal hearings, therefore neither attorneys nor other representatives (e.g., healthcare providers) are allowed to attend. All persons present at the 238 proceedings shall be bound to disclose no more than the Committee does in its official report on the case

Article 3: Violations: civil Law

CPHS shall direct all cases concerning violations of civil laws to the Student Conduct and Professionalism Committee.

Any violations will be handled by the Student Conduct and Professionalism Committee as described in the University handbook. All students are encouraged to study the section concerning these violations in the Campbell University Student Handbook.

Article 4: Penalties

The associate dean of admissions & student affairs at CPHS may impose the following penalties for any of the violations listed above. Recommendations to the associate dean of admissions & student affairs are submitted by the Student Conduct and Professionalism Committee. Following proper procedures listed in article 5 of this Honor Code, the Student Conduct and Professionalism Committee may recommend to the associate dean of admissions & student affairs for one or more of the following penalties:

1. **Separation:** Separation is a state in which the student is not permitted to continue their program at the university. The student shall be withdrawn from all uncompleted courses in which he/she is currently enrolled. The student will not be permitted to re-enter the College of Pharmacy & Health Sciences' educational programs.
2. **Suspension:** Suspension is a temporary state of separation for a definite period from the university including the programs, facilities and activities. The completion of the period of suspension does not guarantee reinstatement. The decision to readmit a student will be the responsibility of the associate dean of admissions & student affairs.
3. **Probation:** Probation can be of two types:

Level-one probation

Level-one probation for a stated period carries a loss of eligibility for:

- Holding or running for elected office in student professional organizations;
- Representing the University in any capacity both on campus and away from campus;
- Competing for honors and distinctions;
- Active participation as an elected representative or member of an honorary organization;
- Obtaining reimbursement monies from any funders within the College of Pharmacy & Health Sciences.

Violation of the terms of level-one probation may result in extended probation, level-two probation, or in the student's suspension.

Level-two probation

Level-two probation for a stated period carries a loss of eligibility for attendance at all CPHS sponsored activities. A student who is placed on level-two probation will automatically be placed on level-one probation. Violation of the terms of level-two probation may result in extended probation or in the student's suspension.

The terms of probation will be enforced by the Student Conduct and Professionalism Committee. Other persons may be appointed by the associate dean of admissions & student affairs or the Student Conduct and Professionalism Committee to help enforce said terms.

1. **Community Service:** Community service for a stated number of hours will require a student to perform tasks that will benefit the community or CPHS. Tasks will be assigned and administered by the director of admissions & student affairs. Failure to perform the required service in an appropriate fashion may result in probation.
2. **Loss or Lowering of the Course Grade:** All students who are found guilty of the act of cheating or plagiarism shall receive a score of zero (0) on that specific component of the course (quizzes, tests, projects, assignments). Specific penalties for these violations may also include, but are not limited to, course failure, probation, suspension, and/or separation from the program and the University. A second act of cheating or plagiarism by the student will result in the separation of the student from the University.
3. **Reprimand:** An official reprimand will be given by the Student Conduct and Professionalism Committee when the charges are not dismissed. A summary of the offense and the reprimand will be placed in the students file in the dean's office.

Any professor may define penalties for a student who violates course regulations. The professor must clearly state these regulations and penalties in their course syllabus. The student has the right to appeal such penalties to the Student Conduct and Professionalism Committee. See Article 5, Section C – 1.

Article 5: Student Conduct & Professionalism Committee

A. General Statement

The associate dean of admissions & student affairs is responsible for the administration of the CPHS disciplinary system. This responsibility is exercised on behalf of the president of the University and entails the supervision of several bodies. Alleged violations of the University's student code of conduct or civil laws will be handled by the University policies as written in the Campbell University Student Handbook. Alleged violations of the CPHS Honor Code will be evaluated by the Student Conduct and Professionalism Committee.

B. Organization

The Student Conduct and Professionalism Committee is composed of faculty members from each department, students and the director of student affairs (ex-officio). An ad-hoc member will be chosen to replace any member who cannot or chooses not to attend the proceedings. The associate dean of admissions & student affairs will appoint this member.

This committee serves as a hearing board for incidents of misconduct involving violations of the Honor Code. The Honor Code includes standards for academic, non-academic, and clinical behavior. The Student Conduct and Professionalism Committee will make recommendations to the associate dean of admissions & student affairs. The associate dean of admissions & student affairs will then notify the student in writing of actions concerning alleged violations. A record of disciplinary actions is normally maintained by the dean's office until the student graduates or leaves CPHS. Students may examine the contents of their file by appointment with the director of admissions & student affairs.

C. Instigation of Hearings

When there is a suspicion of academic misconduct, investigation and appropriate actions may be pursued by either the professor of the course in which the alleged misconduct occurred or by the Student Conduct and Professionalism Committee. In either case, the matter must be promptly resolved.

If the professor decides to deal with the incident, he or she should report the student's actions to the chair of the Student Conduct and Professionalism Committee. Individual faculty policies concerning misconduct should be clearly stated in the course syllabus. The accused student has the right to appeal any action by the faculty member to the Student Conduct and Professionalism Committee, in which normal committee procedures will be followed.

Charges of misconduct may arise from a student (or group of students), professor, adjunct professor or preceptor. Within seven (7) days of the alleged misconduct or discovery of alleged misconduct, the accuser(s) should discuss the situation with either the director of student affairs or the professor in charge of the course. Dated notes should be taken to describe the discussion. Every effort should be made to maintain confidentiality in these discussions.

If the accuser(s) has (have) opted to bring the matter before the director of admissions & student affairs, the director should meet with the professor and the chairperson of the Student Conduct and Professionalism Committee to explore options. This meeting should take place no longer than seven (7) days after the matter was brought to the attention of the director. The options available for resolution of the situation include:

1. If a faculty member assigns a student an F or a grade of zero on any assignment or test for which the reason was academic dishonesty, the faculty member must immediately notify the Associate Dean for Admissions and Student Affairs and the Student Conduct and Professionalism Committee chairperson (SCPC) in writing of this event. The student does have the right to appeal the faculty's decision. If the SCPC and Associate Dean for Admissions and Student Affairs uphold the faculty's decision OR if the student chooses not to appeal, the record of the offense will remain in the student's file until graduation. If a second violation of the CPHS Honor Code occurs before graduation that is upheld by SCPC or not appealed, the student will automatically be referred to the SCPC for separate, additional sanctions, including possible dismissal from the program. If the faculty member involved in the event currently serves on the SCPC, then the faculty member should recuse himself/herself from the committee meeting.
2. The case can be referred to the Student Conduct and Professionalism Committee for resolution. Referral to the committee must be by a written memo that names the student, describes the alleged misconduct (including pertinent dates and times), and summarizes the content of earlier meetings regarding this case.
3. The case may be dismissed.

Within five (5) days of referral of the case to the Student Conduct and Professionalism Committee, the chair of the committee will provide a copy of the referral memo to the accused student(s). In addition, the chairperson will schedule an initial hearing for any charged student with the committee. This hearing should be held within ten (10) days of the referral of the case to the committee.

D. Proceedings

The chair will begin preliminary investigation of the allegations.

Whenever possible, this should include a personal interview with the student, witnesses, and professor involved.

Preliminary findings shall be presented at the initial meeting with the Student Conduct and Professionalism Committee.

The chair shall objectively present their findings to the committee. The accused student(s) shall meet with the committee and be informed of the allegations and afforded an opportunity to defend him or herself. Although the purpose of this hearing is exploratory and fact-finding in nature, the accused student does have the right to solicit advice and to offer witnesses to support their position.

The committee shall vote on whether or not preliminary findings warrant a full hearing by a simple majority vote. If a hearing is deemed necessary, the chair will notify the student and witnesses of the hearing date in writing at least three (3) days prior the student's notice to the hearing. A waiver of notice may be made if the student so chooses. A full hearing should be held within ten (10) days of the preliminary committee review.

If the committee votes that no hearing is warranted, the case will be dismissed. The chair will file the minutes in the permanent files of the Student Conduct and Professionalism Committee and a copy shall be placed in the dean's office until the student graduates or leaves CPHS. Should additional information become available, the chairperson may reopen the case and ask the committee to consider the new information.

All sessions of the committee will be closed to all individuals except those immediately concerned in the case, except by the expressed wish of the accused that the hearings be open. No attorney shall be present, as this setting is not a court of law. In the case of a closed hearing, all persons present at the proceedings shall be bound to disclose no more than the committee does in its official report on the case.

Revelation of such details will be considered a violation of the Honor Code.

In the case of closed hearings, the testimony of each witness shall be given while the other witnesses in the case are out of the room. In open hearings, the witnesses of both parties shall be present during the entire proceedings.

The committee may allow introduction of evidence other than testimony of witnesses provided that the evidence is relevant to the question before the committee on any matter.

The committee shall set rules for the conduct of all cases and all arrangements connected with the taking of evidence. Time frames for instigation of hearings and proceedings may be altered if circumstances warrant. Votes on all matters shall be a simple majority.

The deliberation of the committee shall take place in private and remain secret.

Voting on decisions of guilt shall be by secret ballot. If the committee determines that the student was in violation of the Honor Code, it will consider and recommend the appropriate penalty. The student

should be informed immediately of the judgment and the recommended penalty in case of guilt. The associate dean of admissions & student affairs may uphold or reject any decision or penalty recommended by the committee. A letter from the associate dean's office will serve as the official notice of judgment and sentence.

All minutes and evidence shall be placed in the permanent files of the Student Conduct and Professionalism Committee, and a copy will be sent to the associate dean of admissions & student affair's office where it shall remain until the student graduates or leaves CPHS.

Article 6: Rights of the Student

With respect to violation of the student Honor Code, a student of Campbell University is guaranteed the following rights:

1. The right to a prompt hearing;
2. The right to a reasonable amount of time to prepare for their hearing;
3. The right of being presumed innocent until proven guilty;
4. The right to solicit advice;
5. The right to appeal;
6. The right to know their accuser;
7. The right to expect that the
8. Student Conduct and Professionalism Committee will deal with the case in a confidential manner.

Article 7: Appeals Process

Any decision reached by the Student Conduct and Professionalism Committee may be appealed to the associate dean of admissions & student affairs. An appeal shall be requested by the student in writing, within three (3) days following the date the student receives the decision of the Student Conduct and Professionalism Committee. All appeals to the associate dean of admissions & student affairs should be delivered in person or by registered mail to:

Campbell University
College of Pharmacy & Health Sciences
Office of Admissions & Student Affairs PO Box 1090
Buies Creek, NC 27506

Article 8: Notes & Definitions

1. The word "student" in this manual refers to any person who is enrolled in any course offered by CPHS.
2. The words "professor" or "instructor" in this manual refer to any person who is authorized by the University to hold and teach a class sponsored by the University or precept a student during an off-campus practice experience.
3. The words "University" and "College" refer to Campbell University and the College of Pharmacy & Health Sciences of Campbell University, respectively.
4. The phrase Student Conduct and Professionalism Committee refers to the committee that is assigned by the dean at CPHS to review situations in which students are involved in academic or professional misconduct.
5. The word "handbook" in this manual refers to the current edition of the Campbell University Student Handbook.
6. The word "day(s)" refers to official school days—not holidays or weekends.

Campbell University College of Pharmacy & Health Sciences reserves the right to change, delete or modify any item in this document at any time. Proper notification concerning changes, deletions or modifications of said document will be sent to all students within four weeks.

Article 9: Student Clinical Code of Conduct

CPHS students and faculty have adopted the following code of conduct to guide ethical behavior in hospitals, community pharmacies, research and production facilities, and various rotation sites included as clinical practice experiences. We feel that the magnitude of our responsibility as healthcare professionals necessitates the establishment of the highest standards of professional conduct.

This code of conduct represents general standards of behavior and illustrates ideals for which to strive; however, specific infractions reported by students, preceptors, or faculty to the chair of the Student Conduct and Professionalism Committee may be investigated by this committee with respect to both the magnitude and chronicity of incidents considered. It should also be understood that these general standards may not afford guidance in every conceivable situation or anticipate every possible infraction.

The Student Conduct and Professionalism Committee will be charged with the responsibility of promptly investigating alleged infractions of this code. All cases will require the submission of a report of findings and appropriate recommendations to the associate dean for admissions & student affairs in a timely manner.

Students should read, discuss and sign the Honor Code prior to enrollment to CPHS. This code of conduct was created by the students and faculty of CPHS. Modifications of this code will require the majority approval of both the faculty and student body.

The students attending CPHS will:

Respect and Concern for the Welfare of Patients

- Treat patients and their families with respect and dignity both in their presence and in discussions with others.
- Recognize when one's ability to function effectively is compromised and ask for relief or help.
- Recognize the limits of student involvement in the medical care of a patient and seek supervision or advice before acting when necessary.
- Not use alcohol or other drugs in a manner that could compromise themselves or patient care.

Respect for the Rights of Others

- Deal with professional, staff, and peer members of the healthcare team in a considerate manner and with a spirit of cooperation.
- Act with an egalitarian spirit toward all persons encountered in a professional capacity regardless of race, religion, gender, sexual preference or socioeconomic status.
- Respect the patient's modesty and privacy.

Trustworthiness

- Be truthful in communication to others.
- Maintain confidentiality of patient information.
- Admit errors and not knowingly mislead others to promote oneself at the expense of the patient.
- Not represent himself or herself as a pharmacist, physician, physician assistant, or other health professional.
- Accurately acknowledge the sources for all information reported. Failure to do so will be considered plagiarism.

Responsibility and Sense of Duty

- Participate responsibly in patient care or research to the best of their ability and with the appropriate supervision.
- Undertake clinical duties and persevere until they are complete.
- Notify the responsible person if something interferes with their ability to perform clinical or academic tasks effectively.

Professional Demeanor

- Maintain a neat and clean appearance, and dress in attire that is accepted as professional to the population served.
- Be thoughtful and professional when interacting with patients and families.

- Strive to maintain composure during times of fatigue, professional stress, or personal problems.
- Avoid offensive language, gestures, or inappropriate remarks.
- Adhere to the CPHS professional dress code.

Student Rights

In addition to the standards, we have adopted for the conduct of ourselves, we expect to be treated with respect as participants in the delivery of healthcare. CPHS students:

- Should be challenged to learn, but should not be belittled, humiliated or abused in front of patients, peers or other health professionals.
- Should not be sexually harassed, either verbally or physically.
- Should not be discriminated against on the basis of gender, race, religion or sexual preference.
- Should be a participant in patient care decisions whenever possible.
- Should have their healthcare related education take priority over routine menial tasks.

If a preceptor feels a student lacks adequate knowledge or skills, the preceptor has the responsibility to inform and instruct that student so they can improve their performance.

If a student feels that a preceptor has committed infractions against the above standards, the student has the responsibility of informing that preceptor, whether by direct contact or by way of an honest preceptor evaluation at the end of a rotation, of such feelings so that the preceptor can improve their performance.

NOTE: The above standards of conduct are based on the Code of Conduct for Duke University Medical Students and have been adapted to meet the individual needs of CPHS.

Article 10: Pledge

A student's signature indicates that he or she agree to uphold the following pledge. A separate pledge form with the language below will be provided and must be signed prior to entry into CPHS.

I, having read and receiving a clear understanding of the basis, spirit and interpretation of the CPHS Honor Code, pledge my personal honor. I will uphold this code and its standards in all matters. If at any time I violate the letter or the spirit of this pledge, I accept full responsibility for my actions.

I, having read and reviewing the most current CPHS Academic Bulletin, agree to comply with all policies and procedures indicated in the bulletin and accept full responsibility in the event I do not comply.

Administrative Departments

Office of the Dean

Jeff Mercer, PharmD, MBA, Dean

Wesley Rich, PhD, MEd, MA, Associate Dean, Health Sciences

Lee Holquist, Assistant to the Dean

April Quigley, Assistant to the Dean's Office

Office of Admissions & Student Affairs

W. Mark Moore, PharmD, MBA, MS, Associate Dean, Admissions & Student Affairs

Brenda Blackman, MA, Director of Pre-Professional Advisement & Retention

Kenley Byrd, Student Affairs Coordinator

Lynanne Fowle, Senior Admissions Coordinator

Sarah Goetz, MA, Student Affairs Coordinator

Brittany Kauffman, MEd, Senior Admissions Coordinator

Shari McGuire, MEd, Director of Enrollment Management

Kendra Sumler, MDiv, Senior Admissions Counselor

William J. Taylor, PharmD, Director of Recruitment & Retention

Madelyn Tew, Admissions Coordinator

Office of Academic Affairs

Scott Asbill, PhD, Associate Dean, Pharmacy & Academic Affairs

Lois Hupfeld, Program Manager, Pharmacy

Myrah Stockdale, MS, BBA, Assistant Dean of Assessment and Continuous Quality Improvement

Office of Interprofessional Education

Paige Brown, PharmD, Director of Interprofessional Education

Danielle Holquist, Coordinator of Interprofessional Education

Office of Alumni Relations & Advancement

Meredith Blalock, Director of Communications & Marketing

Will Bratton, Director of Advancement

Catherine W. Wood School of Nursing

Pam Edwards, EdD, MSN, MPD-BC, FABC, CNE, CENP, Director/Chair and Associate Professor of Nursing

Krystle Edge, MSN, RNC-OB,Assistant Director/Director of Clinical Education

Ryan Roth-Roffy, Program Manager

Shelly Vahue, Clinical Education Coordinator

Department of Pharmaceutical & Clinical Sciences

Charles Carter, PharmD, MBA, Chair

Melissa Holland, PharmD, Vice Chair of Curriculum and Education Development, Clinical Research Degree Programs

Hannah Bogle , Research Technician II

April Daniels, MHA, Program Manager

Crystal Dark, Department Manager & Program Manager

Monica Fanjoy, Science Education Outreach Coordinator

Michael Gallagher, MA, Director of Pharmaceutical & Clinical Sciences

Mali R. Gupta, PhD, Director, Pharmaceutical Education & Research Center

Paul Johnson, Manager, Quality-Analytical Labs Manager, Pharmaceutical Education & Research Center

Joseph Laing, Research Scientist I

Scott Staton, Manager, Formulation & Operations, Pharmaceutical Education & Research Center

Department of Pharmacy Practice

Beth Mills, PharmD, BCACP, CDCES, Chair

Connie L. Barnes, PharmD, Executive Vice Chair of Pharmacy Practice and CoDirector of Drug Information Center

Shawn Carrillo, Director of Experiential Education

Samantha Clinton, Assistant Director of Continuing Education

Richard Drew, PharmD, Vice-Chair of Research & Scholarship

Steve Fuller, PharmD, Vice-Chair of Faculty Development & Leadership

Lois Hupfeld, Program Manager

Kathy Monaghan, Office Manager, Drug Information Center and Assistant to the Executive Vice-Chair

Tammy Parker, Administrative Coordinator for Experiential Education

Tina Thornhill, PharmD, FASCP, BCGP, FNCAP, Vice-Chair for Experiential & Professional Education

Lisa West, Department Manager

Department of Physical Therapy

Bradley J. Myers, PT, DPT, DSc, Chair & Program Director

Michelle Green, PT, DPT, Assistant Program Director

Beth Buzzell, PT, DPT, Co-Director of Clinical Education

Bridget Eubanks, PT, DPT, PhD, Co-Director of Clinical Education

Charissa English, Program Coordinator

Rachel Ennis, Program Manager

Jennifer Shewmaker, Clinical Coordinator

Department of Physician Assistant Practice

Laura Gerstner, MHA, MSHS, PA-C, MEd, PA-C Emeritus, Chair & Program Director, Director of Professional & Programmatic Development

Ian Ward,, DHSc, PA-C, Associate Program Director

Ashley Nordan, MHPE,, MSCR, MPAP,PA-C, Director of Didactic Education

Kimberly Stabingas, MHPE, MS, PA-C, Director of Experiential Education

Christopher Stewart, MD, Medical Director

Kristen Stiltner, MBA, Program Manager

Vicki Stevens, Clinical Educationi Specialist

Karla Tirado, Medical Education Specialist

Shelly Vahue, Experiential Learning Coordinator

Department of Public Health

David Tillman, PhD, MEd, Chair of Public Health

Paige Brown, PharmD, Director of Doctor of Health Sciences

Ansley Hicks, Program Manager

Faculty

Catherine W. Wood School of Nursing

Sharon Boyd, Instructor; BS, Nursing, University of North Carolina-Wilmington (2018); MSN, Nursing Education, University of North Carolina-Wilmington (2020)

Krystle Edge, Assistant Director/Director of Clinical Education; BS, Nursing, Chamberlain College of Nursing (2013); MSN, East Carolina University (2017)

Pamela Edwards, Chair & Director and Associate Professor, BS, Atlantic Christian College (1978), MSN, Villanova University (1984), EdD, North Carolina State University (1989)

Kathleen Jones, Instructor; BS, Nursing, University of Mount Olive (2014); MSN, Nursing Education, University of Phoenix (2018)

Laurene Maki, Instructor; BS, Nursing, California State University, Fresno (1986); MS, Nursing, California State University, Sacramento (2009)

Sara Thompson, Instructor; BS, Nursing, UNC Chapel Hill (1990); MS, Nursing with gerontological nurse practitioner focus, Duke University (1996)

Department of Pharmaceutical & Clinical Sciences

Michael L. Adams, Professor; PharmD, Campbell University (1996); PhD, Medicinal Chemistry, University of Washington (2003); RPh, NC

Antoine Al-Achi, Professor; BS, Pharmacy, Damascus University (1978); MPharm, Hospital Pharmacy, Massachusetts College of Pharmacy and Health Sciences (1981); PhD, Biomedical Sciences/ Pharmaceutics, Northeastern University (1983); MS, Radiopharmaceutical Sciences, Northeastern University (1988); CT (ASCP)

C. Scott Asbill, Associate Dean of Pharmacy and Academic Affairs and Professor; BS, Biological Sciences, University of South Carolina (1997); PhD, Pharmaceutics, University of South Carolina (2000)

Vanessa Ayer Miller, Assistant Professor; Tulane University (2003); B.S. Cellular and Molecular Biology, New York Medical College (2005); M.S. Cellular and Molecular Biology, Texas A&M (2016); M.S., Health, Loma Linda University (2020); DrPH, Public Health in Health Education (2020)

Christopher Breivogel, Professor; BS, Biochemistry, University of North Carolina at Chapel Hill (1992); PhD, Pharmacology, Wake Forest University (1998)

Charles Carter, Chair and Professor; BS, Pharmacy, State University of New York (1981); PharmD, University of Tennessee Center for Health Sciences (1983); MBA, Entrepreneurship & Finance, Christian Brothers University (1994); RPh, NC

Xin Chen, Associate Professor; BS, Chemistry, Xiangtan University (1997); Ph.D, Organic Chemistry, Shanghai Institute of Materia Medica (2002)

Michael Gallagher, Director and Research Assistant Professor; BS, Biochemistry, Pennsylvania State University (1989); MA, Human Services, Liberty University (2014)

Jinsong Hao, Professor; B.Eng. Pharmaceutics, Shenyang College of Pharmacy (1990); Ph.D., Pharmaceutics, Shenyang Pharmaceutical University (1995)

Melissa A. Holland, Associate Professor and Vice Chair of Curriculum & Education Development, Clinical Research Degree Programs; BS, Biology, Pennsylvania State University (1998); MS, Clinical Research, PharmD, Campbell University (2007); RPh, MD, NC

Stephen Holly, Associate Professor; BS, Biochemistry, Clemson University (1992); PhD, Molecular Cell Biology and Biochemistry, Washington University (1999)

Michael Jiroutek, Professor; BS, Interdisciplinary Mathematics: Statistics, University of New Hampshire (1993); MS, Applied Statistics, Worcester Polytechnic Institute (1995); DrPH, Biostatistics, University of North Carolina at Chapel Hill (2002)

Paul Johnson, Research Assistant Professor; BA, Chemistry & Biology, University of Hawaii at Hilo (1979); MS, Chemistry, Oregon State University (1982)

Qinfeng (Sarah) Liu, Associate Professor; BS, Fine Organic Chemistry, East China University of Sciences and Technology (1993); MS, Fine Organic Chemistry, East China University of Sciences and Technology (1996); PhD, Analytical Chemistry, University of Toledo (2005)

Timothy J. Marks, Assistant Professor; BS, Biology, Butler University (2003); MS, Microbial Biotechnology, North Carolina State University (2010); PhD, Microbiology, North Carolina State University (2020)

Susan A. Misciagno, Assistant Professor; Escuela Columbiana de Rehabilitacion (1998); B.S., Occupational Therapy, Creighton University (2019); OTD

Victor Pulgar, Associate Professor of Pharmaceutical Sciences; BS, Biochemistry, University of Chile (1992); PhD, Sciences, University of Chile (1999)

Stephen Sharkady, Associate Professor; BS, Biochemistry and Molecular Biology, Pennsylvania State University (1995); PhD, Biochemistry, Tulane University (2002)

Krisztian Toth, Professor; MD, University of Pecs Medical School (2004); PhD, Medical Sciences/Neuroscience, University of Pecs Medical School (2010)

Department of Pharmacy Practice

Carrie Baker, Clinical Assistant Professor of Pharmacy Practice; PharmD, MBA, Campbell University (2019); RPh, NC

Connie L. Barnes, Executive Vice-Chair of Pharmacy Practice, Co-Director of Drug Information Center, and Professor of Pharmacy Practice; PharmD, Campbell University (1990); RPh, NC

Tara L. Bell, Associate Professor of Pharmacy Practice; BS, Biology, Saint Mary's College-University of Notre Dame (1995); PharmD, University of Michigan (1999); RPh, NC, SC

Grace Barr, Clinical Assistant Professor of Pharmacy Practice; BS, Clinical Research, Campbell University (2017), PharmD, Campbell University (2020); RPh, NCRiley Bowers, Clinical Associate Professor of Pharmacy Practice; PharmD, Campbell University (2015); RPh, NC

Riley Bowers, Associate Professor of Pharmacy Practice; PharmD, Campbell University (2015); RPh, NC

Andrew Darkow, Clinical Assistant Professor of Pharmacy Practice; PharmD, MBA, Campbell University (2017); RPh, NC

Richard H. Drew, Vice-Chair of Research & Scholarship and Professor of Pharmacy Practice; BS, Pharmacy, University of Rhode Island (1980); MS, Pharmacy, University of North Carolina at Chapel Hill (1989); PharmD, University of North Carolina at Chapel Hill (1999); RPh, NC, RI

Stephen H. Fuller, Vice-Chair of Faculty Development & Leadership and Professor of Pharmacy Practice; BS, Chemistry, Wake Forest University (1981); BS, Pharmacy, Medical College of Virginia (1985); PharmD, Medical College of Virginia (1988); RPh, NC

Emily Ghassemi, Clinical Assistant Professor of Pharmacy Practice, PharmD, Campbell University (2015); RPh, NC

James B. Groce III, Professor of Pharmacy Practice; BA, Zoology, University of North Carolina at Chapel Hill (1980); BS, Pharmacy, University of North Carolina at Chapel Hill (1983); PharmD, Campbell University (1993); RPh, NC

Charles Herring, Associate Professor of Pharmacy Practice; BS, Pharmacy, University of North Carolina at Chapel Hill (1992); PharmD, University of North Carolina at Chapel Hill (1994); RPh, NC

Spencer Livengood, Clinical Assistant Professor of Pharmacy Practice; PharmD, Wingate University (2018); RPh, NC

Tara McGeehan, Clinical Assistant Professor of Pharmacy Practice; BS, Chemistry, Temple University (2015); PharmD, Temple University (2019); RPh, NC

Jeff Mercer, Dean and Associate Professor of Pharmacy Practice; BS Pharmacy, Auburn University (1999); PharmD, Auburn University (2000); MBA, Harding University (2023); RPh, AL, AR, TN

Beth P. Mills, Chair and Associate Professor of Pharmacy Practice; PharmD, Campbell University (1998); RPh, NC

W. Mark Moore, Associate Dean for Admissions & Student Affairs and Assistant Professor of Pharmacy Practice; BS, Pharmacy, University of North Carolina at Chapel Hill (1994); MBA, PharmD, Campbell University (2000), MS, Clinical Research, Campbell University (2007); RPh, NC

Andrew J. Muzyk, Associate Professor of Pharmacy Practice; PharmD, Mercer University (2004); RPh, NC

Ann Marie Nye, Associate Professor of Pharmacy Practice; PharmD, Medical College of Virginia (2001); RPh, NC

Manali Patel, Clinical Assistant Professor of Pharmacy Practice; PharmD, MBA, Campbell University (2016); RPh, NC

Scott L. Perkins, Co-Director of Drug Information Center and Clinical Associate Professor of Pharmacy Practice; PharmD, Wingate University (2012); RPh, NC

Melanie W. Pound, Associate Professor of Pharmacy Practice; PharmD, Campbell University (2001); RPh, NC

Allison Presnell, Clinical Assistant Professor of Pharmacy Practice; BS, Biomedical Engineering, NC State University (2010); PharmD, University of North Carolina at Chapel Hill (2014); RPh, NC

Tina H. Thornhill, Vice-Chair for Experiential & Professional Education and Professor of Pharmacy Practice; PharmD, Campbell University (1991); RPh, NC

Madison Treadway, Clinical Assistant Professor of Pharmacy Practice; PharmD, Wingate University (2020); RPh, NC

Katie Trotta, Clinical Associate Professor of Pharmacy Practice and Manager, Campbell University Health Center Pharmacy; BS, Pharmacy Studies, Bouve' College of Health Sciences at Northeastern University (2012); PharmD, Bouve' College of Health Sciences at Northeastern University (2013); RPh, NC

Catherine L. Wente, Clinical Assistant Professor of Pharmacy Practice; Director of Integrated Pharmacotherapy, PharmD, West Virginia School of Pharmacy (2002); RPh, KY, NC, WV

Dustin T. Wilson, Associate Professor of Pharmacy Practice; BS, Health Sciences, East Tennessee State University (2003); PharmD, Campbell University (2007); RPh, NC

Department of Physical Therapy

Robin Baker, Assistant Professor; BS, Health Science, Howard University (2002); DPT, Washington University in St. Loius (2006)

Beth Buzzell, Co-Director of Clinical Education and Assistant Professor; BA, Biology, Brown University (2010); DPT, Duke University (2014)

Tara Caberwal, Assistant Professor, BS, Health Promotion, University of St. Thomas (2004); DPT, University of St. Augustine for Health Sciences (2007); DSc, Orthopaedic Manual Physical Therapy, Andrews University (2019)

Bridget Eubanks, Co-Director of Clinical Education and Assistant Professor, BS, Psychology, Virginia Tech (2010); DPT, Duke University (2013); PhD, Healthcare Administration and Education, William Carey University (2023)

T.R. Goins, Assistant Professor; BS, Zoology, North Carolina State University (1997); MPT, East Carolina University (1999); PhD, Health Sciences, Rocky Mountain University of Health Sciences (2022)

Karlyn Green, Assistant Professor; BS, Exercise Biology, University of California, Davis (2005); DPT, Mount St. Mary's College (2008)

Michelle Green, Assistant Director and Associate Professor; BS, Clinical Science, Ithaca College (1994); MPT, Ithaca College (1995); Transitional DPT, University of North Carolina at Chapel Hill (2014)

Lori A. Leineke, Associate Professor; BS Exercise Physiology, West Virginia University (1992); BS Physical Therapy, West Virginia University (1994); DPT University of North Carolina at Chapel Hill (2006); EdD University of St. Augustine for Health Sciences (2019).

Bradley J. Myers, Director/Chair and Associate Professor; BS, Health Fitness in Preventive and Rehabilitative Programs, Central Michigan University (2006); DPT, Duke University (2009); DSc, Orthopaedic Manual Physical Therapy, Andrews University (2017)

Brian T. Neville, Assistant Professor, BS, Biology, Tufts University (2002); DPT, Duke University (2009); PhD, Rehabilitation Science, George Mason University (2020)

Alessandra Narciso Garcia Trepte, Assistant Professor; BS, Physical Therapy, Universidade Cidade de São Paulo (UNICID), Brazil (2010); MS, Musculoskeletal Physical Therapy, Universidade Cidade de Sao Paulo (UNICID), Brazil (2012); PhD, Physical Therapy, Universidade Cidade de Sao Paulo (UNICID), Brazil (2017)

Department of Physician Assistant Practice

Mary Carr Allen Bentley, Assistant Professor of Physician Assistant Practice; BS, UNC-CH; MPAP, Campbell University, MHPE, Campbell University

Jamie Harding, Assistant Professor of Physician Assistant Practice; BA, Chemistry, Clemson University (2006); MPAP, Campbell University (2013)

Matthew J. Kesic, Associate Professor of Physician Assistant Practice; BS, Biology, Youngstown State University (2002); MS, Molecular Genetics, Youngstown State University (2004); PhD, Immunology/Virology, The Ohio State University (2009); MPAP, Campbell University (2020)

Ashley Nordan, Director of Didactic Education and Associate Professor of Physician Assistant Practice; BS, Biological Sciences, North Carolina State University (2010); BS, Biochemistry, North Carolina State University (2010); MSCR, Campbell University (2013); MPAP, Campbell University (2013)

Nathalie Ortiz Pate, Assistant Professor of Physician Assistant Practice; BA Biology and Anthropology, University of North Carolina at Chapel Hill (2005); MPH, George Washington University (2007); MHS, Duke University (2011)

April Pope, Associate Professor of Physician Assistant Practice; BS, Biology, Campbell University (1991); PA-C, Wake Forest University School of Medicine (1993); MPAS, University of Nebraska (2007)

Kimberly Stabingas, Director of Experiential Education and Assistant Professor of Physician Assistant Practice; BS, Biology, Coastal Carolina University (2007); MSPAS, Physician Assistant Studies, Philadelphia University (2011)

Christopher W. Stewart, Medical Director; Associate Professor of Physician Assistant Practice; BS, Biology, University of North Carolina (1994); MD, Brody School of Medicine, East Carolina University (1998)

Ian Ward, Assistant Professor of Physician Assistant Practice, BSc, Computing & Business, Manchester University, England (1989); MMS, Physician Assistant Studies, Methodist University (2013); DHSc, Health Science, Nova Southeastern University (2019)

Department of Public Health

Peter Ahiawodzi, Associate Professor of Public Health; BSc, Agricultural Economics, Kwame Nkrumah University of Science and Technology (2001); MPH, Epidemiology, University of Louisville (2010); PhD, Epidemiology, University of Louisville (2014)

Emily Bailey, Assistant Professor of Public Health; BSPH, Environmental Health Science in Public Health, University of North Carolina at Chapel Hill (2013); PhD, Environmental Science and Engineering, University of North Carolina at Chapel Hill (2017)

Sharon Eck Birmingham, Associate Professor of Health Sciences: BS, Nursing, University of Iowa (1983); MA in Nursing, University of Iowa (1986); DNSc, Yale University (1999)

K. Paige D. Brown, Director of Doctor of Health Sciences, Director of Interprofessional Education, and Associate Professor of Health Sciences; PharmD, Campbell University (2006); RPh, NC

Wesley Rich, Associate Dean for Health Sciences and Associate Professor of Public Health; BS, Campbell University (2001); MEd, Campbell University (2005); PhD, Research and Policy Analysis, North Carolina State University (2009); MA, East Carolina University (2014)

William J. Taylor, Jr., Associate Professor of Public Health; BS, Pharmacy, University of North Carolina at Chapel Hill (1972); PharmD, University of Tennessee (1976); RPh, AZ, NC

David Tillman, Chair and Associate Professor of Public Health; BA, Campbell University (2001); MEd, Campbell University (2006); PhD, Educational Psychology, North Carolina State University (2012)

Dean Emeritus

Ronald W. Maddox (Retired 2014), Vice President of Health Programs and founding Dean of the College of Pharmacy & Health Sciences, BS Pharmacy, Auburn University (1969); PharmD, University of Tennessee (1973)

Professors Emeritus

James A. Boyd (Retired 2022), Associate Dean for Administration and Professor of Pharmacy Practice, BS Pharmacy University of Nebraska Medical Center College of Pharmacy (1977); MBA University of Nebraska-Lincoln College of Business (1987); Doctor of Pharmacy, University of Nebraska Medical Center College of Pharmacy (1980)

Robert M. Cisneros, Jr. (Retired 2019), Associate Professor of Pharmacy Practice; BS, Pharmacy, Northeast Louisiana University (1974); MSc, Auburn University (1976); MBA, University of Alabama in Birmingham (1998); PhD, Pharmacy Care Systems, Auburn University (2003); RPh, AL, LA

David M. Coniglio (Retired July 2023), Program Director and Professor of Health Sciences, EdD, North Carolina State University (2013); MA, University of Tennessee (1978), BA, University of the South Sewanee (1972)

Steven M. Davis (Retired 2023), Associate Professor of Pharmacy Practice; PharmD, University of Florida at Gainesville (1988); RPh, NC

Emanuel J. Diliberto, Jr. (Retired 2017), Chair and Professor of Pharmaceutical Sciences, BS Pharmacy, Albany College of Pharmacy, Union University (1967); PhD Pharmacology, University of Rochester, School of Medicine and Dentistry (1972)

Robert B. Greenwood (Retired 2017), Professor of Pharmaceutical Sciences and Associate Dean for Academic Affairs, BS Pharmacy, University of North Carolina, Chapel Hill (1971); PhD Pharmaceutics, University of North Carolina, Chapel Hill (1980)

Thomas J. Holmes, Jr. (Retired 2014), Professor of Pharmaceutical Sciences, BS Pharmacy, Duquesne University (1971); PhD Medicinal Chemistry, University of Michigan (1975)

D. Byron May (Retired 2023), Professor and former Chair of Pharmacy Practice; BS, Clemson University (1983); PharmD, University of Florida (1988); RPh, NC

John H. Mennear (Retired 1996), Professor and Chairman of Pharmaceutical Sciences, BS Pharmacy, Ferris State College; MS Pharmacology, Purdue University; PhD Pharmacology, Purdue University, RPh

David K. Ohashi (Retired 2001), Assistant Professor of Pharmaceutical Sciences, BA Zoology, University of Colorado (1959); MS Clinical Microbiology, Thomas Jefferson University (1974); PhD Tropical Medical and Medical Microbiology, University of Hawaii (1983)

I. Daniel Shin (Retired 2018), Professor of Pharmaceutical Sciences, BA Agricultural Chemistry, Korea University (1976); MS Chemistry, Western Illinois University (1988); PhD Chemistry, North Carolina State University (1992)

William C. Stagner (Retired 2015), Professor of Pharmaceutical Sciences, BS Pharmacy, University of Iowa College of Pharmacy (1973); MS Pharmaceutics, University of Iowa College of Pharmacy (1977); PhD Pharmaceutics, University of Iowa College of Pharmacy (1979)

Gilbert A. Steiner (Retired 2014), Associate Professor of Pharmacy Practice, BS Pharmacy, Wayne State University (1971); PharmD, Wayne State University (1975)

Larry N. Swanson (Retired 2012), Chair and Professor of Pharmacy Practice, PharmD, University of Southern California School of Pharmacy (1969)

BS General Science: Pre-Nursing

Admissions Contact

Campbell University's Admissions Office
Phone: 1-(800) 334-4111 ext. 1290
Website: www.campbell.edu

Mailing Address
P.O. Box 1090
Buies Creek, NC 27506

Program Contact

Catherine W. Wood School of Nursing
Pre-Professional Office
Phone: (910) 814-4711
Email: nurse@campbell.edu

The BS General Science: Pre-Nursing (BSGS: Pre-Nursing) degree program is specifically designed to prepare students for entry into Campbell University's competitive College of Pharmacy & Health Sciences' (CPHS) nursing program.

Potential Bachelor of Science in Nursing (BSN) students must be admitted to Campbell University as a BSGS: Pre-Nursing student before submission of an application for BSN level coursework is considered.

The BSGS: Pre-Nursing plan of study provides a foundation of science and art upon which the nurse is able to develop clinical judgment, challenge assumptions, develop a broad knowledge base, embrace a systems approach, appreciate the value of diversity, and embody professionalism.

Curriculum

The following curriculum is a guideline for required courses in the program. Students are free to work with their assigned advisor to create the most effective course schedule to complete the prerequisites. Students must receive a "C" or higher in all coursework in order to use credit hours as prerequisites for the Nursing program.

First Year

Semester 1 Courses	Credit Hours
ENGL 101 – Academic Writing	3
HIST 111 or 112 – Western Civilization I or II	3
BIOL 111 – Basic Biology	4
CPHS 100 – Pre-Professional Seminar	1
PE 185 – Lifetime Wellness	2
MATH 111 (or greater)	3
Total	**16**

Semester 2 Courses	Credit Hours
CUC 100 – Connections	.5
ENGL 102 – Academic Writing & Literature	3
PSYC 222 – General Psychology	3
BIOL 275 – Clinical Microbiology	4
CHRS 125 – Intro to Christianity	3
A/M/T 131 – Intro to Art, Music, or Theater	3
Total	**16.5**

Second Year

Semester 1 Courses	Credit Hours
CUC 200 – Connections	.5
SOCI 225 – Principles of Sociology	3
BIOL 285 – Human Anatomy & Physiology I	4
PSYC 260 – Developmental Psychology	3
ELECTIVE (Humanities)*	3
Total	**13.5**

Semester 2 Courses	Credit Hours
ENGL 2XX – Literature	3
BIOL 286 – Human Anatomy & Physiology II	4
COMM 261 – Team & Small Group Communication	3
MATH 160 – Statistics	3
ELECTIVES	3
Total	**16**

*It is strongly recommended that students take CHRS 224 – Christian Ethics.

Humanities/Fine Arts Electives:
CHRS 202, 212, 224, 236, 251, 322, or higher; PHIL 121; ENGL 201, 202, 203, 204, 205, or 206; HIST 1xx, 2xx, 3xx, or 4xx; Foreign Language 221, 222, 241, or 242

Social Science Electives: CRIM; ECON; GEOG; POLS; PSYC; SOCI; COMM 240

Degree Requirements

BS in General Science with a concentration in Pre-Nursing
GCC—ENGL 101 3h, 102 3h, literature 2XX (3h), Fine Art (Music, Art or Theater) 131 3h, PE 185 2h, HIST 111 or 112 3h, MATH 111 3h, MATH 160 3h, CHRS 125 3h, social & behavioral sciences/humanities & fine arts electives (9h), CUC (as required).

Upper level science courses—12 credit hours in upper level (300 level or above) in residence (BIOL, CHEM, PHYS, CLNR, or PHSC).

Additional courses—CPHS 100 1h, BIOL 111 4h, BIOL 285, 286, 275 (4h each), PSYC 222, 260 (3h each), SOCI 225 3h, COMM 261 3h, FOREIGN LANGUAGE 201 3h, CHEM 111, 113, 227, 228 (4h each), and PHYS 221, 222 or 251, 252 (4h each), additional electives to complete a total of 124 credit hours for degree completion.

(FOREIGN LANGUAGE, CHEMISTRY and PHYSICS courses not required for BSN program)

BS General Science: Pre-Pharmacy

Admissions Contact

Campbell University's Admissions Office
Phone: 1 (800) 334-4111 ext. 1290
Website: www.campbell.edu

Program Contact

Campbell University College of Pharmacy & Health Sciences
Pre-Professional Office
Phone: (910) 814-4711
Email: prepharm@campbell.edu

Mailing Address
P.O. Box 1090
Buies Creek, NC 27506

The BS General Science: Pre-Pharmacy (BSGS: Pre-Pharmacy) degree program is specifically designed to prepare students for entry into Campbell University's highly regarded and competitive College of Pharmacy & Health Sciences (CPHS).

The College offers several degrees for individuals who are interested in pharmacy or pharmacy related careers including bachelor's and master's degrees in clinical research or pharmaceutical sciences, and the doctor of pharmacy program. The first two years of the BSGS: Pre-Pharmacy curriculum helps students complete the requirements for entry into all of these programs.

During the first two years, a pre- professional director works full-time to assist students. The director will provide students with appropriate advice each semester in planning their class schedules, as well as guidance for their academic and professional goals. CPHS faculty members are also available to provide students with advice on career pathways and residency information.

Curriculum

Students must receive a "C" or higher on all coursework in order to use credit hours as prerequisites for the PharmD program.

First Year

Semester 1 Courses	Credit Hours
ENGL 101 – Academic Writing	3
CHEM 111 – General Chemistry	4
BIOL 111 – Basic Biology	4
CHRS 125 – Intro to Christianity	3
PE 185 – Lifetime Wellness	2
CPHS 100 – Pre-Professional Seminar	1
Total	**17**

Semester 2 Courses	Credit Hours
CUC 100 – Connections	.5
ENGL 102 – Academic Writing & Literature	3
CHEM 113 – General Chemistry	4
BIOL 221 – Human Anatomy & Physiology	4
MATH 122 – Calculus	4
Fine Art M/A/T 131	3
Total	**18.5**

Second Year

Semester 1 Courses	Credit Hours
CUC 200 – Connections	.5
CHEM 227 – Organic Chemistry	4
PHSC 285 P/L – Microbiology	4
PHYS 221 – Physics I	4
MATH 160 – Statistics	3
LANG 201 – Foreign Language	3
Total	**18.5**

Semester 2 Courses	Credit Hours
CHEM 228 – Organic Chemistry	4
PHYS 2xx – Physics II or Biology[1]	4
Humanities/Fine Arts or Social/Behavioral Science Elective	3
HIST 1XX – Western Civilization I or II	3
ENGL 2XX – Literature	3
Total	**17**

[1]Physics II is required for BSGS: Pre-Pharmacy and Pharmaceutical Sciences; an upper level Biology is required for BS in Clinical Research.

Pharmacy Scholar Early Assurance Guarantee

High School Qualifications and Application Process

1. The candidate must be enrolled as a student in the BSGS: Pre-Pharmacy Program at Campbell University.
2. The candidate must be a graduate from an accredited high school in the United States and earn a 3.5 GPA or greater in high school coursework.
3. The candidate will apply for the Pharmacy Scholar Early Assurance Guarantee through the Campbell University Pre-Professional Office during the fall semester of the freshman year.
4. Transfer students are ineligible for the guarantee program.

Academic Requirements

3.5 or higher GPA; completion of the CPHS Moving Forward, Giving Back Leadership Certificate

Application Requirements

Pharmacy Scholar candidates must apply to the Doctor of Pharmacy program utilizing the Early Admissions process and application deadline of October 15th.

Candidates must successfully fulfill all requirements for admission including an acceptable interview.

All acceptances are contingent based upon adequate completion of remaining coursework, matriculation requirements and conduct as defined in the CPHS honor code.

Degree Requirements

BS in General Science with a concentration in Pre-Pharmacy

GCC—ENGL 101 3h, 102 3h, literature 2XX (3h), Foreign Language 201 3h, Fine Art (Music, Art or Theater) 131 3h, PE 185 2h, HIST 111 or 112 3h, MATH 122 4h, CHRS 125 3h, social & behavioral sciences/humanities & fine arts electives (9h), CUC (as required).

*Upper level science courses—12 credit hours in upper level (300 level or above) in residence (BIOL, CHEM, PHYS, CLNR, or PHSC).

Additional courses—CPHS 100 1h, BIOL 111, 221 or 285 & 286, 334 (4h each), CHEM 111, 113, 227, 228 (4h each), and PHYS 221, 222 or 251, 252 (4h each), MATH 160 3h, THEA 115 3h, ECON 2XX 3h, additional electives to complete a total of 124 credit hours for degree completion.

Clinical Research

Department of Pharmaceutical & Clinical Sciences
Campbell University
College of Pharmacy & Health Sciences
P.O. Box 1090
Buies Creek, NC 27506
(910) 893-1695

Mission Statement

The mission of the Department of Pharmaceutical & Clinical Sciences is to educate and develop curious minds that advance scientific knowledge through innovative and collaborative teaching, scholarly activities, professional growth, and applied experiences. Our vision is to be nationally recognized for supplying premier talent and scientific knowledge that improves global health and quality of life. We provide exemplary academic training that comprise the interdisciplinary knowledge, skills, and attitudes required to be successful in the Pharmaceutical & Clinical Sciences industries.

Academic Programs

Bachelor of Science in Clinical Research (BSCR)

The BSCR degree at Campbell University College of Pharmacy & Health Sciences provides students with the curricular, co-curricular, and experiential learning necessary to enter the workforce as an entry-level Clinical Research professional in the contemporary clinical research industry. Students are required to complete an internship which provides experiential training in the Clinical Research field. The Department collaborates with Clinical Research sites primarily located throughout North Carolina and neighboring states to facilitate internship placement.

Master of Science in Clinical Research (MSCR)

The MSCR degree is an online program offered by the Campbell University College of Pharmacy & Health Sciences which provides students with the curricular and co-curricular learning to meet the workforce demands of a mid-level or advanced Clinical Research professional in the contemporary clinical research industry. The online environment offers enhanced interaction between peers, faculty and industry professionals. The MSCR Program culminates with a research project based on the student's interest. Students may work independently or collaborate with another MSCR student. The faculty serve as research project advisors throughout the entire research project experience.

Clinical Research Minor

Students pursuing a degree in another discipline may benefit from a Minor in Clinical Research to augment their major field of study. These disciplines/programs include: Nursing, Biology, Chemistry, Exercise Science, Pre-Med, Pre-Law, Healthcare Management, Business Administration, and Psychology. To complete the Clinical Research Minor, students must complete 18 credit hours of Clinical Research courses.

BSCR/MSCR 3+2 Program

The BSCR/MSCR 3+2 Program provides an expedited opportunity for students to earn both their Bachelor of Science and Master of Science in Clinical Research degrees. While the traditional time to earn both degrees is six years, the 3+2 program allows students to complete the two degrees in five years by utilizing two summer sessions.

Dual Doctor of Pharmacy (PharmD/MSCR)

The Dual PharmD/MSCR Program provides an expedited opportunity for students to earn both their Doctor of Pharmacy and Master of Science in Clinical Research degrees. This program allows an individual to differentiate themselves in the competitive pharmacy field by expanding career opportunities including positions in clinical development, medical affairs, investigational drug pharmacy, medical information, health economic & outcomes research, pharmacovigilance, product safety, and academia. While the traditional time to earn both degrees is six years, the Dual PharmD/MSCR Program allows students to complete the two degrees in five years.

Dual Master of Physician Assistant Practice (MPAP/MSCR)

The Dual MPAP/MSCR Program provides an expedited opportunity for students to earn both their Master of Physician Assistant Practice and Master of Science in Clinical Research degrees. This program allows an individual to differentiate themselves from other Physician Assistants by expanding practice opportunities in areas including academic medical centers, community-based investigative centers, clinical research industry, and academia. While the traditional time to earn both degrees is four years, the Dual MPAP/MSCR Program allows students to complete the two degrees in three years.

Dual Master of Business Administration (MBA/MSCR)

The Dual MBA/MSCR Program provides an expedited opportunity for students to earn both their Master of Business Administration and Master of Science in Clinical Research degrees. This program allows an individual to focus the application of both degrees in areas of medical affairs, sales & marketing, health economics & outcomes research, strategic development, leadership & management, and finance. While the traditional time to earn both degrees is four years, the Dual MBA/MSCR Program allows students to complete the two degrees in three years.

Policies & Procedures

The following policies and procedures can be found in the General Information section of the CPHS Academic Bulletin:

- Accommodation
- Anti-Hazing
- Appeals
- Attendance
- Bias Incident Reporting
- Citizenship Status and Experiential Education
- Complaints/Grievances
- Counseling
- Criminal Background Check & Drug Screen
- Dress Code
- Early Alerts
- Environmental Health and Safety
- Family Education Rights and Privacy Act (FERPA)
- Financial Aid
- Grade Reports, Records, and Transcripts
- Health Insurance
- Immunization
- Incident Reporting
- Inclement Weather
- Meal Plan
- Parking
- Professional Liability Insurance
- Professional Policy for Student Meetings
- Refunds
- Safety and Emergency Preparedness
- Sexual Harassment
- Social Media
- Student Health
- Student Services
- Technology Devices
- Tuition & Fees
- Withdrawal & Temporary Separation

Admissions Policies

BSCR Admission

Students in the Pre-Pharmacy or an equivalent program can declare their major and matriculate into the BSCR degree program.

It should be noted that BSCR students are required to complete a semester-long internship in the last semester of their Senior year.

MSCR Admission

The MSCR Program is a year-round program with applicants considered for admission in either the Summer or the Fall I terms. While the Department operates on rolling admissions, individuals should submit their applications by the following deadlines:

- Summer Application Deadline: April 30
- Fall I Application Deadline: July 1

The following requirements and standards are designed to ensure scholastic and professional success in the College's MSCR Degree Program. Applications for admission to the MSCR Degree Program are evaluated by the Department's Admissions & Recruitment Committee. It should be noted that the Admissions & Recruitment Committee reviews all results of ongoing and pending coursework, transcripts, and behavior during the admissions and matriculation process. The Admissions & Recruitment Committee reserves the right to rescind the offer of admission due to poor performance or unprofessional behavior.

Acceptance into the graduate program is based on the overall record and ability of the applicant. There are several pathways to admission to the MSCR Program:

1. An applicant that has completed a bachelor's degree from an accredited college or university prior to matriculation and enrollment in any graduate coursework. Individuals may apply prior to completion of their bachelor's degree and gain acceptance contingent upon completion.
2. A Campbell University student pursuing the BSCR/MSCR 3+2 Dual Degree may apply to the MSCR Program with the understanding the student will not have a completed undergraduate degree prior to enrolling in MSCR coursework as defined in the Academic Bulletin. Accepted applicants would complete the BSCR and MSCR Degrees in a five-year period. Please note: The BSCR/MSCR Degrees cannot be conferred until all requirements of both the BSCR and MSCR are met. BSCR/MSCR Dual Degree students are required to start their MSCR curriculum in the Summer Term.
3. An applicant accepted into the Doctor of Pharmacy (PharmD) Program may apply for the MSCR Program to pursue the PharmD/MSCR Dual Degree. Since applicants matriculating to the PharmD Program are only required to have completed 64 hours of prerequisites, and not required to have an undergraduate degree, these MSCR applicants may enter the program with or without completion of an undergraduate degree prior to enrollment. Applicants are required to be accepted into both the PharmD and MSCR Programs. Accepted applicants would complete the PharmD and MSCR Degrees in a five-year period. The PharmD and MSCR Degrees cannot be conferred until all requirements of both the PharmD and MSCR are met. PharmD/MSCR Dual Degree students are required to start their MSCR curriculum in the Summer Term.
4. An applicant considering the Master of Physician Assistant Practice (MPAP) and the MSCR must apply to both programs simultaneously. Applicants for the MPAP/MSCR Dual Degree Program are advised to refer to the MPAP admission requirements found in the Academic Bulletin. Applicants are required to be accepted into both the MPAP and MSCR Programs. Accepted applicants would complete the MPAP and MSCR Degrees in a three-year period. The MPAP and MSCR Degrees cannot be conferred until all requirements of both the MPAP and MSCR are met. MPAP/ MSCR Dual Degree students are required to start their MSCR curriculum in the Summer Term.
5. An applicant considering the Master of Business Administration (MBA) and the MSCR must apply to both programs simultaneously. Applicants for the MBA/MSCR Dual Degree program are advised to refer to the MBA admission requirements found in the Academic Bulletin. Applicants are required to be accepted into both the MBA and MSCR Programs. Accepted applicants would complete the MBA and MSCR Degrees in a three-year period. The MBA and MSCR Degrees cannot be conferred until all requirements of both the MBA and MSCR are met.

MSCR Admissions Requirements

- Bachelor's degree or higher from an accredited college or university (Exceptions: BSCR/MSCR 3+2 and PharmD/ MSCR applicants)
- Recommended GPA of 3.0 or higher
- International Applicants: TOEFL > 100 (internet-based) or IELTS > 7.0, with no individual band score below 6 (Institution Code: 5100)
- All required academic coursework must be completed at an accredited college or university.
- All prerequisite courses must be completed with earned grades of "C" or higher.

Prerequisites

- Statistics (must be completed prior to enrolling in the CLNR 517: Biostatistical Literacy)
- Pre-test for statistics is required to assess preparedness for entering CLNR 517 and remedial statistical program options will be provided, as needed, at no cost to the student.
- Science Courses (12 credit hours, including 2 lab courses must be completed prior to matriculation)
- Lab courses that were taken in an in-person and/or online format are acceptable

Application Process

1. Complete application with required $50 fee.
2. Submit all official college transcripts.
3. Submit two professional/academic letters of recommendation.
4. Qualified applicants may be contacted for an interview.

Technology Requirements

- Computer can be no more than 5, recommended less than 3, years old
- Stable internet connection with an absolute minimum speed of 6 megabits per second (6 mbps)
- Student's computer is subjected to a status check (fitness test) by Campbell's IT to ensure that the machine is capable of operating required applications for the Clinical Research program.
- Student must have basic proficiency skills in Microsoft Office applications.
- Student must have access to a printer.

Workplace Computers

- If the student uses an employer's computer, he/ she must have administrative rights to the machine.
- If using a computer to which you do not have administrative rights, you should plan well in advance of any assignments to either receive permission to install the required programs, or make arrangements to use another computer.

Policies

1. Matriculating students must have completed 12 credit hours of science courses, including 2 labs, prior to enrolling in any MSCR courses. Statistics prerequisite must be completed prior to taking CLNR 517: Biostatistical Literacy
2. A maximum of 6 credit hours based on previous didactic coursework may be

requested for exemption or transfer by submitting the appropriate form (with supporting documentation) to the Vice Chair of Curriculum and Education Development

3. Students not seeking a degree can register for courses (see non-degree seeking portion of the Academic Bulletin)
4. International Applicants:
   a. International applicants are eligible for admission if they have completed a bachelor's degree or higher.
   b. A course-by-course foreign transcript translation report may be requested to assist the Admissions & Recruitment Committee in reviewing transcripts. Applicants may use:
      - World Education Services (WES)
      - International Education Research Foundation (IERF)
      - Educational Credential Evaluators (ECE)
      - Education Evaluators International (EDUCEI)
      - Foreign Credentials Service of America
      - Center for Education Documentation (CED)
      - International Education Evaluations (IEE)
      - American Association of Collegiate Registrars and Admissions Officers (AACRAO).
   c. The MSCR Program is completely online with no residency required; therefore, international applicants are not eligible to receive US student visas.
   d. If English is not the applicant's native language, applicants must submit official scores for the TOEFL {>100 (internet based)} or IELTS (>7.0, with no individual band score below 6). Applicants who have completed their undergraduate degree in English in the U.S. are not required to submit English proficiency test scores.

Temporary Separation Policy

Students requesting a temporary separation greater than two 8-week terms must notify Department Chair in writing. The chair will evaluate requests on an individual basis and determine the length of the granted temporary separation, not to exceed five 8-week terms.

BSCR: Academic Standards

Academic standards and grade appeals for undergraduate programs are specified in Campbell University's Undergraduate Academic Bulletin.

MSCR: Academic Standards

Grading Scale for Master of Clinical Research Program

The following is the grading scale is utilized for the Master of Clinical Research Program within CPHS. Students should refer to individual course syllabi for applicable grading scale. This information includes the letter grade with the assigned quality points:

Grade	Quality of Work	4-Pt. Scale
A	Superior/Excellent	4
B	Above average	3
C	Average	2
D	Below average	1
F	Failure	0
IC	Incomplete Continued	0

Grades of "A, B, C, D, and F" are included in semester hours attempted and will affect the grade point average. Grade of "IC" will not affect the grade point average. A grade of "IC" must be removed by the completion of the work within 120 days, otherwise it will be replaced with an "F."

Students must receive a "C" or better in MSCR courses less than a 600 level. Any MSCR course receiving a "D" or "F" must be repeated. Students must receive an "A" or a "B" in 600 level MSCR Research Project Courses.

A student may appeal a grade within three days in which the grade was officially posted. Changes can be made to the transcript within a 12-month period if a professor acknowledges in writing that an error in grade reporting occurred.

Academic Probation

Students in the MSCR Program are subject to academic probation for:

1. Failing to maintain a minimum cumulative GPA of at least 3.0 in all MSCR courses.
2. Earning a final grade of less than C in any MSCR course. Students earning less than a C must remediate the course (repeat the course in its next consecutive offering and earn a grade of C or above).

Any occurrence of either of the above will result in academic probation not to exceed one academic year. In addition, students must complete an academic contract to acknowledge their academic probation.

Failure to complete an academic contract in a timely manner could result in further action from the Academic Performance, Standards and Retention (APSR) Committee. The APSR Committee will review all cases remaining on probation after each term and recommend further action up to and including dismissal from the program.

Academic Dismissal

Students in the MSCR Program are subject to academic dismissal for:

1. Failure to complete all coursework within 5 years of beginning the program or 46 attempted credit hours, whichever comes first.
2. Failure to maintain a minimum cumulative GPA of at least 3.0 for any 10 consecutive MSCR credit hours.
3. Failure to successfully remediate (receive a C or above) a course in which a grade less than C was earned.
4. The accumulation of two or more final grades of less than C in any MSCR course. All courses in which a student earns less than C will count towards this accumulation even if the course is remediated for a higher grade.

The Chair of the APSR Committee will notify the student in writing or by email concerning any change in his/her standing in the program. A student may appeal the dismissal to the Associate Dean of Academic Affairs of the College of Pharmacy & Health Sciences. The student must submit a written or email petition to the APSR Committee Chair and Associate Dean of Academic Affairs of the College of Pharmacy & Health Sciences within three (3) business days of the student's receipt of notification of the dismissal.

The student's failure to submit the petition letter within three (3) business days is acknowledgement of dismissal. The petition must contain the specific variance requested and a description of any extenuating circumstances intended to justify granting the variance. The Associate Dean's decision is final.

Academic Policies & Procedures

A maximum of six credit hours based on previous didactic coursework may be requested for exemption or transfer by submitting the appropriate form (with supporting documentation) to the Vice Chair of Curriculum and Education Development. Subsequent approval by the Department Chair and the Associate Dean for Academic Affairs is required.

Transfer credit from equivalent coursework may be conditionally granted. When requesting a transfer, students must include:

1. Previous course name and graduate level number
2. Semester and year course were taken
3. Educational institution where course was taken
4. Syllabus for the course
5. Transcript with grade for course (in applicant file at Campbell)

When transferring, the course director will make a recommendation regarding possible equivalency directly to the Vice Chair of Curriculum & Education Development. Final decisions regarding course equivalencies will be made jointly by the Chair of the Department and the Associate Dean for Academic Affairs. The total number of transfer credits granted per student will follow the policies of Campbell University's College of Pharmacy & Health Sciences and the Southern Association of Colleges and Schools Commission on Colleges.

Graduation

The MSCR Program will not approve a request to participate in commencement ceremonies unless all credit hours have been completed.

Curriculum for BS in Clinical Research

First Year

Semester 1 Courses		Credit Hours
General Chemistry I	CHEM 111	4
Basic Biology	BIOL 111	4
Academic Writing	ENGL 101	3
Intro to Christianity	CHRS 125	3
*Pre-Professional Sem.	CPHS100	1
Total		**15**

Semester 2 Courses		Credit Hours
General Chemistry II	CHEM 113	4
Anatomy & Physiology	BIOL 221	4
Calculus	MATH 122	4
Academic Writing & Lit.	ENGL 102	3
Lifetime Wellness	PE 185	2
CU Connections	CUC 100	0.5
Total		**17.5**

Second Year

Semester 3 Courses		Credit Hours
Organic Chemistry I	CHEM 227	4
^Biology Elective	BIOL _____	3/4
Western Civ. I or II	HIST 1XX	3
Foreign Language	LANG 20_	3
Intro to A/M/T	A/M/T 131	3
CU Connections	CUC 200	0.5
Total		**16.5-17.5**

Semester 4 Courses		Credit Hours
Organic Chemistry II	CHEM 228	4
^Biology Elective	BIOL ____	3/4
Literature I or II	ENGL 20_	3
Humanities Elective (see listing)		3
Social Science Elective (see listing)		3
Total		**16-17**

Third Year

Semester 5 Courses		Credit Hours
Biochemistry	PHSC 323	3
Biochemistry Lab	PHSC 325/L	1
Reg Affairs	CLNR 340	3
Medical Terminology	CLNR 341	2
Principles Of CLNR	CLNR 364	2
Interp Skills & Critical Thinking	CLNR 442	2
Sci. & Tech Writing	CLNR 451	2
Total		**15**

Semester 6 Courses		Credit Hours
Intro. to Pharmacology	PHSC 328	4
Sci. Lit. Seminar	CLNR 338	2
Clin. Study Operations	CLNR 345	2
Research Site Ops	CLNR 445	2
Data Management	CLNR 450	3
>Elective(s)		2-3
Total		**15-16**

Fourth Year

Semester 7 Courses		Credit Hours
Intro to Biostatistics	CLNR 324	3
Pre-Intern Seminar	CLNR 412	1
New Product Dev.	CLNR 415	2
Med Ethics / Clin Res	CLNR 425	2
Man/Mon Clin. Trials	CLNR 455	2
Hum/Social Elective	(see listing)	3
>Elective(s)		2-3
Total		**15-16**

Semester 8 Courses		Credit Hours
+Senior Internship	CLNR 420	12
Senior Seminar	CLNR 416	3
Total		**15**

Total credit hours = 125 – 129

^ Biology electives must be biomedical electives. (Examples include, but are not limited to, Advanced Physiology, Biomedical Ethics, Developmental Anatomy, Cellular & Molecular Biology (prerequisite for Microbiology & Immunology (prerequisite for Medical Microbiology), Cytology/Histology, Bioinformatics, Genetics, Immunology, Advanced Cell & Molecular Biology, and Biochemistry).

*All freshman will take a freshman seminar within their academic program.

Humanities electives: CHRS: 202, 212, 224, 236, 251, 322 or higher; PHIL 121; ENGL 201 – 206; HIST 1xx – 4xx; LANG 221, 222, 241, 242

Social science electives: CRIM, ECON, GEOG, POLS, PSYC, SOCI, COMM 240

+ Students are required to submit and pass a criminal background check and drug screen prior to the start of internship.

> As needed to reach the required 125 total credit hours.

Curriculum for BSCR/MSCR 3+2 Program

The Department of Pharmaceutical & Clinical Sciences provides an option for students to earn both their Bachelor of Science and Master of Science in Clinical Research degrees. While the traditional time to earn both degrees is six years, the 3+2 Program places students on a fast track toward completing two degrees in five years by utilizing two summer sessions. By virtue of pursuing both degrees, the program offers students a competitive edge in the job market and rapid career advancement.

First Year

Semester 1		Credit Hours
General Chemistry I	CHEM 111/L	4
Basic Biology	BIOL 111/L	4
Academic Writing	ENGL 101	3
Intro. to Christianity	CHRS 125	3
*Pre-Professional Sem.	CPHS 100	1
Total		**15**

Semester 2		Credit Hours
General Chemistry II	CHEM 113/L	4
Human A & P	BIOL 221/L	4
Calculus	MATH 122	4
Academic Writing & Lit.	ENGL 102	3
Lifetime Wellness	PE 185	2
CU Connections	CUC 100	0.5
Total		**17.5**

Second Year

Semester 3		Credit Hours
Organic Chemistry I	CHEM 227/L	4
^Biology Elective	BIOL _____	3/4
Western Civ. I or II	HIST 1XX	3
Foreign Language	LANG 20_	3
Intro. to A/M/T	A/M/T 131	3
CU Connections	CUC 200	0.5
Total		**16.5-17.5**

Semester 4		Credit Hours
Organic Chemistry II	CHEM 228/L	4
^Biology Elective	BIOL _____	3/4
Literature I or II	ENGL 20_	3
Social Science Elective	(see listing)	3
Humanities Elective	(see listing)	3
Total		**16-17**

Third Year

Semester 5		Credit Hours
Biochemistry	PHSC 323	3
Biochemistry Lab	PHSC 325/L	1
Medical Terminology	CLNR 341	2
Reg Affairs	CLNR 340	3
Princ. of Clin. Research	CLNR 364	2
Interpersonal Skills & Critical Thinking	CLNR 442	2
Sci. & Tech. Writing	CLNR 451	2
Total		**15**

Semester 6		Credit Hours
Intro. to Pharmacology	PHSC 328	4
Clin. Study Operations	CLNR 345	2
Sci. Lit. Seminar	CLNR 338	2
Data Management	CLNR 450	3
Research Site Ops	CLNR 445	2
Hum/Soc. Sci. Elective	(see listing)	3
>Elective(s)		2
Total		**18**

Summer 1		Credit Hours
Principles of Clinical Research	CLNR 505	2
Scientific Communications	CLNR 552	2
Medical Ethics	CLNR 525	2
Total		**6**

Fourth Year

Semester 7 – Fall I		Credit Hours
Regulatory Affairs	CLNR 530	2
New Product Develop.	CLNR 515	2
Pre-Intern Seminar	CLNR 412	1
Total		**5**

Semester 8 – Spring I		Credit Hours
Study Design/Analysis I	CLNR 566	2
+Senior Internship	CLNR 420	12
Senior Seminar	CLNR 416	3
Total		**17**

Semester 7 – Fall II		Credit Hours
Biostatistical Literacy	CLNR 517	2
Adv. Data Management	CLNR 520	2
Pre-Intern Seminar (cont).	CLINR412	1
Total		**5**

Semester 8 – Spring II		Credit Hours
Clinical Research Seminar	CLNR 606	2
+Senior Internship (cont.)	CLNR 420	12
Senior Seminar (cont.)	CLNR 416	3
Total		**17**

Semester 8 – Summer II		Credit Hours
Research Project I	CLNR 690	2
Clinical Trial Operations	CLNR 535	2
Total		**4**

Fifth Year

Semester 9 – Fall I		Credit Hours
Research Project II	CLNR 691	2
Elective	CLNR 5XX	2
Total		**4**

Semester 10 – Spring I		Credit Hours
Elective	CLNR 5XX	2
Elective	CLNR 5XX	2
Total		**4**

Semester 9 – Fall II		Credit Hours
Elective	CLNR 5XX	2
Elective	CLNR 5XX	2
Total		**4**

Semester 10 – Spring II		Credit Hours
Elective	CLNR 5XX	2
Elective	CLNR 5XX	2
Total		**4**

Total = 153-155 Hours

*ALL FRESHMEN WILL TAKE A FRESHMAN SEMINAR WITH THEIR ACADEMIC PROGRAM.

>AS NEEDED TO REACH REQUIRED 125 TOTAL CREDIT HOURS – ONLY 10 CREDIT HOURS PULLED FROM MSCR TO BSCR IN ADDITION TO CLNR 416 & 420 (15 CREDIT HOURS)

^BIOLOGY ELECTIVES MUST BE BIO-MEDICAL ELECTIVES. (EXAMPLES INCLUDE, BUT ARE NOT LIMITED TO, ADVANCED PHYISIOLOGY, BIOMEDICAL ETHICS, DEVELOPMETAL ANATOMY, CELLULAR & MOLECULAR BIOLOGY {PRE-REQUISITE FOR MICROBIOLOGY & IMMUNOLOGY [PRE-REQUISITE FOR MEDICAL MICROBIOLOGY]}, CYTOLOGY/HISTOLOGY, BIOINFORMATICES, GENETICS, IMMUNOLOGY, ADVANCED CELL & MOLECULAR BIOLOGY, AND BIOCHEMISTRY).

+STUDENTS WILL BE REQUIRED TO SUMBIT AND PASS A DRUG SCREEN AND CRIMINAL BACKGROUND CHECK PRIOR TO STARTING AN INTERNSHIP.

HUMANITIES ELECTIVES: CHRS 202, 212, 224, 236, 251, 322 OR HIGHER; PHIL 121; ENGL 201-206; HIST 1XX-4XX; LANG 221, 222, 241, 242

SOCIAL SCIENCE ELECTIVES: CRIM, ECON, GEOG, POLS, PSYC, SOCI, COMM 240

Curriculum for MS in Clinical Research

Students are required to complete the following courses in addition to 14 credit hours of elective courses:

Core Curriculum Courses	Hours
CLNR 505 – Principles of Clinical Research	2
CLNR 515 – New Product Development	2
CLNR 517 – Biostatistical Literacy	2
CLNR 520 – Advanced Data Management	2
CLNR 525 – Medical Ethics	2
CLNR 530 – Regulatory Affairs	2
CLNR 535 – Clinical Trial Operations	2
CLNR 552 – Scientific Communications	2
CLNR 566 – Adv. Study Design & Analysis I	2
CLNR 606 – Clinical Research Seminar	2
CLNR 690 – Clinical Research Project I	2
CLNR 691 – Clinical Research Project II	2
Total	**24**

Electives†	Hours
CLNR 504 – Special Research in Clinical Research	1-2
CLNR 518 – Biostatistics II	2
CLNR 519 – Physical & Clinical Assessment	2
CLNR 527 – International Clinical Trials	2
CLNR 528 – Pharmacogenetics	2
CLNR 529 – Epidemiology	2
CLNR 539 – Medical Genomics	2
CLNR 540 – Neuroscience & Clinical Research	2
CLNR 541 – Behavioral Medicine	2
CLNR 550 – Introduction to Public Health	2
CLNR 553 – Special Topics in Clinical Research	2
CLNR 555 – Special Populations in Clinical Research	2
CLNR 559 – Advanced Managing & Monitoring of Clinical Trials	2
CLNR 560 – Pharmacoeconomics	2
CLNR 561 – Healthcare Economics	2
CLNR 562 – Preclinical Drug Development	2
CLNR 567 – Adv. Study Design & Analysis II	2
CLNR 568 – Project Management	2
CLNR 573 – Evidence-Based Medicine	2
CLNR 574 – Integrated Drug Safety	2
CLNR 581 – Pharmaceutical Compliance & QA	2
CLNR 593 – Leadership Development	2
CLNR 595 – Bioterrorism & Mass Public Health Threats	2
CLNR 693 – MPAP/MSCR Clinical Research Project II	3
CLNR 694 – Clinical Research Project III	2
CLNR 695 – Clinical Research Project IV	2
CLNR 696 – MPAP/MSCR Clinical Research Project III	3
Total	**14**

†Elective courses offered on a rotating basis and subject to change

*Permission of instructor required.

Federally supported financial aid requires a minimum of 2 credit hours per academic term.

NOTE: Please refer to our website at cphs.campbell.edu for the most current curriculum and tuition information.

Course Descriptions

PHSC 323 – General Biochemistry
Credit: 3 hours
A comprehensive course in biochemistry which presents protein, lipid and nucleic acid biosynthesis and catabolism. Principles of enzyme kinetics, regulation, energy metabolism, signal transduction and macromolecular structure-function relationships are presented. It is recommended that a student take Microbiology or Cell Biology before taking this course.
Prerequisite: Organic Chemistry I-II
Co-requisite: PHSC 220/220L, PHSC 325/325L

PHSC 325/325L – General Biochemistry Pre-Lab/Lab
Credit: 1 hour
This course is intended to provide the student with the experience working with basic techniques used in the study of bio-molecules, particularly proteins. Students will gain knowledge of protein characterization techniques, such as: gel filtration, enzyme kinetics, PAGE, ELISA. A detailed laboratory notebook will be used to document all lab work and its contents will assist with the written reports. A end of the semester lab practical is given as well. Students must attend a weekly pre-lab session.
Co-requisite: PHSC 323

PHSC 328 – Introduction to Pharmacology
Credit: 4 hours
The basic principles of drug action are covered through discussion of the responses of biological systems to drugs and chemicals. Emphasis is place on understanding mechanism of action through detailed exploration of receptor-mediated events (pharmacodynamics). The course considers the quantification of drug action as well as the absorption, distribution, metabolism, and elimination of xenobiotics (pharmacokinetics) and how these and other factors relate to drug action.
Prerequisites: Must complete 2 groups of prerequisites for this course: 1) CHEM 227/228, & 2) Either BIOL 221 or BIOL 285/286. Must be completed prior to taking this course.

CLNR 324 – Introduction to Biostatistics
Credit: 3 hours
This course, focused on statistical methods in health sciences, is intended to provide students with a basic knowledge of descriptive statistics, graphing data, probability theory, normal and other common distributions, sampling and estimation, confidence intervals, hypothesis testing, ANOVA, and other selected statistical methods.

CLNR 338 – Scientific Literature Seminar
Credit: 2 hours
This interactive class introduces students to literature searching and critical analysis techniques. Skills in critical analysis of the scientific literature will be developed in small group discussion of scientific papers chosen by the faculty and students. These skills are applied in the form of written and oral presentations of projects developed by researching the current clinical research literature. In addition to learning how to apply these skills with a team, complete comprehension of these skills are applied in the form of oral presentations.

CLNR 340 – Regulatory Affairs
Credit: 3 hours
This course provides the student with an overview of regulatory affairs, with emphasis on requirements for initiating clinical trials, developing pharmaceutical products, and gaining approval for worldwide marketing applications. The course will include discussion of data submission requirements, quality procedure regulations, and marketing considerations. Practical exercises will be representative of tasks assigned to employees seeking entry level positions within the industry.

CLNR 341 – Medical Terminology (Online)
Credit: 2 hours
This course is designed to introduce students to the language of the clinical research and medical communities. Instruction will engage students and provide them an opportunity to learn, understand, and apply the terminology in context of clinical research and medical settings.

CLNR 345 – Clinical Study Operations
Credit: 2 hours
This course will provide students with an overview of clinical study operations, including but not limited to site selection & evaluation, trial management, and clinical trial management systems, Trial Master File, recruitment, audits, reporting, and financial negotiations. The knowledge and skills obtained within the course will prepare students for entry-level positions for clinical study operations.
Prerequisites: CLNR 364

CLNR 364 – Principles of Clinical Research
Credit: 2 hours
This course will provide a basic understanding of clinical research including purpose, terminology, and methodology. The course will explore basic elements of clinical research including such topics as study design, data management, conduct, and the various roles of those involved in the industry.

CLNR 412 – Senior Pre-Internship Seminar
Credit: 1 hour
This course is designed to allow students to plan and prepare for the experiential learning opportunity provided as part of the required curriculum. During this course, students will complete all documents required by internship sites. Students and participating internship sites will be matched to ensure a comprehensive work experience is obtained when the student proceeds with internship.
Prerequisites: Proper progression for BSCR curriculum and on track for senior internship in next semester offered.

CLNR 415 – New Product Development
Credit: 2 hours
This course is designed to focus on the processes of bringing a new drug molecule into clinical practice. The course will encompass aspects of discovery, finding suitable molecular targets, clinical development, to the commercial launch of a new drug product. The course considers the dynamics of regulatory affairs, advances in technology, and scientific methodologies and their respective impact on new product development to meet unmet medical needs. This course draws upon the prior curriculum and provides further practical and contemporary application. The knowledge and skills obtained within the course will prepare students for the variety of roles in the clinical research industry and how the roles contribute to the availability of new products.
Prerequisites: CLNR 340 & CLNR 364

CLNR 416 – Senior Seminar
Credit: 3 hours
This course is designed to prepare the student for real world practices. The student will learn and review research, presentation and public speaking techniques and utilize these to prepare a research paper and presentation. This course culminates in a presentation day where each student will present their research information and internship experience to the Department of Clinical Research and honored guests.
Prerequisites: All CLNR courses
Co-requisites: CLNR 420
Fall/Spring semesters only (BSCR students)

CLNR 420 – Senior Internship
Credit: 12 hours
This course is an experiential learning system, which allows the BSCR students an opportunity to gain hands on experience in the clinical research profession. Students and participating institutions are matched to provide a comprehensive work experience. The internship is designed for a BSCR candidate to develop strong clinical research skills while improving his/her knowledge in the field of clinical research.
Prerequisites: Completion of all GCC & BSCR courses and at least a 2.0 major and cumulative GPA
Co-requisites: CLNR 416

CLNR 425 – Medical Ethics in Clinical Research
Credit: 2 hours
This course provides a review of past medical and research historical events that have shaped the ethical standards in clinical research. Students in this course will analyze and discuss recent medical ethics cases on special topics including current events as appropriate.
Prerequisites: Appropriate progression through the BSCR curriculum

CLNR 442 – Interpersonal Skills & Critical Thinking
Credit: 2 hours
Interpersonal skills are soft skills that one uses every day to interact with and relate to other people. Those with strong interpersonal skills are usually more successful in both their professional and personal lives. Critical thinking brings conscious awareness, skills, and standards to the process of observing, analyzing, reasoning, evaluating, reading, and communicating. This course will teach students how to develop interpersonal skills and become effective at listening, communicating, and working within a team. Additionally, students will learn how to write a professional resume and cover letter, as well as how to prepare for future interviews. This course will also teach the application of the principles of critical thinking.

CLNR 445 – Research Site Operations
Credit: 2 hours
This course is designed to focus on clinical operations from the site perspective. The course will include but is not limited to assessing patient eligibility, understanding the consent process, assessing, and grading adverse events, and handling deviations through root cause analysis and developing corrective and preventative action plans. Students will also be introduced to the basic principles of history taking and basic techniques of physical examination assessments as it pertains to clinical research. The knowledge and skills obtained within the course will prepare students for clinical research assistant and coordinator positions at the site level.
Prerequisites: CLNR 341 & CLNR 364

CLNR 450 – Data Management
Credit: 3 hours
This introductory course covers topics such as the role of data management in clinical trials and the duties of the Clinical Data Coordinator. Topics include organization, collection, review, and tracking of data. Coding of data and standardized terminology are also considered. The course will also include instruction on using Excel, SAS, and implemented a survey using modern electronic data collection methods.
Prerequisites: CLNR 364

CLNR 451 – Scientific & Technical Writing
Credit: 2 hours
Scientific and Technical Writing is a required course for Clinical Research majors designed to enable students to become more effective writers and literature evaluators. Students will focus on the format and customs of scientific writing, ethics of writing and use of reference management software. Focus will be on confidently and accurately producing written scholarly documents related to clinical research.
Prerequisites: CLNR 338

CLNR 455 – Managing & Monitoring Clinical Trials
Credit: 2 hours
This course provides both a theoretical and practical overview of the principles of managing and monitoring clinical trials. The focus will be on the role of the Clinical Research Associate (CRA) and Central Monitoring Associate, which will include activities centered on alternative monitoring strategies currently in use. Discussion topics will consist of reduced source document verification (SDV), remote monitoring, central monitoring, risk-based monitoring, triggered/target monitoring, and site-based monitoring of clinical trials.
Prerequisites: CLNR 345

CLNR 504 – Special Research in Clinical Research
Credit: 1-2 hours
This course will introduce the graduate student to the scientific inquiry process used in clinical and scientific research. This involves application of the scientific process including but is not limited to: literature evaluation, literature search, design of project, development of written and verbal skills, development of technical skills, data acquisition and analysis, use of web-based systems, and data and project management.

CLNR 505 – Principles of Clinical Research
Credit: 2 hours
This course will provide a broad understanding of clinical research – definition, methodology, conduct and applications. The course will explore the basic elements of clinical research, including the hierarchy of clinical trial design, clinical trial conduct, and safety surveillance.
Application of clinical trial knowledge to specific medical practice issues will also be explored.

CLNR 515 / IPE 515 – New Product Development
Credit: 2 hours
In this course, students will explore how new drugs are made available for ultimate use in appropriate patients. Topics covered include unmet medical needs, discovery, pre-clinical and clinical development, regulatory pathways, and the roles of various healthcare professionals. The goal of the course is to provide an opportunity for students to learn the contemporary processes that lead to discovery and development of medications that address unmet medical needs.

CLNR 517 – Biostatistical Literacy
Credit: 2 hours
The course seeks to provide students with a conceptual understanding of the most commonly utilized statistical methods in clinical research. A literacy course, the focus will be on the consumption, not the production, of statistics. That is, provided results (from published research articles and created examples) will be dissected, discussed, evaluated and interpreted. Limited computation is required in this course.
Prerequisites: CLNR 324, MATH 160 or approved general Statistics course

CLNR 518 – Biostatistics II
Credit: 2 hours
The second of the two part biostatistics course sequence, the focus in this elective course will be on the production of statistics. Building off the conceptual learning that occurred in 517, the most common basic statistical methods utilized in clinical research will be revisited. Statistical software will be implemented as the students learn how to analyze data. Topics covered include descriptive and summary statistics, analysis of proportions and count data, one and two-sample means, one-way ANOVA, correlation, and linear and logistic regression.
Prerequisite: CLNR 517

CLNR 519 – Physical & Clinical Assessment
Credit: 2 hours
This course is designed to introduce the student to the medical terminology, medical history taking, basic physical examination techniques, and diagnostic tests commonly used in clinical research protocols.
Prerequisites: Anatomy & Physiology

CLNR 520 – Advanced Data Management
Credit: 2 hours
Advanced Data Management is an advanced course covers in detail topics such as the role of data management in clinical trials and the duties of the Clinical Data Coordinator. Topics include relevant regulation and guidance, organization, collection, review, and tracking of data. Coding of adverse drug experiences, drugs and disease states, and standardized terminology are also considered. Mastery of key principles of data management will be demonstrated through hands on assignment within the Medidata Rave Electronic Data Capture (EDC) system utilizing mock patient data. Students will complete essential data management role training within the EDC system which will be documented via certificates.
Prerequisites: CLNR 505
Acceptable Co-requisites: CLNR 517

CLNR 525 – Medical Ethics
Credit: 2 hours
This course will use a combination of recorded lectures, interactive discussion, case presentations, and student presentations to explore the field of medical ethics. The course will primarily focus on medical ethics as it relates to clinical research. However, medical ethics in clinical practice may also be addressed. Historical cases as well as current events will be used to highlight key principles of medical ethics.
Prerequisite: CLNR 505

CLNR 527 – International Clinical Trials
Credit: 2 hours
This course is intended for students who are contemplating a career in clinical research. The content presents fundamental knowledge of conducting global, international clinical trials.
Prerequisite: CLNR 505

CLNR 528 – Pharmacogenetics
Credit: 2 hours
Pharmacogenetics is the study of how an individual's genotype influences drug responses. This course will begin with an introduction on the essential principles of genetics, genomics, and drug metabolism relevant to understanding pharmacogenetics. Emphasis will be given to the role of genetic polymorphisms as determinants of adverse drug reactions and pharmacological efficacy, with specific examples provided in the areas of infections disease, cardiology and oncology. This course will also explore ethical aspects and policy issues related to the use of pharmacogenetic testing in the healthcare industry.

CLNR 529 – Epidemiology
Credit: 2 hours
This course presents an overview of epidemiology and how the field augments clinical research. The course emphasizes an introduction to the application of epidemiological methods. The primary goal of the course is to orient students to the field of epidemiology and foster an appreciation for the methods used to do observational studies in "real world" settings.
Prerequisites: CLNR 505 & 517

CLNR 530 – Regulatory Affairs
Credit: 2 hours
This course provides the student with an overview of regulatory affairs, with emphasis on requirements for initiating clinical trials, developing pharmaceutical products, and gaining approval for marketing applications. Emphasis will be placed on the practical application of US regulations in the commercialization of healthcare products. This will include regulations for the protection of participants in clinical research, data submission requirements, quality procedure regulations, marketing considerations, and post-approval requirements including safety reporting.
Prerequisites: CLNR 505

CLNR 535 – Clinical Trial Operations
Credit: 2 hours
In this course, students will explore the functional aspects of clinical trial operations and will be provided with the knowledge and operational skills necessary to develop, implement, and operationalize clinical trials. Topics covered include site selection and evaluation, trial management and clinical trial management systems, marketing and advertising for subject/patient recruitment, trial audits, trial reporting, and budget and contract negotiations. The goal of the course is to provide an opportunity for students to learn the contemporary processes of clinical trial operations consistent with ethical clinical development that meets quality, safety, and efficiency requirements.
Prerequisites: CLNR 505

CLNR 539 – Medical Genomics
Credit: 2 hours
This course starts by teaching basic genomics and molecular biology. Attention then focuses on the benefits of this knowledge in biomedical research and medicine. Examples of topics discussed include pharmacogenomics and toxicology, an awareness of the ethical, legal, and social implications of genomic research, and the potential future implementation of Precision Medicine and Information-based Medicine.

CLNR 540 – Neuroscience & Clinical Research
Credit: 2 hours
Students will acquire advanced knowledge, analysis, and synthesis of research aimed at understanding fundamental mechanisms of development, structure, and function of the nervous system in health and disease. Students will be able to evaluate the effects of clinical and translational research on the process and prevention of disease progression.
Prerequisites: CLNR 505

CLNR 541 – Behavioral Medicine
Credit: 2 hours
This elective course will examine the role of psychosocial factors in disease. These include the role of stress, coping, depression, poverty, culture, race and childhood adverse events. The biopsychosocial model will be introduced and evidence discussed for various common diseases such as heart disease, diabetes, cancer, HIV, pain and psychiatric disorders. In addition, the course will evaluate the implications of the biopsychosocial model for randomized controlled trials as well as special considerations for behavioral trials.
Prerequisites: CLNR 505
Recommended Co-requisites: CLNR 517 & CLNR 552

CLNR 550 – Introduction to Public Health
Credit: 2 hours
The course provides a comprehensive examination of the basic and critical issues in public health for clinical researchers. The course content includes a basic knowledge base of public health issues, an exploration of the various roles that researchers can provide in offering public health services, and comparisons of clinical research with other research methodologies that shape public health practice. Issues in public health are examined both from the clinical research perspective and traditional public health viewpoints.

CLNR 552 – Scientific Communications
Credit: 2 hours
This course reviews written communications in clinical research including regulatory documentation, scientific documentations and communication with patients/research participants. The course provides hands-on practice to further develop the essentials of written scholarly communication and editing.
Corequisites: CLNR 505

CLNR 553-Special Topics in Clinical Research
Credit: 2 hours
Each iteration of CLNR 553 will introduce various special topics in clinical research. Topics for each CLNR 553 course offering include newly created courses (which may build upon existing courses) or represent topics reflecting changes/updates in the continuously evolving field of clinical research. Each instance of the course will allow for current topics to be introduced into the MSCR curriculum as an elective offering.

CLNR 555 – Special Populations in Clinical Research
Credit: 2 hours
This course will utilize lectures, case studies, and interactive discussion of issues surrounding the evaluation of clinical research in special and vulnerable populations. Ethical and operational challenges of research involving pediatrics, geriatrics, prisoners, obstetrics, women's issues, and ethnic minorities will be examined. Current regulatory mandates and guidance will be discussed and issues unique to each special population will be highlighted. Research considerations in special populations involving current events will also be explored.
Prerequisites: CLNR 505

CLNR 559 – Advanced Managing & Monitoring Clinical Trials
Credit: 2 hours
This course is designed to provide an in-depth introduction to the principles of managing and monitoring clinical trials. The varied environments in which clinical research is conducted as it relates to the role of the Clinical Research Associate (CRA) are described. This course will review elements of clinical research introduced in previous courses including protocols, data collection strategies, and overview of regulations relevant to clinical trials. In addition, students will engage in course activities related to the selection of investigators, conduct of investigator meetings, procedures for site monitoring visits (study initiation, periodic monitoring, close-out and study termination), patient enrollment issues, safety monitoring, case report form review, and data management. Students will be able to apply knowledge of Good Clinical Practices (GCPs), Standard Operating Procedures (SOPs), the quality assurance process (QA), and FDA audits.
Prerequisites: CLNR 505

CLNR 560 – Pharmacoeconomics
Credit: 2 hours
Students will become aware of the various tools, methods, and strategies to evaluate the economic contribution of specific drug therapies at a variety of levels. Rising health care costs will force decisions to be made regarding the overall cost implications as well as the effectiveness of the technology. The application of such pharmacoeconomic analyses to clinical practice and pharmaceutical care will be instrumental to pharmacy's success in our future health care delivery. This course will be presented utilizing a parallel learning model whereby students will be asked to give and receive information about Pharmacoeconomics.

CLNR 561 – Healthcare Economics
Credit: 2 hours
This course will give participants an in-depth international perspective on health care economics. This perspective will be delivered by starting at the macro-economic, global level and then narrowing the focus of study to numerous national health care systems and landmark case studies. All case studies will be aimed at measuring the economic impact of specific health care crises. Each case will be preceded by the description of cultural values that impact health care delivery and government response in the event of a health care crisis.

CLNR 562 – Preclinical Drug Development
Credit: 2 hours
This course provides an overview of modern drug discovery and preclinical development from target identification to preparation of regulatory documents for First in Human clinical trials. Students will attain a thorough understanding of the scientific principles, data and regulatory requirements necessary for initiation of human clinical studies. Emphasis is placed on promising approaches and emerging technologies that may alleviate the productivity crisis in drug research and development.
Prerequisites: CLNR 505 & 515

CLNR 566 – Advanced Study Design & Analysis I
Credit: 2 hours
This course seeks to provide a conceptual understanding of a selection of study designs that are most relevant to clinical research. The role of clinical research in providing the evidence for evidence-based medicine is considered. The primary goal of the course is to develop the knowledge for the central importance of statistical thinking in clinical research from initial conceptualization of the study design.
Prerequisites: CLNR 517

CLNR 567 – Advanced Study Design & Analysis II
Credit: 2 hours
The second of a two-part study design and analysis course sequence, the focus of this elective course will be on the application of study design and analysis. Building upon the foundation in 566, the course emphasizes the application of these topics beyond just understanding the concepts.
Prerequisites: CLNR 566, CLNR 518

CLNR 568 – Project Management
Credit: 2 hours
This course will introduce the generic concepts of professional project management that should be applied while managing projects in several industries. The full life cycle of a project will be studied including project initiation, planning, execution, control and closeout. The project manager's role in developing and maintaining the timeline, budget, and quality of a project will be defined. Students will be exposed to the principles of project management as it applies specifically to clinical research. While managing an individual clinical trial will be covered, the broader perspective of managing new drug development projects in the pharmaceutical industry will be a major focus. In the latter, the project manager integrates basic research, pharmacology, toxicology, chemical development, analytical development, pharmacokinetics, metabolism, clinical research, and marketing aspects for delivering a new product to the marketplace.
Prerequisites: CLNR 505, 535

CLNR 573 – Evidence-Based Medicine
Credit: 2 hours
This course will trace formulation of relevant questions from clinical situations through the methodology required to search the literature for critical information. Students will be exposed to the process of evaluating the validity and usefulness of this information in order to incorporate it into the practice of clinical research.
Prerequisites: CLNR 505, 517 & 566

CLNR 574 – Integrated Drug Safety
Credit: 2 hours
This course provides students with a comprehensive introduction to the many facets of contemporary pharmaceutical and biologic drug safety. A lifecycle development approach is taken, whereby discussions of drug safety considerations simulation modeling, drug discovery, in vivo and in vitro nonclinical research, preapproval clinical research, and post marketing surveillance are fully integrated.

CLNR 581 – Pharmaceutical Compliance & Quality Assurance
Credit: 2 hours
This course is designed to provide an overview of the process of compliance and quality assurance activities within the pharmaceutical industry. Emphasis will be placed on auditing fundamentals, audit processes and tools, quality program management as well as FDA compliance activities. Students may be exposed to a variety of industry experts during the course. Emphasis will also be placed on Good Manufacturing Practices, Good Laboratory Practices and Good Clinical Practices. Students will gain a practical knowledge of Quality as a scientific discipline.
Prerequisites: CLNR 505

CLNR 593 – Leadership Development
Credit: 2 hours
This course presents guidelines for effective leadership and applies those guidelines to a weekly selection of leadership vignettes chosen from real-world workplace situations relevant to clinical research. The students will apply the leadership guidelines to each vignette, and these will be compared to the actual solutions chosen in the workplace and the actual outcome of those decisions. The primary goal of the course is to present the concepts for effective leadership in the clinical research environment to better prepare the students for positions within the clinical research profession.

CLNR 595 – Bioterrorism & Mass Public Health Threats
Credit: 2 hours
This course provides an overview of current issues related to bioterrorism and mass threats to public health. Details of specific risks of threat entities and their treatment will be taught. An emphasis is placed on response planning and preparation.

CLNR 606 – Clinical Research Seminar
Credit: 2 hours
This seminar is intended to assist the student in developing critical skills in clinical research literature evaluation, interpreting, and presenting. The course will reinforce learning of experimental methods in clinical research by analyzing manuscripts in the published literature. Students will learn criteria for quality that will allow them to distinguish those studies with the strongest evidence. They will apply knowledge of study design and methodology that they acquired in previous courses. Finally, students will develop an appreciation of the application of evidence-based decision making in practice. The course will prepare students to report on their research project.
Prerequisites: CLNR 505, 517, & 566

CLNR 690 – Research Project I
Credit: 2 hours
This course is the first part of the two-part required capstone Research Project course. The student will utilize prior didactic experience in the Clinical Research Program to propose a capstone research project. The project will be conducted under the supervision of an assigned faculty advisor. The proposed project must meet the requirements of the capstone and be approved by the Program Faculty Research Committee.
Prerequisites: All Core Courses except listed co-requisites; 3.0 GPA
Co-requisites: CLNR 525 & 535

CLNR 691 – Research Project II
Credit: 2 hours
This course is the second part of the two-part required capstone Research Project course. The student will utilize prior didactic experience in the Clinical Research Program to design a capstone research project. The project will be conducted under the supervision of an assigned faculty advisor. The proposed project must meet the requirements of the capstone and be approved by the Program Faculty Research Committee.
Prerequisites: CLNR 690

CLNR 693 – MPAP/MSCR Clinical Research Project II
Credit: 3 hours
This course is the second part of the Research Project course sequence. The student will utilize prior didactic experience in the Clinical Research Program to propose, design, and conduct the research project. The research project must involve patient-oriented research, including: epidemiologic and behavioral studies, health outcomes research, and /or health services research. The project will be conducted under the supervision of the Course Directors. Students will have an internal faculty advisor who is a full-time faculty member in the Department of Clinical Research, as well as a Statistician faculty member of the Department of Clinical Research assigned to advise them throughout the project. In this course, students will finalize their written Research Protocol and their Data Analysis Plan. In the later research project course, the student will ultimately conduct the study and present study results.
Prerequisites: CLNR 690
Note: Students must be enrolled in the MPAP/MSCR Dual Degree Program.

CLNR 694 – Research Project III
Credit: 2 hours
Building upon the required capstone Research Project courses, this is a third part elective course. The student will utilize prior didactic experience in the Clinical Research Program to conduct a capstone research project. The project will be conducted under the supervision of an assigned faculty advisor. The proposed project must meet the requirements of the capstone and be approved by the Program Faculty Research Committee.
Prerequisites: CLNR 518, 567, & 691

CLNR 695 – Research Project IV
Credit: 2 hours
Building upon the required and elective capstone Research Project courses, this is a fourth part elective course. The student will utilize prior didactic experience in the Clinical Research Program to analyze and present the capstone research project. The project will be conducted under the supervision of

an assigned faculty advisor. The proposed project must meet the requirements of the capstone and be approved by the Program Faculty Research Committee.
Prerequisites: CLNR 694

CLNR 696 – MPAP/MSCR Clinical Research Project III
Credit: 3 hours
This course is the third part of the Research Project course sequence. The student will utilize prior didactic experience in the Clinical Research Program to propose, design, and conduct the research project. The research project must involve patient- oriented research, including: epidemiologic and behavioral studies, health outcomes research, and /or health services research. The project will be conducted under the supervision of the Course Directors. Students will have an internal faculty advisor who is a full-time faculty member in the Department of Clinical Research, as well as a Statistician faculty member of the Department of Clinical Research assigned to advise them throughout the project. In this course, students will conduct their statistical analysis, present study results, and write/submit a final Study Report.
Prerequisites: CLNR 518, 567, & 693
Note: Students must be enrolled in the MPAP/MSCR Dual Degree Program.

Campbell University College of Pharmacy & Health Sciences reserves the right to make changes in the curriculum or policy of any program as it deems necessary.

Doctor of Health Sciences

Department of Public Health
Campbell University
College of Pharmacy & Health Sciences
Tracey F. Smith Hall
4150 U.S. Hwy 421 South
Lillington, NC 27546

Mailing Address
P.O. Box 1090
Buies Creek, NC 27506
Phone: (910) 814-5386

Academic Program

The Department of Public Health offers a fully online Doctor of Health Sciences degree providing post-professionals with skills and expertise to positively shape the future of healthcare and health-related organizations.

Mission Statement

With deep commitments to service learning and action research, the Campbell University Doctor of Health Sciences program prepares students to function effectively as part of an interdisciplinary team of health professionals to meet existing and future health care needs.

Policies & Procedures

The following list of policies can be found in the General Policies section of the CPHS academic bulletin:

- Accommodation
- Anti-Hazing
- Appeals
- Attendance
- Bias Incident Reporting
- Citizenship Status and Experiential Education
- Complaints/Grievances
- Counseling
- Criminal Background Check & Drug Screen
- Dress Code
- Early Alerts
- Environmental Health and Safety
- Family Education Rights and Privacy Act (FERPA)
- Financial Aid
- Grade Reports, Records, and Transcripts
- Health Insurance
- Immunization
- Incident Reporting
- Inclement Weather
- Meal Plan
- Parking
- Professional Liability Insurance
- Professional Policy for Student Meetings
- Refunds
- Safety and Emergency Preparedness
- Sexual Harassment
- Social Media
- Student Health
- Student Services
- Technology Devices
- Tuition & Fees
- Withdrawal & Temporary Separation

Admissions Policies

Admission Requirements

- Earned undergraduate degree from a regionally accredited institution
- Three letters of recommendation
- Completed personal statement
- Recommended minimum cumulative GPA > 3.0

Application Process

1. Submit a complete application
2. Submit unofficial college transcripts
3. Submit three letters of recommendation

It should be noted the Admissions Committee continues to review the results of pending coursework, test scores and behavior during the admissions and matriculation process. The Admissions Committee reserves the right to rescind the offer of admission due to poor performance or unprofessional behavior.

Financial Aid

For specific financial aid information, please contact the student financial planning office at (910) 893-1310.

Admission Criteria

The DHSc program operates on a fall semester enrollment. Admission is granted on a rolling basis; therefore, applicants are strongly encouraged to apply early in the admissions cycle. A virtual interview with department faculty and/or staff will be granted to applicants deemed eligible for admission upon faculty review of the completed application.

Transfer Credit

Transfer credits are not accepted.

International Applicants

- International applications are eligible for acceptance. No U.S. student visa is required as the program is completely online.
- International applications must complete their application for admission and all supplemental materials must be received to be considered for admission.
- International applicants are required to provide a World Education Services evaluation of their credentials (at the cost of the applicant).

Academic Standards

Course Withdrawal

Withdrawal and/or temporary separation from the Doctor of Health Sciences program should only be considered after a careful and thorough evaluation of the academic, financial, and personal impacts arising from such action. Although courses within the DHSC program typically are structured in eight-week attendance blocks, the DHSC program operates on a semester basis. Therefore, there is not a separate registration period for the courses that begin meeting mid-semester and the withdrawal timelines do not reset mid-semester for the start of the second attendance block. Rather, the withdrawal period for both courses in a semester occurs at the beginning of the semester and not at the beginning of the course attendance blocks.

Prior to requesting an official withdrawal from the University during a semester, a student should discuss options with the program director. To officially withdraw from CPHS during a semester, a student must complete the CPHS Withdrawal Form (available on the CPHS Withdrawal website: *https://cphs.campbell.edu/student-experience/graduate-student-affairs/withdrawal-information/*). This form, once completed, will be distributed to the following offices: Registrar, Financial Aid, Bursar, Accounting, Veteran's Affairs, and International Admissions so that a student's record may be closed out in all these areas.

Upon completion of the CPHS Withdrawal Form, the Bursar's Office updates class registration as a withdrawal from the University denoting the Withdrawal Effective Date provided on the form. The Business Office verifies that all classes have been updated accordingly and reassesses student tuition and fee charges. Failure to withdraw properly will result in full charges and failing grades. Students will be responsible for all grants, scholarships, loans, and federal monies applied toward their tuition and general fees. Students receiving veterans' benefits must report to the Director of Veterans Affairs within thirty days of withdrawing from Campbell University. All graduate and professional programs at CPHS will have program-specific published dates for a deadline to withdraw from

school published in the academic calendar. Withdrawal from CPHS prior to or on the designated withdrawal date will result in a student receiving grades of W for all classes. Withdrawal after the designated withdrawal date will result in a grade determined by the materials completed, usually resulting in a grade of F.

Academic Dismissal

Students will be subject to dismissal from the DHSc program for any of the following reasons:

1. Failure to complete a course with a grade of A or B.
2. One semester with less than 3.0 grade average
3. Failure to complete all coursework within five years of entering the program

Any student dismissed from the program may seek re-entry by applying for readmission. If readmitted, the student will incur full tuition requirements for the program.

Graduation Requirements

Recommendation for graduation requires faculty approval and attainment of the following requirements:

- Successful completion of all didactic coursework
- Successful completion of research capstone project

Honor Code

Please refer to the General Information section of the CPHS Bulletin for the Honor Code. All students are required to read and sign the Honor Code, attesting that they understand the Code, have read and understand the Bulletin, and will abide by each. A signed copy of the Honor Code will be kept in each student's file.

Curriculum

First Year

Semester 1	Credit
DHSC 821 – Health Equity and Wellness	3
DHSC 833 – Trends in Health Policy	3
Total	**6**

Semester 2	Credit
DHSC 828 – Interprofessional Education and Practice	3
DHSC 831 – Community Health	3
Total	**6**

Semester 3	Credit
DHSC 823 – Behavioral Health Issues	3
DHSC 827 – Organizational Leadership	3
Total	**6**
Year Total	**18**

Second Year

Semester 4	Credit
DHSC 801 – Introduction to Research	3
DHSC 841 – Safety and Risk Management	3
Total	**6**

Semester 5	Credit
DHSC 843 – Strategic Planning, Monitoring, and Evaluation	3
DHSC 815 – Healthcare Research Methods	3
Total	**6**

Semester 6	Credit
DHSC 837 – Innovations in Population Health	3
DHSC 847 – Innovative Health Care Technology	3
Total	**6**
Year Total	**18**

Third Year

Semester 7	Credit
DHSC 852 – Research Project I	3
Concentration Course 1	3
Total	**6**

Semester 8	Credit
DHSC 854 – Research Project II	3
Concentration Course 2	3
Total	**6**

Semester 9	Credit
DHSC 856 – Research Capstone	3
Concentration Course 3	3
Total	**6**
Year Total	**18**

Course Descriptions

Modern Healthcare Courses

DHSC 821 Health Equity and Wellness
Credit: 3 hours
This course in the Modern Healthcare series presents elements of healthcare cost, access, attainment, wellness and prevention in the context of financial, political, social, and economic influence. With a heavy focus on the social determinants of health, students will explore historical and contemporary impact on the national population as well as historically underrepresented populations.

DHSC 823 Behavioral Health issues
Credit: 3 hours
This course in the Modern Healthcare series provides students the opportunity to explore the complexities of behavioral health access, funding, and multi-level policy governing the delivery of behavioral health services. The course presents the current and projected epidemiological profile of behavioral health issues in juxtaposition to current funding and policy challenges while exploring promising evidence-based approaches to increasing access and quality of behavioral health services.

DHSC 827 Organizational Leadership
Credit: 3 hours
This course in the Modern Healthcare series explores seminal leadership theories and practice in both public and private organizations. With a heavy focus on case application, students will have the opportunity to explore multiple domains of leadership and style while engaging in self-reflection using standardized instruments, qualitative inquiry, and peer feedback in a relevant healthcare related organization.

DHSC 828 – Interprofessional Education and Practice
Credit: 3 hours
This course in the Modern Healthcare series presents the tenants of interprofessional collaboration and practice with an emphasis on cutting edge patient care delivery models. The benefits, challenges, and best practices associated with interprofessional practice will be explored alongside requisite educational elements for health care professionals to become competent, confident members of an interprofessional healthcare team.

Population Health Courses

DHSC 831 Community Health
Credit: 3 hours
This course in the Population Health series provides students with the knowledge, competencies, and skills to plan, implement, and evaluate health promotion and disease

prevention programs for a defined community. Students will select a specific community, research a pressing public health issue, and design an educational campaign based on the population, health issue, and resources available.

DHSC 833 Trends in Health Policy
Credit: 3 hours
This course in the Population Health series presents the United States healthcare system and examines the structure of the healthcare system including policy process, program management, and evaluation. Particular attention is given to challenges and benefits associated with healthcare reform and Medicaid/Medicare expansion initiatives.

DHSC 837 Innovations in Population Health
Credit: 3 hours
This course in the Population Health series explores the public health 3.0 model, high achieving public health departments best practices, and the collaborative impact framework for community health. The emphasis in this course is the process of innovation within community and population health as defined by the Public Health National Center for Innovation criteria.

Organizational Improvement Courses

DHSC 841 Safety and Risk Management
Credit: 3 hours
This course in the Organizational Improvement series focuses on evidence-based practice aimed at improving and monitoring quality metrics, improving safety for both patients and staff, and managing risks in a dynamic healthcare environment. Students will learn to lead teams in a wide variety of quality and risk management initiatives.

DHSC 843 Strategic Planning, Monitoring, and Evaluation
Credit: 3 hours
This course in the Organizational Improvement series covers the process, implementation, and evaluation of strategic plans in healthcare related organizations. Divided into phases, students will explore the elements of the strategic planning process, elements of a strategic plan, Key Performance Indicators, Planning within context, Plan communication, Tactical and Action Planning, Plan Integration, and Evaluation.

DHSC 847 Innovative Healthcare Technology
Credit: 3 hours
This course in the Organizational Improvement series explores the role of technology in healthcare delivery. Specific attention is given to disruptive technologies that have the potential to significantly reduce healthcare associated cost, increase access, and promote positive patient outcomes. Evaluation and implementation considerations of technology are also discussed.

Doctoral Research Courses

DHSC 801 Introduction to Research
Credit: 3 hours
This course in the research series introduces the relationship between research and practice, study design approaches and methodologies, and ethical considerations for research. Students will develop research questions and evaluate related literature.

DHSC 815 Healthcare Research Methods
Credit: 3 hours
This course in the research series extends the focus on the research question developed in DHSC 801 to appropriate methodology and study design selection. Students will draft a methodology including participant recruitment, data collection instrument/method, and appropriate data analysis approach to the refined research question. Quantitative, Qualitative, and Mixed methods approaches will be covered in this course.

DHSC 852 Research Project I
Credit: 3 hours
This course in the research series builds upon DHSC 815 through implementation of the methodology finalized previously. Students will finalize their literature review, obtain final IRB approval, and collect data according to the approved methodology.

DHSC 854 Research Project II
Credit: 3 hours
This course in the research series focuses on the analysis and synthesis of data collected in DHSC 852. Students will employ appropriate analytic technique using technological tools for quantitative or qualitative inquiry for analysis.

DHSC 856 Research Capstone
Credit: 3 hours
This course in the research series represents the final step in the research sequence with an emphasis on dissemination of findings to multiple audiences and through multiple and varied medium. Students will use their findings to aid healthcare related organizations in improvement of organizational, community, and/or patient outcomes.

Concentration Courses: Health Administration

DHSC 781 Healthcare Marketing
Credit: 3 hours
This course in the Health Administration series focuses on a customer centric approach for the promotion of health in order to find prospective patients and stay connected with them across various channels. Students will explore various general advertising and branding strategies to facilitate relationships among hospitals, healthcare organizations, physicians, patients, and community.

DHSC 785 Quality Performance
Credit: 3 hours
This course in the Healthcare Administration series focuses on equipping students to utilize quality improvement tools and techniques to effectively achieve an organization's mission and strategic goals and improve health outcomes of the community. Strategies and approaches such as coaching, change management, and Lean Six Sigma will be covered.

DHSC 787 Healthcare Informatics
Credit: 3 hours
This course in the Healthcare Administration series presents information and skills necessary for leadership in informatics roles in healthcare systems. Emphasizes design, implementation, and evaluation of electronic health record systems and clinical decision support systems. Also addresses regulatory, reimbursement, ethical issues, and emerging technology in health care informatics.

Concentration Courses: Interprofessional Education

DHSC 782 Team-Centered Active Learning
Credit: 3 hours
This course in the Interprofessional Education series presents the best practices derived from adult learner theories in the context of team centered active learning approaches to both didactic and experiential health professional education.

DHSC 784 Program Planning & Implementation
Credit: 3 hours
This course in the Interprofessional Education series covers the principles and processes in adult learner programming, including basic theories and support of concepts in programming process. This course gives special attention to general programming framework, organizational needs and program roles of both professional and lay leaders in healthcare professions and the science of program implementation for health professions students and faculty.

DHSC 786 Program Assessment & Evaluation
Credit: 3 hours
This course in the Interprofessional Education series presents educational program evaluation with emphasis on theory and conceptual models of evaluation, evaluation design, and environmental practical factors

influencing design and implementation of evaluation studies in the context of health professions education.

Concentration Rural Health

DHSC 771 Rural Health Issues
Credit: 3 hours
This course in the Rural Health series examines the social determinants of health in rural contexts. Specific attention is given to healthcare systems in rural areas, challenges and opportunities with telehealth, and recruitment/retention of healthcare providers.

DHSC 773 Community Based Participatory Approaches
Credit: 3 hours
This course in the Rural Health series surveys a range of participatory approaches that can be used in community assessment, program planning and evaluation, community-based participatory research, and asset-based community development. Methods will include PhotoVoice, collaborative visualization, asset inventories, and network/power mapping. Students will apply theory from participatory rural appraisal (PRA), participatory learning in action (PLA), and popular education.

DHSC 777 Innovations in Rural Health
Credit: 3 hours
This course in the Rural Health series explores the fundamentals of cultivating innovation in government and healthcare systems. The course centers on case studies of innovation in rural contexts--across the United States as well as abroad. Special attention will be given to rurality in the context of philanthropic and governmental funding for innovation, implementation science, and adaptive leadership.

General Sciences

Department of Clinical Research
Program Manager: (910) 814-5755

Department of Pharmaceutical Sciences
Program Manager: (910) 893-1695

Academic Programs

The College of Pharmacy & Health Sciences offers a Bachelor of Science in General Science with a concentration in clinical research or pharmaceutical sciences. This degree option is only offered to Campbell University students who have completed the prescribed pre-pharmacy curriculum, general college curriculum, one year of the B.S. in Pharmaceutical Sciences or Clinical Research curriculum, and one year of the Doctor of Pharmacy curriculum.

Depending on the major, the respective program director for either clinical research or pharmaceutical sciences will work with these students during the third year of matriculation. After acceptance into the Doctor of Pharmacy program, students can declare their intent to earn the B.S. in General Science with a concentration. The program director for either department will confirm that the degree requirements have been met.

Students benefit from earning a B.S. after four years of matriculation, including one year of matriculation after acceptance into the Doctor of Pharmacy program. A B.S. degree combined with the Doctor of Pharmacy may provide graduates with additional opportunities.

Academic Standards

Academic standards for undergraduate programs are specified in the Campbell University's Undergraduate Academic Bulletin.

Curriculum

Clinical Research Concentration

First Year

Fall Semester 1 Courses	Credit Hours
CHEM 111/111L – General Chemistry	4
BIOL 111/111L – Basic Biology	4
ENGL 101 – Academic Writing	3
CHRS 125 – Intro to Christianity	3
PE 185 – Lifetime Wellness	2
CPHS 100 – Pre – Professional Seminar	1
Total	**17**

Spring Semester 2 Courses	Credit Hours
CHEM 113/113L – General Chemistry II	4
BIOL 221/221L – Human Anatomy & Physiology	4
ENGL 102 – Academic Writing & Literature	3
MATH 122 – Calculus	4
A/M/T 131 – Intro to Art/Music/Thea	3
CUC 100 – Connections	.5
Total	**18.5**

Second Year

Fall Semester 3 Courses	Credit Hours
CHEM 227/227L – Organic Chemistry I	4
PHSC 285/285L – Microbiology	4
PHYS 221/221L – General Physics I	4
LANG 201 – Foreign Language	3
Humanities Elective	3
CUC 200 – Connections	.5
Total	**18.5**

Spring Semester 4 Courses	Credit Hours
CHEM 228/228L – Organic Chemistry II	4
BIOL XXX – Biology Elective	3/4
HIST 1XX – Western Civilization I or II	3
MATH 160 – Statistics	3
Social Science Elective	3
Total	**16-17**

Third Year

Fall Semester 5 (B1 CLNR) Courses	Credit Hours
PHSC 323 – General Biochemistry	3
PHSC 325/325L – General Biochemistry Pre-Lab/Lab	1
CLNR 341 – Medical Terminology	2
CLNR 340 – Reg Affairs	3
CLNR 364 – Principles of CLNR	2
CLNR 442 – Interp Skills & Crit Thin	2
CLNR 451 – Sci. & Tech Writing	2
Hum/Social Elective	3
Total	**18**

Spring Semester 6 (B1 CLNR) Courses	Credit Hours
PHSC 328 – Intro to Pharmacology	4
CLNR 345 – Clin Study Operations	2
CLNR 338 – Sci Lit Seminar	2
CLNR 450 – Data Management	3
CLNR 445 – Research Site Ops	2
ENGL 20X – Literature I or II	3
Total	**16**

Fourth Year

Fall Semester 7 (P1) Courses	Credit Hours
PHRD 510 – Personal/Professional Development I	0
PHRD 511 – Biomedical Foundations	4
PHRD 512 – US Health Care	1.5
PHRD 513 – Pharmacy Practice Skills I	1
PHRD 515 – Pharmaceutics, Pharmacokinetics & Calculations	1.5
PHRD 516 – Drug Information I	1
PHRD 521 – Pharmaceutical Sciences Foundations	3.5
PHRD 522 – Nonprescription Therapeutics	3
PHRD 523 – Pharmacy Practice Skills II	1
PHRD 525 – Pharmaceutics, Pharmacokinetics, & Calculations II	2
PHRD 526 – Drug Information II	1
Total	**19.5**

Spring Semester 8 (P1) Courses	Credit Hours
PHRD 530 – Personal/Professional Development II	0
PHRD 531 – Integrated Pharmacotherapy I Infection & Immunity	5.5
PHRD 532 – Medical Literature Evaluation I	1
PHRD 533 – Pharmacy Practice Skills III	1
PHRD 535 – Pharmaceutics, Pharmacokinetics, & Calculations III	2
PHRD 541 – Integrated Pharmacotherapy II Endocrine	5
PHRD 542 – Medical Literature Evaluation II	1
PHRD 543 – Pharmacy Practice Skills IV	1
PHRD 545 – Pharmaceutics, Pharmacokinetics, & Calculations IV	3
Total	**19.5**

Total credit hours earned	**143-144**

Pharmaceutical Sciences Concentration

First Year

Fall Semester 1 Courses	Credit Hours
CHEM 111/111L – General Chemistry I	4
BIOL 111/111L – Basic Biology	4
ENGL 101 – Academic Writing	3
CHRS 125 – Intro to Christianity	3
PE 185 – Lifetime Wellness	2
CPHS 100 – Pre-Professional Seminar	1
Total	**17**

Spring Semester 2 Courses	Credit Hours
CHEM 113/113L – General Chemistry II	4
BIOL 221/221L – Human Anatomy & Physiology	4
ENGL 102 – Academic Writing & Literature	3
MATH 122 – Calculus	4
A/M/T/ 131 – Intro to Art/Music/Thea	3
CUC 100 – Connections	.5
Total	**18.5**

Second Year

Fall Semester 3 Courses	Credit Hours
CHEM 227/227L – Organic Chemistry I	4
PHSC 285/285L – Microbiology	4
PHYS 221/221L – Physics	4
HIST 1XX – Western Civilization I or II	3
LANG 201 – Foreign Language	3
CUC 200 – Connections	.5
Total	**18.5**

Spring Semester 4 Courses	Credit Hours
CHEM 228/228L – Organic Chemistry II	4
PHYS 222 – General Physics II	4
ELECTIVE (Social Science)	3
ENGL 2XX – Literature	3
ELECTIVE (Humanities)	3
Total	**17**

Third Year

Fall Semester 5 (B1 PHSC) Courses	Credit Hours
PHSC 323 – General Biochemistry	3
PHSC 325/325L – General Biochemistry Prelab/Lab	1
PHSC 210 – Laboratory Safety I	1
CLNR 324 – Intro to Biostatistics	3
PHSC 451 – Scientific & Technical Writing	2
PHSC 220/220L – Quantitative Lab Techniques	2
CLNR 442 – Interpersonal Skills	2
Total	**14.5**

Spring Semester 6 (B1 PHSC) Courses	Credit Hours
PHSC 328 – Intro to Pharmacology	4
PHSC 410 – Analytical Instrumentation	3
PHSC 411/411L – Analytical Instrumentation Prelab/Lab	1
PHSC 338 – Product & Process Validation	2
PHSC 326 – Molecular Biology	3
PHSC 327/327L – Molecular Biology Prelab/Lab	1
Hum/Social Elective	3
Total	**17**

Fourth Year

Fall Semester 7 (P1) Courses	Credit Hours
PHRD 511 – Biomedical Foundations	4
PHRD 512 – US Health Care	1.5
PHRD 513 – Pharmacy Practice Skills I	1
PHRD 510 – Personal/Professional Development I	0
PHRD 515 – Pharmaceutics, Pharmacokinetics & Calculations	1.5
PHRD 516 – Principles of drug Information I	1
PHRD 521 – Pharmaceutical Sciences Foundations	3.5
PHRD 522 – Nonprescription Therapeutics	3
PHRD 523 – Pharmacy Practice Skills II	1
PHRD 525 – Pharmaceutics, Pharmacokinetics, & Calculations II	2
PHRD 526 – Drug Information II	1
Total	**19.5**

Spring Semester 8 (P1) Courses	Credit Hours
PHRD 531 – Integrated Pharmacotherapy I Infection & Immunity	5.5
PHRD 532 – Medical Literature Evaluation I	1
PHRD 533 – Pharmacy Practice Skills III	1
PHRD 530 – Personal/Professional Development II	0
PHRD 535 – Pharmaceutics, Pharmacokinetics, & Calculations III	2
PHRD 541 – Integrated Pharmacotherapy II Endocrine	5
PHRD 542 – Medical Literature Evaluation II	1
PHRD 543 – Pharmacy Practice Skills IV	1
PHRD 545 – Pharmaceutics, Pharmacokinetics, & Calculations IV	3
Total	**19.5**

Total credit hours earned	**142**

Students must take 9 hours of electives from Humanities/Fine Arts and Social Sciences.

At least 3 credit hours must come from each category.

Humanities/Fine Arts Electives:

CHRS 202, 212, 224, 236, 251, 322, or higher; PHIL 121; ENGL 201, 202, 203, 204, 205, or 206; HIST 1xx, 2xx, 3xx, or 4xx; Foreign Language 221, 222, 241, or 242

Social Science Electives:

CRIM, ECON, GEOG POLS, PSYC, SOCI, COMM 240

Course Descriptions

For a list of course descriptions please view the clinical research, pharmaceutical sciences and pharmacy sections of this Academic Bulletin.

Interprofessional Education

Office of Interprofessional Education
Campbell University
College of Pharmacy & Health Sciences
Mailing Address:
P.O. Box 1090
Buies Creek, NC 27506
Phone: (910) 893-1842
Email: ipe@campbell.edu

Mission & Vision

Mission Statement

The mission of the Campbell University Office of Interprofessional Education (CUIPE) is to develop healthcare professionals as effective leaders and members of interprofessional healthcare teams through: clinically innovative didactic and experiential curricula; collaboration aligning within education, research, and service; and application grounded in valued partnerships within our community and healthcare systems.

We seek to develop not only students, but also educators and clinicians who, together, catalyze the team-based care movement to transform the rural healthcare landscape for patients and populations.

Through the development of all of these agents of change, CUIPE seeks to ultimately create an integrated continuum balancing curriculum and team-based care, advancing a superior healthcare model for all, one grounded in core principles of interprofessional collaborative practice, patient-centered care, and evidence-based medicine.

Vision

CUIPE will be nationally-recognized as a program that molds a community of healthcare providers – students, faculty, and clinicians alike – who, through interprofessional collaborative practice, promote efforts to reduce cost of healthcare, to transform the patient experience, and to improve overall population health.

Triple Aim

To these ends, CUIPE centers its strategic plan around the IHI Triple Aim. The framework, designed in 2007 by the Institute for Healthcare Improvement, encourages institutions to pursue the following dimensions:

- Improving the patient experience of care (including quality and satisfaction)
- Improving the health of populations
- Reducing the per capita cost of healthcare

IPEC Competencies

CUIPE also develops programming grounded in the *IPEC Core Competencies for Interprofessional Collaborative Practice*. These competencies were created by the Interprofessional Education Collaborative (IPEC) and published in 2011, updated in 2016 and 2023. The goal of this collaborative was to promote and encourage the advancement of substantive interprofessional learning experiences. The resulting competencies are organized into four domain areas, which CUIPE uses as standards of interprofessional education: *Values and Ethics, Roles and Responsibilities, Communication, and Teams and Teamwork.*

Curriculum & Programming

Core interprofessional education (IPE) curriculum and programming is developed by the IPE office according to the mission statements of Campbell University, CPHS, and the IPE Office, along with the Triple Aim and the IPEC Core Competencies as stated above. Development involves a stringent process that has been designed to ensure quality IPE programming. This process extends to additional activities submitted by faculty members and students. When individuals or groups submit proposals for new IPE activities, the office uses a rigorous checklist to evaluate each proposal and ensure these additional activities are truly interprofessional in nature and quality experiences for participants.

Examples of Events & Activities

- First Year Event
- IPE REPS
- PLACES
- IPE QUEST
- Interprofessional Health Sciences Research Symposium
- Campbell Interprofessional Case Studies
- IPE Social Events

Please see chart below for details on program attendance requirements.

Opportunities for Students & Faculty

- IPE Leadership Recognition Program
- Wallace Servant Leadership and Character Fellows
- IPE INFORM
- SWIPE

Students interested in pursuing any of these opportunities should contact the IPE Office at ipe@campbell.edu.

Academic Programs

Programs that regularly participate in IPE programming include:

- Nursing (BSN)
- Osteopathic Medicine (DO)
- Pharmaceutical & Clinical Sciences (PCS)
- Pharmacy Practice (PharmD)
- Physical Therapy (DPT)
- Physician Assistant Practice (MPAP)
- Public Health (MSPH)

Other Campbell University programs outside the health sciences may also participate depending on the activity.

Event & Activity Descriptions

First Year Event

The IPE First Year Event (FYE) is specifically geared toward first-year students. Students participate in an event designed to introduce them to concepts and goals of interprofessional collaboration. This event allows students from all programs, outside of their program "silos," to discuss common healthcare issues or concepts.

The goal of the event is for students to form collaborative relationships across program boundaries.

IPE REPS

IPE REPS is an innovative event that aims to improve student understanding about the roles and responsibilities of the members on the interprofessional collaborative healthcare team. *REPS* is named for its four components, *Reflect, Engage, Practice,* and *Summarize*; these are designed to give students direct instruction on various professions and to give students the opportunity to share knowledge and concepts during an interactive, interprofessional case that highlights the roles and responsibilities of each profession.

PLACES

PLACES is an event that focuses on professionalism, service, and skills. This event offers students invaluable opportunities for networking and professional development. PLACES is a joint effort between the Office of Student Affairs and the Office of Interprofessional Education.

IPE QUEST

IPE QUEST represents the culmination of all that students have learned from their other IPE events throughout the year. At IPE QUEST, students will enjoy **Q**uandaries of **U**nifying, **E**nergizing, and **S**uperlative **T**eamwork exercises that require interprofessional teams to successfully complete physical obstacles and academic puzzles requiring the most effective teamwork and IPE competence. This event focuses on the competency domain of interprofessional communication.

Interprofessional Health Sciences Research Symposium

The annual Interprofessional Education Health Sciences Research Symposium showcases the research accomplishments of students, residents, and faculty. Typically, the symposium features an esteemed keynote speaker as well as poster awards in a number of categories. Students and faculty are encouraged to attend whether they are presenting research or not.

CICS

CICS, or Campbell Interprofessional Case Studies, are specifically designed to allow students to practice interprofessional communication, collaboration, and teamwork skills and strategies. In interprofessional groups, students interview a patient (an actor who serves as a standardized patient) and collaborate to identify a diagnosis and create a treatment plan. While diagnosis and treatment make up one of the goals of the case, the main focus is interprofessional collaborative practice. Students benefit not only from receiving feedback about their interviewing, diagnosing, and treatment planning skills, but they also are able to share skills and knowledge with one another. Most importantly, the team is able to witness the greater scope of treatment and care across the spectrum of professions. CICS cases are held periodically throughout the year.

IPE Leadership Recognition Program

The IPE Leadership Recognition program presents students the unique opportunity to earn recognition for demonstrating true commitment to the ideals of interprofessional collaboration. Students who pursue official recognition consistently go above and beyond the typical IPE requirements. These students not only actively engage in IPE programming; they participate in developing new programs and initiatives, take on leadership positions, and enthusiastically promote IPE principles to their fellow classmates, faculty, college, and university. After graduation, these same students, and those they have encouraged, will enter communities as leaders in their profession who will advance the movement of interprofessional collaborative practice, prepared for an ever-changing healthcare landscape that depends more and more on the collaboration and teamwork of all members of the healthcare team and beyond.

Wallace Servant Leadership and Character Fellows

The Wallace Servant Leadership and Character Fellows is a program that began as part of the Gore Center for Servant Leadership in 2016. The program aims to "inform and inspire the calling and commitment to Interprofessional Servant Leadership in Healthcare." Throughout the program, students participate in book readings & discussions, reflection papers, lectures, one-on-one mentoring appointments and periodic group meetings with Chancellor Wallace, and other opportunities. At the end of the year, an awards celebration is held to recognize the Wallace Fellows.

IPE INFORM

IPE INFORM stands for Interprofessional Noontime Forums Online: Renew Your Mind. This series represents the IPE Office's first continuing education programming consisting of twelve sessions designed for and by interprofessional audiences. The program was created specifically with Campbell University faculty, alumni, and preceptors in mind.

SWIPE

SWIPE, or Student leadership With IPE, is a student organization devoted to interprofessional education. Students who join SWIPE are passionate about IPE and working with students in other programs. SWIPE members work to provide feedback and ideas to the IPE Office while communicating about upcoming events and programming to fellow students. Members of SWIPE represent each of the on-campus health sciences programs in CPHS and CUSOM.

Course Descriptions

IPE 515: New Product Development
Credit: 2 hours
In this course, students will explore how new drugs are made available for ultimate use in appropriate patients. Topics covered include unmet medical needs, discovery, pre-clinical and clinical development, regulatory pathways, and the roles of various healthcare professionals. The goal of the course is to provide an opportunity for students to learn the contemporary processes that lead to discovery and development of medications that address unmet medical needs.
Currently available as an online required course for MSCR and MSPS students, and an online elective for PharmD students.

Listed as CLNR 515 in MSCR catalog

IPE 530: Global Health Awareness
Credit: 1 hour
This course introduces students to an overview of global health. It provides the knowledge base necessary to prevent, protect against, control and provide a public health response to the international spread of disease. It provides students with an understanding of ethics and its applications in global health, an understanding and critical evaluation of different health systems, and an understanding and appreciation of public health practice, globally.

IPE Attendance & Absences Policy

CPHS graduate and professional students are required to attend multiple IPE events each academic year. Throughout each academic calendar, the Office of Interprofessional Education will offer multiple events. Of these events, several will be deemed as required to attend by both the IPE Office and the respective program. Examples of those events required for participation by CPHS students include but are not limited to: First Year Event (for first-year students), PLACES, etc. Any event that is determined to be required by the Office of IPE and each respective program will be clearly communicated as such to the students.

Attendance for each required IPE event will be recorded and maintained by the Office of IPE. Students who are unable or fail to participate in the required event must complete the following:

Submit written notice of absence or letter of excuse to the IPE Office either prior to the event or within 48 hours post event. The written notice may be in the form of email communication to the IPE Office at ipe@campbell.edu, and to their respective program director/chair and, if applicable, course director.

Once written notice has been received, the record of absence will be shared with the respective program manager and director/chair.

The student will be required to make-up the hours/event missed. The IPE Office will send a list of options to make up the required event. The final proposal to complete the missed event must be approved by the Director of IPE.

Failure to meet the aforementioned requirements will result in a letter to the CPHS Student Conduct Committee from the program director/chair, and may also result in a meeting with the Director of IPE and/or the Associate Dean of Student Affairs and Admissions. This letter will be kept in the student's file until graduation.

Program Attendance Requirements*

Program	IPE First Year Event (FYE)	Second IPE Event	Third IPE Event	Fourth IPE Event	IPE Health Sciences Research Symposium
Clinical Research	Not required (Students online)	Not required (Students online)	Not required (Students online)	Not required (Students online)	Optional for all Students
Nursing	Required for Year-1 Students	Required for all (except students scheduled for clinical experiences)	Required for Seniors (except students scheduled for clinical experiences)	Required for all (except students scheduled for clinical experiences)	Optional for all Students
Osteopathic Medicine	Required for Year-1 Students	Required	Required	Required	Optional for all Students
Pharmaceutical Sciences	Required for Year-1 Students	Required	Required for Year-2 Students	Required	Optional for all Students
Pharmacy Practice	Required for Year-1 Students	Required for Year-1, Year-2, and Year-3 Students	Required for Year-2 and Year-3 Students	Required for Year-1, Year-2, and Year-3 Students	Optional for all Students
Physical Therapy	Required for Year-1 Students	Required for all (except students scheduled for clinical experiences)	Required for Year-2 and Year-3 Students	Required for all (except students scheduled for clinical experiences)	Optional for all Students
Physician Assistant	Required for Year-1 Students	Required for Year-1 Students	Required for Year-1 Students	Required for Year-1 Students	Optional for all Students
Public Health	Required for Year-1 Students	Required for all (except students scheduled for clinical experiences)	Required for Year-2 Students	Required for all (except students scheduled for clinical experiences)	Optional for all Students
Dual Degree	FYE is only required in the student's first year as a CPHS or CUSOM student	Refer to specific program requirements for current program	Refer to specific program requirements for current program	Refer to specific program requirements for current program	Optional for all Students

**Attendance requirements subject to change*

Nursing

Catherine W. Wood School of Nursing
Campbell University
College of Pharmacy & Health Sciences
Tracey F. Smith Hall
4150 U.S. Hwy 421 South
Lillington, NC 27546

Mailing address
P.O. Box 1090
Buies Creek, NC 27506
Phone: (910) 893-1967

Academic Programs

The Bachelor of Science in Nursing (BSN) degree at Campbell University provides students with the training and education necessary to enter the workforce as a registered nurse. The Essentials of Baccalaureate Education for Professional Nursing Practice [American Association of Colleges of Nursing (AACN), 2008]; Nursing Scope and Standards of Practice (2015) and regulations from the North Carolina Board of Nursing provide the framework for the liberal arts and pre-licensure nursing education curriculum and the associated clinical experiences.

The Essentials address the core knowledge required of nursing professionals with concepts of patient centered care, interprofessional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning, cultural sensitivity, professional values, and practice across the life span. The Catherine W. Wood School of Nursing is dedicated to helping students become the best healthcare professionals they can be by offering interprofessional education opportunities, top of the line training facilities, and first-hand experience with rural healthcare needs.

Program Philosophy

The mission of Campbell University and the Catherine W. Wood School of Nursing is to graduate students with exemplary academic and professional skills prepared for purposeful lives and meaningful service as beginning practitioners of nursing. We embrace the concept of a community of learning that is committed to the pursuit, discovery, and dissemination of knowledge. We believe that nursing is a practice discipline that relies on both science and art to provide care that addresses mind, body, and spirit.

We believe that:

- The concept of baccalaureate generalist education facilitates the integration of the roles of the nurse as: provider, designer/manager/coordinator of quality, safe care and member of a profession practicing in a variety of healthcare settings.
- A learner-centered environment promotes independence, inquiry, and cultivates the relationship between theory, practice, and research.
- The BSN graduate applies scientific principles, nursing process, clinical judgment and evidence based practice to promote health and well-being and prevent illness and injury across the lifespan in the care of diverse, underserved patients, families, groups, and communities.
- The BSN graduate recognizes the value of interprofessional healthcare teams, lifelong learning, interdisciplinary collaboration, professional accountability, and responsible use of resources.
- The BSN graduate embraces a holistic, comprehensive practice that includes the relationship between mind, body, and spirit.

Mission Statement

The mission of Campbell University College of Pharmacy & Health Sciences (CPHS) is to educate students in a Christian environment to be healthcare professionals who function effectively as part of an interdisciplinary team of healthcare providers to meet existing and future healthcare needs and who will provide leadership to their profession and professional organizations.

The mission statement of the Catherine W. Wood School of Nursing is consistent with the missions of Campbell University and the College of Pharmacy & Health Sciences. Our program mission contains and supports those aspects of the College and University to include leadership, advocacy, service, professionalism, critical inquiry, and interdisciplinary learning. The evidence for Christian principles is within the shared mission through patient-centered care, compassion, ethics, character, and respect for cultural differences.

Vision

Our graduates will meet future healthcare needs through the provision of safe, effective, quality care and will lead purposeful lives and provide meaningful service.

Program Objectives

- Function effectively within nursing and interprofessional teams by fostering open communication, respect, and shared decision-making to achieve quality outcomes in patient care .
- Collect, analyze, and synthesize data to make reasoned judgments about evidence-based interventions and evaluation of outcomes for the care of diverse, underserved patients, families, groups, and communities.
- Assume accountability for quality and safety in one's own practice and delegated nursing care.
- Demonstrate knowledge of the influence of policy on social determinants of health and lifestyle variations related to health promotion, risk reduction and disease prevention for individuals, families, groups, communities and populations across the lifespan and across the continuum of healthcare.
- Use knowledge of organizations and systems leadership to design, manage, coordinate, collaborate and negotiate a plan of care with the patient/family, interprofessional healthcare team, and to allocate physical, fiscal, and human resources.

RN to BSN

The RN to BSN student will be involved in experiential learning centered on professional practice, health promotion, leadership, health policy, population health, transitions, and healthcare for vulnerable populations.

This is an online program. Details concerning admissions requirements, tuition, and curriculum are found in this link: *https://aoe.campbell.edu/academics/bachelor-programs/rn-to-bsn/*.

Refer to the BSN section and General Information section of this bulletin for policies and procedures.

Policies & Procedures

The following list of policies can be found in the General Policies section of the CPHS academic bulletin:

- Accommodation
- Anti-Hazing
- Appeals
- Attendance
- Bias Incident Reporting
- Citizenship Status and Experiential Education
- Complaints/Grievances
- Counseling

- Criminal Background Check & Drug Screen
- Dress Code
- Early Alerts
- Environmental Health and Safety
- Family Education Rights and Privacy Act (FERPA)
- Financial Aid
- Grade Reports, Records, and Transcripts
- Health Insurance
- Immunization
- Incident Reporting
- Inclement Weather
- Meal Plan
- Parking
- Professional Liability Insurance
- Professional Policy for Student Meetings
- Refunds
- Safety and Emergency Preparedness
- Sexual Harassment
- Social Media
- Student Health
- Student Services
- Technology Devices
- Tuition & Fees
- Withdrawal & Temporary Separation

Admissions Policies

The Campbell University admission requirements are necessary for acceptance and designation of Pre-Nursing intent.

The student will be required to take the prerequisites for the BS General Science: Pre-Nursing. The application for admission to the BSN degree program occurs annually and requires a competitive application for admission.

BSN Admission

The process of BSN admission will be a collaborative effort with the CPHS Admissions Office. The admissions process includes completing specific prerequisite coursework with a minimum grade of "C" in each class. Coursework may be in progress at the time of the application but must be completed by the start of the BSN Coursework.

The admissions process includes an electronic application that opens annually in January. The application is more competitive when the student completes all prerequisites at the end of the Spring semester before fall matriculation to the BSN Program.

1. The preferred minimum cumulative grade point average (GPA) is a 3.0 on a 4.0 scale. The minimum for admission is 2.8 for all pre-requisite coursework.
2. The preferred science GPA is 3.0 or higher in Biology, Microbiology, Human Anatomy I & II. The minimum science GPA for admission is 2.75.
3. The admissions process may include a personal interview.
4. The admissions committee will evaluate each applicant's academic performance, essay, special skills, and abilities that would enhance the nursing profession.
5. Applicants will be notified of an admissions decision by the CPHS Admissions Office through email. An official decision letter will be delivered in the spring for a fall start. BS General Science: Pre-Nursing students who do not achieve admission into Nursing will be advised on alternate degree options at Campbell University.
6. Admission and graduation from Campbell University does not guarantee that the student is eligible to sit for the NCLEX-RN exam.

It should be noted that the Admissions Committee continues to review the results of pending coursework and behavior during the admissions and matriculation process and reserves the right to rescind an offer of admission due to poor performance or unprofessional behavior.

BSN Transfer Credit

The Registrar's Office is responsible for the transferring of credits from other institutions onto the Campbell University transcript.

A transfer student must meet core requirements and apply to Campbell University Undergraduate Admissions.

1. The cumulative GPA from transferred coursework is considered as part of the holistic application to the BSN Degree Program.
2. A grade of "C" or better must have been earned in BSN course work and been completed within the previous three years.
3. For transfer credit of BSN level courses, the official transcript and copy of the course syllabus must be submitted to the Catherine W. Wood School of Nursing for determination of course equivalency by a faculty with expertise. Transfer credit is not granted automatically and is restricted to didactic courses with no clinical component. A letter from the former Dean/Director must indicate that the student left in good academic and professional standing.
4. CPHS reserves the right to make changes in requirements for admission, curriculum, standards for progression, advancement and graduation, fees and rules and regulations.

Program Requirements

Campbell University, Catherine W. Wood School of Nursing, and CPHS Guidelines

- The BS General Science: Pre-Nursing student accepts the latest published version of the Campbell University Bulletin Undergraduate Studies and is responsible for being completely familiar with the provisions therein.
- Upon enrollment into the BSN Degree Program, the student accepts the latest published version of the BSN Degree Student Handbook and is responsible for being completely familiar with the provisions therein.
- As the School of Nursing is part of CPHS, the student also accepts the latest published version of the CPHS Academic Bulletin whereas it applies to Nursing.

Additional Requirements

- American Heart Association Health Care Provider Basic Life Support (BLS) Certificate prior to BSN coursework and valid throughout the program.
- Criminal background check.
- Negative substance use screening prior to clinical rotations.

Applicants must have documentation of the following vaccines and health assessments prior to BSN division course work and planned clinical rotations: Tetanus-diphtheria-pertussis, MMR, Hepatitis B, Varicella, two step annual Tuberculin (PPD), COVID, and Influenza. Students may not go to a clinical agency unless all immunization requirements are met and are up to date.

- Clinical agencies may require completion of an orientation class to include OSHA Bloodborne Pathogens and HIPAA training, Electronic Medical Record documentation and general safety guidelines.
- The student must be able to read, write, speak, and comprehend English to communicate effectively; demonstrate manual dexterity (gross/fine); possess physical strength to transfer, ambulate and push 200 pounds; perform CPR; distinguish color, hear, touch, and smell; think critically; and accept responsibility. The use of an assistive device to demonstrate ability will be considered. See BSN Degree Program Student Handbook for Technical Standards for

Admission to, Academic Progression in, and Graduation from the Pre-Licensure BSN Program.

Behavioral/Social Skills & Professionalism

Students in the Catherine W. Wood School of Nursing must demonstrate attributes of empathy, compassion, integrity, collegiality, high moral character, excellent interpersonal communication, listening, and self-motivation. Such qualities are assessed throughout the program. Students must exhibit sound judgment in the care of patients and in academic inquiry along with fostering appropriate and effective patient relations. Additionally, students must be able to function in a collegial environment demonstrating proper levels of assertiveness, task delegation, organization and time management skills.

Adequate emotional health is necessary to deal with strenuous environments and work effectively in demanding situations. Students must maintain good general health, self-care, and hygiene throughout the program.

Technical Standards for Admission, Academic Progression, & Graduation

Sensory/Observation Skills

- Ability to gather data from written materials, illustrations, oral presentations, demonstrations, observations of a patient and his/her environment and observations of procedures performed by others.
- Ability to perform health assessments and interventions; observe diagnostic specimens; and obtain information from digital, analog and waveform representations of physiologic phenomena to determine a patient's condition.

Examples of relevant activities:

- Visual acuity – to draw up the correct quantity of medication in a syringe or detect changes in skin color or condition.
- Auditory ability – to detect sounds related to bodily functions using a stethoscope or to detect audible alarms generated by mechanical systems used to monitor patient physiological status.
- Tactile abilities – to detect unsafe temperature levels in heat-producing devices used in patient care or detect anatomical abnormalities, such as edema or small nodules.

Communication

- Ability to speak, comprehend, read, and write in English at a level that allows for accurate, clear, and effective communication.
- Ability to communicate, including ability to ask questions and receive answers, with accuracy, clarity, efficiency, and effectiveness with patients, their families, and other members of the healthcare team. This includes expressive and receptive verbal and non-verbal communications, such as interpretation of facial expressions, affect and body language.
- Expressive and receptive communication includes verbal, hearing, reading, writing, and computer literacy.

Examples of relevant activities:

- Ability to give verbal directions to or follow verbal directions from other members of the healthcare team and to participate in healthcare team discussions about patient care.
- Ability to elicit and record information about health history, current health state or responses to treatment from patients or family members.
- Ability to convey information to patients and others as necessary to teach, direct and counsel individuals.
- Ability to communicate, including ability to ask questions and receive answers, with accuracy, clarity, efficiency, and effectiveness.

Motor

- Motor and psychomotor function to execute movements required to provide general care and treatment to patients in all healthcare settings.
- Motor functions include: gross and fine motor skills, physical endurance, strength, stamina, and mobility to carry out nursing procedures, perform basic laboratory tests and provide routine and emergency care and treatment to patients.

Examples of relevant activities:

- Perform CPR.
- Manipulate small equipment such as syringes, vials, and ampules.
- Physical endurance to complete assigned periods of clinical practice (from 5 – 12 sequential hours).
- Lift or carry objects weighing 25 pounds
- Mobility sufficient to carry out patient care procedures, such as tracheostomy care or performing emergency airway suctioning.
- Strength to safely carry out patient care procedures, such as assisting in the turning and lifting/transferring of patients.

Behavioral, Interpersonal and Emotional

- Attributes of empathy, compassion, integrity, collegiality, high moral character, excellent interpersonal communication, listening and self-motivation.
- Ability to relate to colleagues, staff, and patients with honesty, integrity, and non-discrimination.
- Capacity for the development of a mature, compassionate, respectful, sensitive, and effective therapeutic relationship with patients and their families, including sufficient emotional and intellectual capacity to exercise good judgment and complete patient care responsibilities promptly and professionally.
- Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive feedback and to maintain a high level of functioning in the face of taxing workloads and stressful situations.
- Ability to participate collaboratively and flexibly as a member of a healthcare team.
- Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student honor codes, applicable laws and regulations that govern the nursing profession.
- Ability for cultural sensitivity and openness to examine personal attitudes, perceptions and stereotypes which may negatively affect patient care and professional relationships.

Examples of relevant activities:

- Emotional skills to remain calm in an emergency situation.
- Interpersonal skills to communicate effectively with patients and families of diverse religious, cultural or social backgrounds.
- Behavioral skills to demonstrate good judgment and prompt completion of all responsibilities attendant to the diagnosis and care of clients.

Cognitive, Conceptual, and Quantitative

- Ability to exhibit behavior and intellectual functioning which does not differ from acceptable professional standards.

- Ability to read and understand written documents in English and solve problems involving measurement, calculation, reasoning, analysis, and synthesis.
- Ability to gather data, develop a plan of action, establish priorities, and monitor treatment plans and modalities.
- Ability to process and understand information and demonstrate the ability to establish a plan of care and set priorities, develop problem-solving skills, and make decisions reflecting consistent and thoughtful analysis of appropriate information throughout the course of the study.
- Ability to learn effectively through a variety of modalities, including, but not limited to, classroom instruction, small group discussion, individual study, and virtual learning environments.

Examples of relevant activities:

- Ability to exhibit behavior and intellectual functioning which does not differ from acceptable professional standards.
- Ability to read and understand written documents in English.

Other

- Students must maintain good general health, self-care, and hygiene throughout the program.

The use of an intermediary, a person trained to perform essential skills on behalf of the student, is not permitted.

Academic Progression in the BSN Program

The BSN grade scale varies from the standard grade scale and influences progression and remediation for BSN students. This academic rigor is aimed at ensuring that the Catherine W. Wood School of Nursing BSN graduate is a safe and effective care provider.

Grading Scale – Nursing

A 90-100
B 80-89
C 75-79
D 60-74
F. . . . . <60

1. Courses must be completed in the prescribed sequence and within 3 years of matriculation to the BSN Program.
2. A student must earn a grade of C or higher in each nursing course.
3. Final course grades will be calculated using the following rounding method: A final grade of 75 is entered for course total calculations of 74.5 through 75.49; 74 for 73.5 through 74.49). Rounding occurs only for end of course grades.
4. A student earning a grade below C must repeat the course. If a student earns below a C in a second nursing course, the student will be dismissed from the program and be eligible for readmission after 1 year. A nursing course can be repeated one time only.
5. Students must meet each clinical objective/behavior with satisfactory performance by the end of the course.
6. Unsatisfactory clinical performance constitutes a course failure. Failure in either the clinical or didactic portion of the course results in a failure and necessitates repeating the course.

Tuition and Fees

Reference the General Information section in this bulletin for more details. There will be additional expenses upon entry to the BSN Degree Program. These may include but are not limited to the following: clinical uniforms (scrubs), credentialling services, transportation to clinical sites, CPR certification, immunizations, background check, books, supplies, and graduation expenses. To be licensed as an RN, students must also cover the cost of NCLEX-RN testing.

Financial Aid

For information on financial aid availability and application procedures, please contact the student financial planning office at (910) 893-1310 or visit www.campbell.edu/financial-aid.

Vehicular Requirements

All students of the nursing program are required to provide their own transportation to and from the University and clinical sites.

Conduct

The enrolled student is accountable for all aspects of the current Codes of Student Conduct (Professional, Academic and The Honor Code) as defined in the Undergraduate Academic Bulletin and the General Information section of this academic bulletin for the Honor Code. Nursing students are required to read and sign the Honor Code, attesting that they understand the code, have read and understand the bulletin, and will abide by both. A signed copy of the code will be kept in the student's file.

Academic Standards

A Campbell University academic review convenes in May of each year to review the academic progress of undergraduate students. An "Academic Warning" is issued to any student who incurs a quality point deficit between 10 and 34.5 quality points. The student is referred to campus resources for resolution.

The Catherine W. Wood School of Nursing has additional progression requirements and focused remediation efforts designed to protect the student and public in care delivery situations while assuring a greater opportunity for success. Please refer to Student Handbook for the Catherine W. Wood School of Nursing or the CPHS Academic Bulletin for details. Reports on academic performance and progress are generated at the mid-term and completion of each semester. The Catherine W. Wood School of Nursing faculty meets at the end of each academic term, or as necessary, to discuss the academic performance of all students. Students with an academic deficiency will receive a letter from the program director outlining an Academic Success Plan and addressing the following:

- Description of academic standing (probation, suspension, dismissal)
- Rationale for academic standing
- Criteria required to regain good academic standing
- Contact information of the program director to discuss items outlined in the letter
- Notification of appeals process

Good Academic Standing

Students are considered in good academic standing providing:

- Semester grades of C or higher and a cumulative GPA of 2.0 or higher based on the BSN grading criteria
- Satisfactory evaluation on the Clinical Evaluation Tool for clinical experiences
- No violations of student Honor Code or Code of Conduct
- No occurrence of a patient safety violation

Remediation

The CWWSON believes that remediation is a process that begins once a student has failed to achieve a passing score (< 75%) on an exam, assignment or clinical performance (safety violations, NI, or U). The Clinical Instructor and/or Course Director will identify clinical performance issues that require remediation with specific suggestions for improvement. The student is to reach out to the Course Director or BSN Advisor to develop academic strategies that will result in positive outcomes. Strategies may focus on study habits, test-taking techniques, test review, small group reme-

diation or referrals to counseling, Student Success or those listed in the course syllabi. Faculty may notify the student of low performance through Blackboard, CU Succeed or email. The student is responsible for following through in order to assure academic progression. Should a student fail to improve academic and/or behavioral performance issues, they will receive a failing grade for the course. This will necessitate a delay in the graduation date.

Students require remediation for:

- A grade of D or F in any single course
- Continuing Needs Improvement (NI) or Unsatisfactory (U) ranking on the Clinical Evaluation Tool
- Violations of student Honor Code or Code of Conduct
- Any patient safety issue throughout the curriculum

Academic Probation

Academic probation is the initial action for a student failing to make satisfactory academic progress following remediation interventions. A student will be placed on academic probation for:

- Failure to follow through with the Academic Success Plan (remediation)
- Continuing Needs Improvement (NI) or Unsatisfactory (U) ranking on the Clinical Evaluation Tool
- A grade of D or F in any single course
- Repeated violations of the student Honor Code or Code of Conduct
- Violations of patient safety

A student placed on academic probation will remain so until the end of the semester. Students who fail to complete the criteria for lifting academic probation will be considered for suspension or dismissal from the BSN program. The BSN Academic Performance and Standards Committee and program director, with notification to the associate dean for health sciences, will recommend these actions. A recommendation will be made to the program director to restore good academic standing if:

- A semester GPA and/or cumulative GPA ≥ 2.0 based on the BSN grading criteria is achieved
- The CU Succeed Warnings/Academic Success Plan was followed with desired results achieved
- Satisfactory evaluation on the Clinical Evaluation Tool for clinical experiences
- No violations of student Honor Code or Code of Conduct have occurred
- No occurrence of a patient safety violation

Academic Suspension

Academic suspension from the Catherine W. Wood School of Nursing and CPHS is imposed for a specified period of time and must not exceed one year. Suspension occurs when a student has academic deficiencies which preclude continuation in the normal program of study, but may be expected to be able to complete the requirements for the degree under a modified program of study with or without remedial courses.

A student on academic suspension is not allowed to continue the standard course of study. The Catherine W. Wood School of Nursing Academic Performance and Standards Committee and program director will specify the length of time of the suspension and remedial work required for reinstatement, with approval from the associate dean for health sciences.

Academic Dismissal

The Catherine W. Wood School of Nursing Academic Performance and Standards Committee and program director may recommend academic dismissal to the associate dean for health sciences under the following circumstances:

- Fails to make satisfactory progress during the period of probation and or suspension.
- A single egregious and/or knowing violation of patient safety, confidentiality, or professionalism.
- An earned grade of D or lower in a second nursing course. A nursing course may be repeated only one time.
- Unsatisfactory clinical performance constitutes a course failure.
- A student can reapply to the BSN program after one year for consideration for readmittance for a full restart of the program.

Grade Appeal

Students can initiate an appeal of an assignment grade or final course grade by following the procedure as detailed in the current CPHS Academic Bulletin.

Delayed Graduation Policy

If a nursing student is required to re-take classes as a result of specific course failure or a deficiency in overall academic performance, then a delay in scheduling nursing clinical experiences or matriculation through the curriculum will occur and the student's graduation will be delayed. Voluntary course withdrawals or a temporary separation may cause a delay in scheduling clinical experiences, progress through the curriculum, and a subsequent delay in graduation.

Any alteration in the normal curriculum progression may affect a student's financial aid status or qualification for education-based financial aid. For specific counseling and advice, students should contact the University's Office of Financial Aid.

Graduation Requirements

Recommendation for graduation requires faculty approval and attainment of the following requirements:

1. Successful completion of all courses, requirements, and remediation
2. Successful completion of all clinical experiential training
3. Attendance of graduation week activities that includes licensure preparation courses and comprehensive curriculum review

The BSN Division Requirements for Graduation

- Completion of the nursing and general education courses prescribed by the faculty
- Completion of nursing courses with a minimum grade of C (75) in each course and attainment of a minimum 2.0 cumulative GPA (see grading scale variation)
- 25% or more of semester credit hours in residence at Campbell University
- Attendance at the graduation ceremony is expected
- A faculty vote is required to approve students for graduation

The Catherine W. Wood School of Nursing appoints a faculty advisor for each student to assist the student with program planning and tracking of prerequisites and BSN division requirements. However, the responsibility for assuring that all requirements are met rests solely with the student.

Registered Nurse Licensure Exam Requirements

The North Carolina Board of Nursing (NCBON) uses the National Council Licensure Examination (NCLEX®) prepared by National Council of State Boards of Nursing (NCSBN) to measure competence in entry-level practice for graduates of Board-approved nursing education programs. The National Council of State Boards of Nursing has contracted with Pearson VUE to administer NCLEX®. For more detailed information

about the NCLEX, please visit the National Council of State Boards of Nursing's website.

Eligibility requirements for examination:

- Completion of a Board approved RN nursing education program
- Application for licensure to the state Board of Nursing
- Registration with Pearson Vue is required prior to the release of an Authorization to Test (ATT)
- All applicants must complete a criminal background check prior to the issuance of a license

The Board of Nursing determines if the student with a prior criminal conviction is allowed to sit for the NCLEX-RN exam.

Please note that conferring a degree to a student who has completed the curriculum does not guarantee that the Board of Nursing will issue an Authorization to Test.

Curriculum

The Essentials of Baccalaureate Education for Professional Nursing Practice [American Association of Colleges of Nursing (AACN), 2008] and the Nursing Scope and Standards of Practice (2015) provide the framework for the development of the liberal arts and pre-licensure nursing education curriculum and the associated clinical experiences.

The Essentials address the core knowledge required of nursing professionals and include concepts of patient centered care, interprofessional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning, cultural sensitivity, professional values, and practice across the life span.

The practice experience in the final two years enhances the connection with didactic content and facilitates growth across the curriculum. The rationale for sequencing of courses facilitates moving from the simple to the complex. Students begin their nursing courses by learning to assess and plan care for meeting basic needs of the independent community-based adult followed by a nursing home resident at variable levels of required skill. Upon completion of the program, students are working as a team member to organize, implement, collaborate, and evaluate nursing care for groups of patients/families, community groups and populations. The student evaluations demonstrate increasing expectations in clinical performance.

Freshman Year

Semester 1 Courses	Credit Hours
ENGL 101 – Academic Writing	3
HIST 111 or 112 – Western Civilization I or II	3
BIOL 111 – Basic Biology	4
CPHS 100 – CPHS Pre-Professional Freshman Seminar	1
PE 185 – Lifetime Wellness	2
MATH 111 (or greater)	3
Total	**16**

Semester 2 Courses	Credit Hours
CUC 100 – Connections	0.5
ENGL 102 – Academic Writing & Literature	3
PSYC 222 – General Psychology	3
BIOL 275 – Fundamental Microbiology	4
CHRS 125 – Intro to Christianity	3
A/M/T 131 – Intro to Art, Music, or Theater	3
Total	**16.5**

Sophomore Year

Semester 1 Courses	Credit Hours
CUC 200 – Connections	0.5
SOCI 225 – Principles of Sociology	3
BIOL 285 – Human Anatomy & Physiology I	4
PSYC 260 – Developmental Psychology	3
ELECTIVE*(Humanities)	3
Total	**13.5**

Semester 2 Courses	Credit Hours
ENGL 2XX – Literature	3
BIOL 286 – Human Anatomy & Physiology II	4
COMM 261 – Team & Small Group Communication [BML1]	3
MATH 160 – Statistics	3
ELECTIVES	3
Total	**16**

*It is strongly recommended that students take CHRS 224 – Christian Ethics.

Junior Year

Semester 1 Courses	Credit Hours
NURS 300 – Professional Nursing Practice	2
NURS 310 – Health Assessment	3
NURS 320 – Fundamentals of Nursing Practice with Older Adults	6
NURS 330 – Concepts of Pathophysiology & Pharmacology I	4
Total	**15**

Semester 2 Courses	Credit Hours
NURS 350 – Research & Evidence Based Practice	3
NURS 360 – Adult Health Nursing Practice I	5
NURS 370 – Psychiatric & Mental Health Nursing Practice	4
NURS 340 – Concepts of Pathophysiology & Pharmacology II	4
Total	**16**

Senior Year

Semester 1 Courses	Credit Hours
NURS 400 – Adult Health Nursing Practice II	6
NURS 410 – Nursing Practice of Women & Children	5
NURS 420 – Leadership in Nursing	3
NURS 430 – Health Policy	2
Total	**16**

Semester 2 Courses	Credit Hours
NURS 450 – Population Health	4
NURS 460 – Focused Patient Experience Practicum	6
NURS 470 – Transitions to the Role of the Professional Nurse	3
NURS 475 – Managing Healthcare for Vulnerable Populations	2
NURS 480 – Nursing Informatics	2
Total	**17**

Course Descriptions

CPHS 100 – CPHS Pre-Professional Freshman Seminar
Credit: 1 hour
This course provides the student with an introduction to the College of Pharmacy & Health Sciences pre-professional programs. The course emphasizes several key concepts necessary to build students' skill sets for their future endeavors in college as well as their chosen profession in nursing, pharmacy, pharmaceutical sciences, clinical research, physician assistant, physical therapist, and public health upon graduation. Initially, emphasis is on success strategies that facilitate student progression both in the didactic and practice experience. Content and concepts central to the healthcare profession are identified, discussed and framed for awareness and ongoing reflection.

NURS 300 – Professional Nursing Practice
Credit: 2 hours
The design of the course is to review the past, present, and future of professional nursing. There is emphasis on discussion of professional values, philosophies, core competencies and the knowledge needed for professional practice.

NURS 310 – Health Assessment
Credit: 3 hours
The course teaches the student assessment of the healthy adult patient with consideration of common variations and life-span influence. Assessment of the patient is within a cultural, spiritual, member of family and community framework.

NURS 320 – Fundamentals of Nursing Practice with Older Adults
Credit: 6 hours
This is the first course designed to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge and master basic nursing skills that promote, maintain, and restore health in older adult patients.

NURS 330 – Concepts of Pathophysiology and Pharmacology I
Credit: 4 hours
This is the first of two courses that examine the physiologic mechanisms underlying selected alterations in health that occur throughout the life cycle. Integrated within the course are basic pharmacological concepts with emphasis on drug groups and nursing implications.

NURS 340 – Concepts of Pathophysiology & Pharmacology II
Credit: 4 hours
The second course in the series that examines the physiologic mechanisms underlying selected alterations in health that occur throughout the life cycle. Integrated within the course are basic pharmacological concepts with emphasis on drug groups and nursing implications.

NURS 350 – Research and Evidenced Based Practice
Credit: 3 hours
This course examines the steps of the research process and provides the student with the basic skills and knowledge to evaluate research. Integrated throughout the course are ethical considerations and methods of protection of human subjects.

NURS 360 – Adult Health Nursing Practice I
Credit: 5 hours
This is the first course that emphasizes the care of adults in a broad range of settings with the role of the nurse as a member of the healthcare team. It reinforces the role of critical thinking and the nursing process as a mechanism to synthesize knowledge.

NURS 370 – Psychiatric and Mental Health Nursing Practice
Credit: 4 hours
This course focuses on alterations in mental health and the theories and principles underlying nursing care of this population. Students examine predisposing biological, psychological, and sociocultural factors contributing to the development and continuation of disorders.

NURS 400 – Adult Health Nursing Practice II
Credit: 6 hours
This is the second course that emphasizes the care of adults in a broad range of settings with the role of the nurse as a member of the healthcare team. It reinforces the role of critical thinking and the nursing process as a mechanism to synthesize knowledge.

NURS 410 – Nursing Practice of Women and Children
Credit: 5 hours
This course focuses on healthcare needs of women across the lifespan, with a focus on childbirth and children as unique individuals within the childbearing family. The emphasis is the role of the nurse in health promotion, positive parenting, and advocacy for vulnerable patients.

NURS 420 – Leadership in Nursing
Credit: 3 hours
This course provides the student with the opportunity to explore the leadership theories, behaviors and organizational structures that enhance the delivery of safe quality care. The learner reflects on organizational roles, legal responsibilities, and implications for professional nursing practice.

NURS 430 – Health Policy
Credit: 2 hours
This course focuses on health policy and issues that affect consumers of healthcare and nursing practice within the community. The course examines socioeconomic, environmental, epidemiological, legislative influences, ethical/legal issues, and the impact of health beliefs and practices on health promotion and protection in communities and society.

NURS 450 – Population Health
Credit: 4 hours
The design of the course is to develop student's knowledge and skills in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues in working with populations in the community.

NURS 460 – Focused Client Experience Practicum
Credit: 6 hours
This course is an intensive clinical practicum whereby the student collaboratively works with faculty and a nurse preceptor in a chosen setting. The student synthesizes knowledge and skills from basic and upper-division education to plan, organize, coordinate, and deliver safe, quality care.

NURS 470 – Transitions to the Role of Professional Nurse
Credit: 3 hours
This design of the course is facilitation to practice with evidence based strategies that improve retention of new graduate nurses. The focus is career counseling, resume and portfolio development, the cover letter, behavioral based interviews, presentation skills and communicating value to employers.

NURS 475 – Managing Healthcare for Vulnerable Populations
Credit: 2.0 hours
This course is a synthesis of humanities and aspects of nursing applied to the healthcare of vulnerable populations. Students will distinguish influences on healthcare unique to selected vulnerable populations relevant to the surrounding communities.

NURS 480 – Nursing Informatics
Credit: 2 hours
Nursing informatics combines knowledge and skills from nursing, computer technology, information and cognitive science to design and implement automated systems that support practice in the delivery of care.

Pharmaceutical Sciences

Department of Pharmaceutical & Clinical Sciences
Campbell University
College of Pharmacy & Health Sciences
PO Box 1090
Buies Creek, NC 27506
(910) 893-1695

Mission

The mission of the Department of Pharmaceutical & Clinical Sciences is to educate and develop curious minds that advance scientific knowledge through innovative and collaborative teaching, scholarly activities, professional growth, and applied experiences. Our vision is to be nationally recognized for supplying premier talent and scientific knowledge that improves global health and quality of life. We provide exemplary academic training that comprise the interdisciplinary knowledge, skills, and attitudes required to be successful in the Pharmaceutical & Clinical Sciences industries.

Academic Programs

Bachelor of Science in Pharmaceutical Sciences (BSPS)

Students who earn a Bachelor of Science in Pharmaceutical Sciences (BSPS) degree are prepared to enter research and technical positions in the pharmaceutical and biotechnology industries, in academic government laboratories, or to pursue post-graduate studies. The BSPS program offers one of the most extensive laboratory-based programs in North Carolina.

Students who declare BSPS as their major must satisfy all the requirements in Campbell University's Undergraduate Academic Bulletin.

Internships

Students complete an extensive internship in the BSPS program during their final semester, providing them with professional level experience and preparation for a career in the pharmaceutical industry. There are hundreds of pharmaceutical research and manufacturing sites located in North Carolina. A majority of these companies are in the Research Triangle Park, which is less than 45 miles away from Campbell University.

Students may choose an internship site based upon their future career goals including academic, research, manufacturing, or regulatory sites. Many BSPS graduates gain employment as a direct result of their internships.

Internship Sites

The Department collaborates with sites primarily located throughout North Carolina and neighboring states to facilitate student internships.

Master of Science in Pharmaceutical Sciences (MSPS)

The Master of Science in Pharmaceutical Sciences (MSPS) degree program is designed to enhance an individual's research and contract service capabilities. Students who complete this degree are prepared for careers in the pharmaceutical and biotechnology industries doing drug discovery, development, and/or production or further studies at the doctorate level. The degree offers training in each of the major areas of pharmaceutical development: Bioprocessing, Pharmaceutical Analysis, Pharmaceutics and Pharmacology.

Students pursuing their MS in Pharmaceutical Sciences (MSPS) complete one year of core courses, then in their second year complete either a co-op with a pharmaceutical company or a research project on campus, plus at least 8 credits of electives to gain expertise in chosen subjects.

Graduate Botanical and Holistic Health (BHH) Certificate

The Graduate Botanical and Holistic Health Certificate program is an online, 12 credit-hour certificate that equips students with skills and expertise in integrative/holistic health to positively impact the general well-being of patients. Requirements for the BHH program are a B.S. degree from an accredited U.S. institution with a GPA of 3.0 or higher. Campbell University Adult & Online Education manages Admissions and Academic policies.

Policies & Procedures

The following policies and procedures can be found in the General Information section of the CPHS Academic Bulletin:

- Accommodation
- Anti-Hazing
- Appeals
- Attendance
- Bias Incident Reporting
- Citizenship Status and Experiential Education
- Complaints/Grievances
- Counseling
- Criminal Background Check & Drug Screen
- Dress Code
- Early Alerts
- Environmental Health and Safety
- Family Education Rights and Privacy Act (FERPA)
- Financial Aid
- Grade Reports, Records, and Transcripts
- Health Insurance
- Immunization
- Incident Reporting
- Inclement Weather
- Meal Plan
- Parking
- Professional Liability Insurance
- Professional Policy for Student Meetings
- Refunds
- Safety and Emergency Preparedness
- Sexual Harassment
- Social Media
- Student Health
- Student Services
- Technology Devices
- Tuition & Fees
- Withdrawal & Temporary Separation

Admissions Policies

BSPS Matriculation

The students in the Pre-Pharmacy or an equivalent program can declare their major and matriculate into the BSPS degree program. It should be noted that BSPS students are required to complete a semester-long internship. Most internships are completed at external companies that serve as experiential training sites for CPHS. These institutions may require criminal background checks, substance abuse screenings and/or more stringent immunization requirements. All BSPS students are subject to these types of screenings and the results will be evaluated as detailed in the Criminal Background Check and Substance Abuse Testing policies and procedures outline in this academic bulletin.

MSPS Admission

Applications for admission to the MSPS Degree Program are evaluated by the Department's Admissions & Recruitment Committee. It should be noted the Admissions & Recruitment Committee

reviews all results of ongoing and pending coursework, transcripts, and behavior during the admissions and matriculation process. The Admissions & Recruitment Committee reserves the right to rescind the offer of admission due to poor performance or unprofessional behavior.

Applicants are only considered for fall enrollment due to the curriculum sequences of the program. Since the program operates on rolling admission and has limited enrollment, individuals are strongly encouraged to submit their applications early in the admissions cycle. The earlier an application is received, the greater the probability of being admitted. International applicants must apply by April 1 due to additional time required for federal process requirements for international students. Domestic applicants must apply by June 15.

There are three pathways to admissions to the MSPS program. Applicants may be considered in one of the following categories:

1. A graduate of a baccalaureate program: Individuals may apply prior to completion of their undergraduate degree and gain acceptance contingent upon completion of the degree.
2. 3+2 program: A Campbell University undergraduate BSPS student may apply to the MSPS program in the spring of their Junior year. Accepted students can then take MS courses during the final two years. This program allows a student to complete both degrees in five years versus six years. Applicants are exempted from the application fee.
3. Dual MSPS/PharmD program: Individuals who meet the PharmD program admissions requirements may apply for the dual MSPS/PharmD program whether they will earn a bachelor's degree prior to matriculation or not. (See the Dual Degree Programs section of this bulletin for more information.)

Admissions Requirements

- Preferred undergraduate GPA of 3.0 or better

Prerequisites

- Biochemistry
- Calculus
- General Chemistry I & II
- Organic Chemistry I & II
- Physics I
- Statistics

All prerequisites must be completed with earned grades of C or better.

Application Process

Complete the online application and submit the following:

- All college transcripts
- Personal statement
- Application fee ($50)

Unofficial (scanned electronic or photocopies) of transcripts and test scores may be submitted for consideration of admission. If the admissions committee finds the applications materials sufficient for acceptance, official copies of all materials must be received by the admissions department before acceptance can be granted.

Admissions Policies

1. Students not seeking a degree can receive approval to register for courses if they:
    - Have taken all prerequisites for the desired course(s) and earned a C or higher
    - Completed an application with required $50 fee (unless currently enrolled at Campbell University)
    - Submit all official college transcripts (unless a current or former student at Campbell University)
    - Receive permission from the course instructor(s)
2. A maximum of 5 credit hours of graduate level courses numbered PSCI 500 or higher may be taken before acceptance. In cases where demand for a class exceeds the enrollment capacity, degree seeking students will have priority over students not seeking a degree. Non-degree seeking students can only register during the first week of classes and may not pre-register for courses. Students must earn a grade of 'C' or higher in MSPS coursework taken prior to admission to be eligible for admission into the program. Admission into the program also requires completion of the admissions requirements not already satisfied.
3. Students taking a temporary separation greater than one semester must notify the Pharmaceutical & Clinical Science Department Chair in writing.

Application Process – International Students

1. Complete the Campbell University supplemental application with all supporting documents and pay $50 non-refundable application fee.
2. Upload personal statement.
3. GRE scores may be submitted, but this is optional (Institution code: 4575, Department code: 0613)
4. Attach and submit unofficial TOEFL , Duolingo or IELTS scores (Institution code: 5100, Department code: 99)
5. Submit current copy of immigration documents:
    a. If seeking Student Visa: passport & photo
    b. If applying from another U.S. institution: passport, photo, Visa clearance form, I-94, current Visa, and current I-20.
6. Submit a current bank statement showing liquid assets of $40,000 or more. If using a bank loan to fund the program, contact *lfowle@campbell.edu* for instructions.
7. The Admissions & Recruitment Committee reserves the right to request a course-by-course transcript translation report. If requested, applicants may use any of the following:
    - World Education Services (WES)
    - International Education Research Foundation (IERF)
    - Educational Credential Evaluators (ECE)
    - Education Evaluators International (EDUCEI)
    - Foreign Credentials Service of America
    - Center for Education Documentation (CED)
    - International Education Evaluations (IEE)
    - American Association of Collegiate Registrars and Admissions Officers (AACRAO).

Students with an F1 visa may pursue the Co-op or Research pathway. Students with any other type of visa will only be able to pursue the Research pathway and would need to convert to an F1 visa by the end of the first semester to be eligible to pursue the Co-op pathway. Any international student pursuing the Co-op pathway should have obtained an US driver's license by the end of the first semester, as well.

Academic Standards

BS in Pharmaceutical Sciences

Academic standards and grade appeals for undergraduate programs are specified in the Campbell University's Undergraduate Academic Bulletin.

MS in Pharmaceutical Sciences

Academic Probation

Students in the MSPS program are subject to academic probation for:

1. Failing to maintain a cumulative minimum GPA of 3.0 in all MSPS courses.

2. Earning a final grade of less than C in any MSPS course. Students earning less than a C must remediate the course (Or, repeat the course in its next consecutive offering and earn a C or above).

Any occurrence of either of the above will result in academic probation not to exceed one academic year. In addition, students must complete an academic contract to acknowledge their academic probation. Failure to complete an academic contract in a timely manner could result in further action from the departmental Academic Performance, Standards and Retention (APSR) Committee. The APSR Committee will review all cases remaining on probation after each block and recommend further action including the utilization of services from the Office of Student Affairs (which may include tutoring and completing an academic success plan). At the end of the semester the APSR Committee may recommend further action up to and including dismissal from the program.

Any MSPS student on academic probation is ineligible to:

1. Hold or run for elected office in student professional organizations.
2. Represent the university in any capacity either on campus or away from campus at a conference.
3. Compete for honors, distinctions, and scholarships.
4. Hold any job within the Department of Pharmaceutical & Clinical Sciences.
5. Apply for internships.
6. Participate in a PSCI 611 Co-op.
7. Conduct any research (e.g., PSCI 604 or 690).

Academic Dismissal

Students in the MSPS Program are subject to academic dismissal for:

1. Failure to complete all coursework within 5 years.
2. Failure to maintain a cumulative minimum GPA of 3.0 in MSPS courses for more than 2 semesters.
3. Failure to successfully remediate (receive a C or above) a course in which a grade less than C was earned.
4. The accumulation of two or more final grades of less than C in any MSPS course. All courses in which a student earns less than C will count towards this accumulation even if the course is remediated for a higher grade.

The Chair of the APSR Committee will notify the student in writing or by email concerning any change in his/her standing in the program. A student may appeal the dismissal to the Associate Dean of Academic Affairs of the College of Pharmacy & Health Sciences. The student must submit a written or email petition to the APSR Committee Chair and Associate Dean of Academic Affairs of the College of Pharmacy & Health Sciences within three (3) business days of the student's receipt of notification of the dismissal.

The student's failure to submit the petition letter within three (3) business days is acknowledgement of dismissal.

The petition must contain the specific variance requested and a description of any extenuating circumstances intended to justify granting the variance. The Associate Dean's decision is final.

MSPS Program Remediation Policy

1. The primary goal of remediation is to provide the underperforming student with a means to overcome deficiencies in achieving the competency in the required course material rather than to improve their GPA.
2. Only students with an earned final course grade of F due to poor performance on a block examination or elective course exam will be eligible for remediation, and the highest grade that can be achieved after remediation would be a C.
3. Instructors should complete the remediation process as soon as practically possible, e.g., during Christmas break for Fall courses or during the month of May for Spring courses. In addition, instructors must notify the Department Chair and the Chair of the Academic Performance, Standards and Retention (APSR) Committee of any remediating student and provide an expected completion date.
4. Students may have a grade of IC entered until the remediation is complete and then a final grade can be entered.
5. Students have the option not to remediate and take the course when it is offered again, in which case their grade will not be limited to a C. Students who elect not to remediate must sign documentation provided by the Department of Pharmaceutical & Clinical Sciences indicating that they were offered remediation.

Graduation

The MSPS Program will not approve a request to participate in commencement ceremonies unless all credit hours have been completed.

Curriculum

BS in Pharmaceutical Sciences

First Year

Fall Semester 1 Courses	Credit Hours
CHEM 111/111L – General Chemistry I	4
BIOL 111/111L – Basic Biology	4
ENGL 101 – Academic Writing	3
CHRS 125 – Intro to Christianity	3
PE 185 – Lifetime Wellness	2
CPHS 100 – Pre-Professional Seminar	1
Total	**17**

Spring Semester 2 Courses	Credit Hours
CHEM 113/113L – General Chemistry II	4
BIOL 221/221L – Human Anatomy & Physiology	4
ENGL 102 – Academic Writing & Literature	3
MATH 122 – Calculus	4
A/M/T 131 Intro Art/Music/Theatre	3
CUC 100 – Connections	0.5
Total	**18.5**

Second Year

Fall Semester 3 Courses	Credit Hours
CHEM 227/227L – Organic Chemistry I	4
PHSC 285/285P/285L – Microbiology	4
PHYS 221/221L – Physics I	4
HIST 1XX – Western Civilization I or II	3
LANG 201 – Foreign Language	3
CUC 200 – Connections	0.5
Total	**18.5**

Spring Semester 4 Courses	Credit Hours
CHEM 228/228L – Organic Chemistry II	4
PHYS 222/PHYS 222L – General Physics II	4
UNIV XXX – Social Science Elective	3
ENGL 2XX – Literature	3
UNIV XXX – Humanities Elective	3
Total	**17**

Third Year

Fall Semester 5 Courses	Credit Hours
PHSC 323 – General Biochemistry	3
PHSC 325/325L – General Biochemistry Prelab/Lab	1
PHSC 210 – Laboratory Safety I	1
CLNR 324 – Intro to Biostatistics	3
PHSC 451 – Scientific & Technical Writing	2
PHSC 220/220L – Quantitative Lab Techniques	2
CLNR 442 – Interpersonal Skills & Critical Thinking	2
Total	**14**

Spring Semester 6 Courses	Credit Hours
PHSC 328 – Intro to Pharmacology	4
PHSC 410 – Analytical Instrumentation	3
PHSC 411/411L – Analytical Instrumentation Prelab/Lab	1
PHSC 338 – Product & Process Validation	2
PHSC 326 – Molecular Biology	3
PHSC 327/327L – Molecular Biology Prelab/Lab	1
UNIV XXX Elective	3
Total	**17**

Fourth Year

Fall Semester 7 Courses	Credit Hours
PHSC 418 – Industrial Pharmacy	3
PHSC 419/419L – Industrial Pharmacy Prelab/Lab	1
PHSC 438 – Pharmaceutical Methods & Bioprocessing	3
PHSC 439L – Pharmaceutical Methods & Bioprocessing Lab	1
PHSC 336 – Scientific Literature Seminar II	1
UNIV XXX – SS/HUM Elective	3
Total	**12**

Spring Semester 8 Courses	Credit Hours
PHSC 420 – Senior Internship*	12-14
PHSC 416 – Senior Seminar	0.5
Total	**12.5-14.5**
Total credit hours earned	**126.5-128.5**

*Students are required to submit and pass a criminal background check prior to the start of internship. Internships may require an additional criminal background check and/or drug screen before beginning internship.

Students must take 9 hours of electives from Humanities/Fine Arts and Social Sciences. At least 3 credit hours must come from each category.

Humanities/Fine Arts Electives: CHRS 202, 212, 224, 236, 251, 322, or higher; PHIL 121; ENGL 201, 202, 203, 204, 205, or 206; HIST 1xx, 2xx, 3xx, or 4xx; LANG 221, 222, 241, or 242

Social Science Electives: CRIM; ECON; GEOG; POLS; PSYC; SOCI; COMM 240

MS in Pharmaceutical Sciences

Each semester is divided into two 7-week blocks with one week of no class between them.

First Year

All students take the same Core/required courses.

Fall 1 – Block 1	Credit Hours
PSCI 510 – Professional Pharmaceutical Development 1	0.5
PSCI 511 – Foundations of Pharmacology and Cell Biology	1.5
PSCI 512 – Protein Properties and HPLC	1.5
PSCI 513 – Foundational Analytical Lab	1
Total	**4.5**

Fall 1 – Block 2	Credit Hours
PSCI 510 – Professional Pharmaceutical Development 1 (cont.)	
PSCI 521 – Cell Biology and Bioreactors	1.5
PSCI 522 – Method Development and Validation	1.5
PSCI 523 – Production and Purification of Biologics Lab	1
PSCI 524 – Method Development and Validation Lab	1
Total	**5**

Spring 1 – Block 3	Credit Hours
PSCI 530 – Professional Pharmaceutical Development 2	1
PSCI 531 – Intermediate Pharmacology	1.5
PSCI 532 – Foundations of Pharmaceutics	1.5
PSCI 533 – Pharmacology Lab	1
Total	**5**

Spring 1 – Block 4	Credit Hours
PSCI 530 – Professional Pharmaceutical Development 2 (cont.)	
PSCI 541 – Intermediate Biotechnology	1.5
PSCI 542 – Intermediate Pharmaceutics	1.5
PSCI 543 – Protein Lab skills	1
PSCI 544 – Drug Formulation Lab	1
Total	**5**

Total credit hours earned	**19.5**

Second Year

15.5 credit hours; 3.5 credits required, 3-4 credits for Co-op or Research Project, 8-9 credits of electives

Students must choose either 1) a Co-op in the pharmaceutical industry (which starts in the summer and may go through the 1st block of the fall semester), or 2) have no summer courses and do a lab-based research project with a Campbell faculty member. Students may opt to do both a Co-op in the summer and still have a chance to engage in a research project in year 2 by enrolling in the research project elective course PSCI 604, which would satisfy 1 or 2 credits of the of elective requirements. Note that the number of credits in each block varies by pathway and the number of elective credits in each block is approximate. However, in order to maintain full-time student status, students must enroll in a minimum of 7 credits every semester, except their final semester in the program, when 3.5 credits of courses is considered full-time. Also, students are not assigned to a Co-op, but instead must apply to the company for a position.

Co-op pathway

Summer	Credit Hours
PSCI 611 – Co-op	3
Fall 2 – Block 5	**Credit Hours**
PSCI 611 – Co-op continued (or Elective)	1
IPE 515S – New Product Development	2
Fall 2 – Block 6	**Credit Hours**
PSCI 610- Research Proposal	1.5
Electives	2.5
Spring 2 – Block 7	**Credit Hours**
Electives	3
Spring 2 – Block 8	**Credit Hours**
Electives	2.5

Research Project pathway

Summer	Credit Hours
N/A	
Fall 2 – Block 5	**Credit Hours**
Electives	1
IPE 515S – New Product Development	2
Fall 2 – Block 6	**Credit Hours**
PSCI 610- Research Proposal	1.5
Electives	2.5
Spring 2 – Block 7	**Credit Hours**
PSCI 690 – Research Project	4
Electives	2.5
Spring 2 – Block 8	**Credit Hours**
Research Project (continued)	
Electives	2

3+2 Program

The Department of Pharmaceutical & Clinical Sciences provides an option for students to earn both their Bachelor of Science and Master of Science in Pharmaceutical Sciences degrees in an accelerated manner. Traditionally, earning both degrees would take a total of six years. With the 3+2 degree option, students are on a fast track toward completing both degrees in five years. This program provides students with a competitive edge in the job market and rapid career advancement.

Admission Requirements

Students working toward a BSPS degree may apply for the 3+2 program if they have a minimum GPA (overall and major) of 3.0 after the fall of the junior year. BSPS students interested in completing the 3+2 program should apply by March of their junior year to assure a place in the MSPS program.

Curriculum

Below is the curriculum for the 3+2 program. View the BSPS curriculum section for the first three years of undergraduate coursework.

Summer after junior year of the BSPS program

Courses	Credit Hours
PHSC 416 – Senior Seminar	0.5
PHSC 420 – Senior Internship	12
Total	**12.5**

After completing the senior seminar and senior internship, then follow the MSPS curriculum.

Please refer to the MSPS Curriculum for more details.

Graduate Botanical and Holistic Health Certificate (for the Classes of 2025 and 2026)

Courses are offered online over eight weeks. The Fall and Spring semesters have two 8-week periods each, separated by one week of no academic activities.

Courses	Credit Hrs./Semester
BHH 500 – Herbal medicine seminar	2/Fall
BHH 501 – Botanical & Integrative Medicine I	1/Fall
BHH 502 – Botanical & Integrative Medicine II	2/Spring
BHH 600 – Complementary Medicines: Physical and Spiritual Modalities	3/Spring
BHH 601 – Botanical Therapeutics	4/Summer
Total	**12 Credits**

Course Descriptions

BSPS Course Descriptions

PHSC 210 – Laboratory Safety
Credit: 1 hour
This course provides an overview of chemical, biological, and radiation hazards, and the equipment, procedures, and regulations designed to protect the laboratory worker from harm.
Note: PHSC 210 is a prerequisite (or co-requisite) to all laboratory courses in pharmaceutical sciences.

PHSC 220/220L – Quantitative Laboratory Techniques/Lab
Credit: 2 hours
This course introduces the general mathematical principles and basic laboratory techniques used in pharmaceutical analyses. The course covers the basic laboratory skills needed to accurately and precisely measure the mass of solid and liquid samples and the volume of liquid samples. The proper skills for the preparation of mixtures and solutions of various analyte concentrations are also covered. Sources of error in measurements and methods for estimation of precision and accuracy of measurements are discussed. The concepts of concentration, dilution and stoichiometry are reviewed including their use in analysis. In addition, basic acid base theory including acid base titration is reviewed. Students will prepare buffer solutions and the use of buffers will be discussed. The use of spreadsheets in chemical analysis will be introduced.

PHSC 285/285P/285L – Microbiology: A Clinical Approach
Credit: 4 hours
Microbiology: A Clinical Approach is a course designed to provide undergraduate students with a fundamental understanding of microbes, ranging from molecular processes and information flow to principles of microbial pathogenesis and clinical aspects, with an emphasis on the application of microbiology to the fields of pharmacy and the health sciences. This course will include an introduction to the biology of microorganisms from the perspectives of microbial structure and function, metabolism, genetics, and diversity. The clinical significance of microbial biology will be emphasized throughout the course. Laboratory exercises are designed to mirror didactic subjects and give students hands-on experience with microbial organisms.
Prerequisites: BIOL 111, CHEM 111, and CHEM 113

PHSC 323 – General Biochemistry
Credit: 3 hours
A comprehensive course in biochemistry which presents protein, lipid and nucleic acid biosynthesis and catabolism. Principles of enzyme kinetics, regulation, energy metabolism, signal transduction and macromolecular structure-function relationships are presented. It is recommended that a student take Microbiology or Cell Biology before taking this course.
Prerequisite: CHEM 227/227L and CHEM 228/228L
Co-requisite: PHSC 325/325L

PHSC 325/325L – General Biochemistry Pre-Lab/Lab
Credit: 1 hour
This course is intended to provide the student with the experience working with basic techniques used in the study of bio-molecules, particularly proteins. Students will gain knowledge of protein characterization techniques, such as: gel filtration, enzyme kinetics, PAGE, ELISA. A detailed laboratory notebook will be used to document all lab work and its contents will assist with the written reports. A end of the semester lab practical is given as well.
Students must attend a weekly pre-lab session.
Co-requisite: PHSC 323

PHSC 326 – Molecular Biology
Credit: 3 hours
Molecular biology: a practical approach. This course is intended to provide the students with an understanding of the tools and techniques used in molecular biology, especially as they apply to the research and pharmaceutical application of modern recombinant DNA technology. The focus will be on the analysis and manipulation of genes and gene products. Both theoretical and practical aspects will be covered. This course provides an introduction to the basic concepts of recombinant DNA technology, such as cloning of genes from DNA libraries; use of various organisms for expression of gene products; analysis of DNA; and enzymatic modifications of DNA. Application of these techniques will be illustrated by use of homework problems as well as an associated laboratory course.
Prerequisite: PHSC 325/325L

PHSC 327/327L – Molecular Biology Pre-lab/Lab
Credit: 1 hour
This course is intended to provide the student with experience in working with basic techniques used in the construction and manipulation of recombinant DNA molecules. Emphasis will be placed on explaining laboratory results in terms of fundamental concepts in molecular biology. A detailed laboratory notebook will be used to document all lab work. This course is open to all majors, but priority will be given to Pharmaceutical Sciences majors.
Prerequisites: Biochemistry with lab and Microbiology with lab or instructor's permission.
Co-requisite: PHSC 326

PHSC 328 – Introduction to Pharmacology
Credit: 4 hours
The basic principles of drug action are covered through discussion of the responses of biological systems to drugs and chemicals. Emphasis is placed on understanding mechanism of action through detailed exploration of receptor-mediated events (pharmacodynamics). The course considers the quantification of drug action as well as the absorption, distribution, metabolism, and elimination of xenobiotics (pharmacokinetics) and how these and other factors relate to drug action, and surveys all of the major classes of drugs.
Prerequisite: BIOL 221/221L and CHEM 227/227L

PHSC 336 – Scientific Literature Seminar
Credit: 1 hour
This interactive class introduces students to the use of scientific literature with a further focus on scientific communication. The skills acquired in this course are applied in the form of written and oral presentations of projects developed through the search of relevant scientific literature. A three-part assessment of the acquired skills will be employed in this course. First is the journal club-style group discussion of pre-selected scientific papers. Secondly, students will prepare a brief presentation on an approved scientific research paper of their own choosing using appropriate applications to make visual aids to supplement their presentations. The third assessment will be a poster presentation of a selected paper, using a poster template provided by the course instructor.

PHSC 338 – Product & Process Validation
Credit: 2 hours
This course introduces students to the principles of current good manufacturing practices (cGMP), quality control, qualification and validation. The basics of regulatory compliance, the global nature of regulations and the importance of validation in the Pharmaceutical and Biotechnology Industries are discussed. Students learn about the qualification and validation of facilities, equipment, utilities, cleaning procedures, computer systems, test methods assays, and processes. The course also illustrates the importance of the team approach to validation and the need for thorough documentation of all associated activities.

PHSC 340 -- Pharmaceutical Biotechnology of Natural Products Study Abroad
Credit: 4 hours
This course includes a pre-departure seminar component (1.0 credit hour) in the Fall semester and a December travel/laboratory component (3.0 credit hours) in Chile. The course will enable students to conduct fieldwork in diverse natural environments in Chile and explore the potential medicinal properties of natural products through an international laboratory experience at the Universidad de La Frontera in Temuco, Chile. Students will gain intercultural understanding and collaboration, increase their awareness of critical issues in global health, develop relevant skills in becoming a more effective and knowledgeable world citizen, and engage in effective teamwork among members of the group.

PHSC 404 – Research in Pharmaceutical Sciences
Credit: Variable (Maximum 3 hours)
The purpose of this elective course is to introduce pharmaceutical sciences students to methods of basic science and/or clinical research. This involves application of the scientific processes of hypothesis formation, literature evaluation, experimental design, and development of technical skills, data acquisition and analysis, and formal presentation of results. Requires permission of instructor.

PHSC 410 – Analytical Instrumentation
Credit: 3 hours
This is a comprehensive introductory course that provides students with an in-depth study of the theory and operation of scientific instrumentation typically found in pharmaceutical, chemical, and biotechnical research and analytical facilities. The follow- ing analytical techniques will be covered: ultraviolet/visible, atomic absorption/emis- sion, infrared, and fluorescence spectro- photometry; gas chromatography, high performance liquid chromatography, and sample preparation. The students will learn how to follow guidelines for analysis of various chemicals and dosage forms in the US Pharmacopeia.
Pre-requisite: PHSC 220/220L PHYS 222/222L
Co-requisite: PHSC 411/411L

PHSC 411/411L – Analytical Instrumentation Pre-Lab/Lab
Credit: 1 hour
This course is intended to provide the student with the experience working with basic techniques used in pharmaceutical, chemical, and biotechnical research and analytical facilities. Students will gain knowledge of spectroscopic and chromatographic instrumentation, plus working with the US Pharmacopeia. A detailed laboratory notebook will be used to document all lab work and its contents will assist with the written reports.
Students must attend a weekly pre-lab session.
Co-requisite: PHSC 410

PHSC 416 – Senior Seminar
Credit: 0.5 hour
Senior Seminar provides a forum through which students chronicle their internship experiences. Students present an overview of the companies in which they worked and provide a synopsis of their roles in the organizations.
Prerequisites: Completion of all BSPS courses and at least a 2.0 cumulative and major GPA.

PHSC 418 – Industrial Pharmacy
Credit: 3 hours
This survey course introduces students to common pharmaceutical dosage forms, pre-formulation and formulation design, and selected concepts in pharmaceutics and biopharmaceutics.
Prerequisites: Enrollees should have completed Laboratory Safety, Quantitative Laboratory Techniques (PHSC220/220L) and Analytical Instrumentation (PHSC 410/411). Concurrent enrollment in Industrial Pharmacy Pre-Lab (PHSC 419) and Industrial Pharmacy Lab (PHSC 419L) is also required. Enrollment is limited to students who have declared Pharmaceutical Science as a major or permission of the course director.

PHSC 419/419L – Industrial Pharmacy Pre-Lab/Lab
Credit: 1 hour
This laboratory course is designed to prepare and analyze several pharmaceutical dosage forms under Current Good Manufacturing Practices (CGMP-like) environment and conduct pre-formulation relevant experiments to determine pKa, pH-solubility, and stability kinetics.

PHSC 420 – Senior Internship
Credit: 12-14 hours
This internship provides practical experience in the pharmaceutical, chemical, or biotechnology industries. Students and participating industrial facilities are matched to provide a comprehensive work experience.
Prerequisites: Completion of all BSPS courses and at least a 2.0 cumulative and major GPA.

PHSC 438 – Pharmaceutical Methodology & Bioprocessing
Credit: 3 hours
The course will emphasize analysis of active pharmaceutical ingredients, excipients, and products; process design, analysis and purification of bio-macromolecules by means of modern techniques. Pharmaceutical Methodologies includes but not limited to validation of analytical methods, theory and Interpretation of Mass Spectrometry spectra. Bioprocessing covers the proper treatments (isolation, purification, and modification) of compounds or bio-products for analysis, use of large-scale cell culture for pharmaceutical production, and theoretical considerations for purification of cell-produced pharmaceuticals. Students will learn basic troubleshoot techniques that can be applied as they proceed into the workplace.
Co-requisite: PHSC 439L

PHSC 439L – Pharmaceutical Methodology & Bioprocessing Lab
Credit: 1 hour
This course is intended to provide the student with the experience working with basic techniques used in the analysis of active pharmaceutical ingredients, excipients, and products; process design, analysis and purification of bio-macromolecules by means of modern techniques. Student will experience HPLC method optimization, Mass Spectrometry, determining optimized cell growth curves, theoretically modeled purification of cell-produced pharmaceuticals.
A detailed laboratory notebook will be used to document all lab work and its contents will assist with the written reports. Students will put into practice basic trouble shooting techniques.
Co-requisite: PHSC 438

PHSC 451 – Scientific & Technical Writing
Credit: 2 hours
Scientific and Technical Writing is a required course for Pharmaceutical Sciences majors and is designed to enable students to effectively and accurately write and review a variety of technical documents used in pharmaceutical-related industries.
Prerequisite: ENGL 101 and 102

MSPS Course Descriptions

PSCI 510 – Professional Pharmaceutical Development 1
Credits: 0.5 hour
This required course is designed to enable students to effectively and accurately communicate through writing and develop their interpersonal skills to become effective communicators, listeners and team players.

PSCI 511 – Foundations of Pharmacology and Cell Biology
Credits: 1.5 hours
This course begins with the background material in cell biology necessary for understanding the latter section on pharmacology and bioprocessing. The pharmacology, case studies and production of insulin will be used as a prototype protein drug. The focus will be on experimental methods for discovery of the biochemical mechanisms of cell function and drug action.

PSCI 512 – Protein Properties and HPLC
Credits: 1.5 hours
The lecture course covers advanced analysis of proteins from a theoretical standpoint and introduces the concept of bioassay. The analytical techniques covered are commonly used as part of the Quality Control for industrial production of proteins. Theory and applications of liquid chromatography, appropriate sample preparation techniques, and method justification are discussed.

PSCI 513 – Foundational Analytical Lab
Credits: 1 hour
The course will emphasize the use and application of basic analytical techniques used in the pharmaceutical industry, such as, spectroscopy and chromatography.

PSCI 521 – Cell Biology and Bioreactors
Credits: 1.5 hours
This course continues with more advanced material in cell biology necessary for understanding the latter section on cellular and molecular pharmacology. The focus will be on experimental methods for Bioreactors and Cell culture techniques.

PSCI 522 – Method Development and Validation
Credits: 1.5 hours
This course continues the discussion of liquid chromatography delving into the methods and techniques of HPLC method development. Aspects of Validation are discussed from a risk based approach and concludes with cleaning validation.

PSCI 523 – Production and Purification Lab
Credits: 1 hour
The course will emphasize the techniques to successfully complete a bioreactor run and maintain a healthy mammalian cell culture line.

PSCI 524 – Method Development and Validation Lab
Credits: 1 hour
The course will emphasize the development, optimization and validation of HPLC chromatography methods. Aspects of affinity chromatography will also be covered.

PSCI 530 – Professional Pharmaceutical Development 2
Credits: 1 hour
This course is designed to enable students to effectively and accurately communicate through writing and develop their interpersonal skills to become effective communicators, listeners and team players.

PSCI 531 – Intermediate Pharmacology
Credits: 1.5 hours
This course builds upon the background material from previous courses to develop an understanding of cellular and molecular pharmacology. The pharmacology of drugs to treat depression will be used as an example. The focus will be on theory for discovery of the biochemical mechanisms of cell function and drug action.

PSCI 532 – Foundations of Pharmaceutics
Credits: 1.5 hours
This course builds upon the background material from previous courses to develop an understanding of pharmacokinetics and introductory drug delivery.

PSCI 533 – Pharmacology Lab
Credits: 1 hour
The course will emphasize the use and application of pharmacology laboratory techniques used in drug development.

PSCI 541 – Intermediate Biotechnology
Credits: 1.5 hours
This course builds upon the background material from previous courses to develop an understanding of biological pharmaceuticals (proteins) and the principles for protein purification and characterization in recombinant protein production. The focus will be on concepts related to: general scientific areas using biologicals, analysis of enzymatic properties and bioassays, pharmacogenomics, chromatographic and mass spectrometric characterization of proteins, and PCR optimization and quantitative PCR as a testing method.

PSCI 542 – Intermediate Pharmaceutics
Credits: 1.5 hours
This course builds upon the background material from previous courses to develop a further understanding of the principles of pharmaceutics and dosage formulation.

PSCI 543 – Protein Analysis Lab Techniques
Credits: 1 hour
The course will emphasize experimental methods and laboratory techniques used in drug development for detecting, isolating, and purifying proteins, and for characterizing the identity, expression and activity of proteins.

PSCI 544 – Drug Formulation Lab
Credits: 1 hour
The course will emphasize the use and application of laboratory techniques used in drug development and drug formulation.

IPE 515 – New Product Development
Credits: 2 hours
In this course, students will explore how new drugs are made available for ultimate use in appropriate patients. Topics covered include unmet medical needs, discovery, pre-clinical and clinical development, regulatory pathways, and the roles of various healthcare professionals. The goal of the course is to provide an opportunity for students to learn the contemporary processes that lead to discovery and development of medications that address unmet medical needs.

Note: This is an online course required for all MS in Clinical Research and MS in Pharmaceutical Sciences students.

PSCI 604 – Advanced Research in Pharmaceutical Sciences
Credits: 1-2 hours
This advanced research elective course is intended to provide students with a practical, hands-on, application of previously obtained knowledge from the didactic setting. Alternatively, this course may be used for other scholarly pursuits such as a research paper to investigate primary literature for a thorough review of a specific area of scientific inquiry that is timely, rigorous, and novel. This course will involve a minimum of 42 hours of work per credit hour throughout the block or semester.

The research project will be conducted under the guidance of a Faculty Research Advisor (FRA) with consultation with the course director. The student will utilize prior didactic experience in the MSPS program to propose, design, and conduct the research assignment.

PSCI 610 – Research Proposal
Credits: 1.5 hours
This course is intended to provide students with an understanding and practical experience in rational study design to test a specific hypothesis. It is typically taken in the 6th block of the program.

PSCI 611 – Co-op/Internship
Credits: 1-4 hours
The Co-op provides practical experience in the pharmaceutical, chemical or biotechnology industries. Students apply to participating industrial facilities to provide a comprehensive work experience. Students present an overview of the companies in which they worked and provide a synopsis of their roles in the organizations during their internship.

PSCI 640 – Bioinformatics
Credits: 1 hour
This course looks at a growing area in molecular biology and biotechnology called bioinformatics. Bioinformatics is an interdisciplinary field that develops methods and software tools for understanding biological data. We will explore topics like DNA sequencing (Sanger and Next Gen), the human genome project, primer design, NCBI database navigation, data mining for genomes and gene expression, microarrays, Pubmed, BLAST searches, and restriction mapping. This course will be primarily lecture with some in silico in-class activities. Knowledge and experience in this area would be beneficial in the biotechnology and bioprocessing industries.

PSCI 642 – Molecular Biology and Cloning
Credits: 2 hours
This course further explores techniques com- monly used in molecular biology, specifically cloning and PCR. We will explore topics like agarose gel electrophoresis, PCR (including qPCR), primer design, site-directed mu- tagenesis, CRISPR, restriction endonuclease digestion and ligation of DNA, vectors, and siRNAs. This course will be a mixture of lecture and lab to maximize didac- tic and hands-on learning. Experience with these techniques is integral for any student that wishes to pursue a career in biotechnology or bioprocessing.

PSCI 650 – Special Topic: Advanced Chromatography
Credits: 1 hour
The course presents advanced practices and applications of separation techniques including gas and liquid chromatography, capillary electrophoresis and appropriate sample preparation techniques for analysis of complex chemical and pharmaceutical samples.

PSCI 652 – Advanced Spectroscopy
Credits: 1.5 hours
The course presents advance spectroscopic techniques through the basic principles of interaction of light and matter for analysis of pharmaceutical compounds and excipients. It covers theories, instrumentation, and interpretations of data for mass spectrometry, and various types of spectrophotometry including MS, PXRD, AA/AES, and IR/Raman.

PSCI 660 – Advanced Pharmaceutics: Non-Sterile Formulations
Credits: 2 hours
This course expands on the industrial pharmacy applications that were taught during the first year of the MSPS program. It emphasizes areas in pharmaceutics that are relevant to the practice. Dosage form development, physical and chemical characterization, oral solid and liquids formulation aspects, and sampling of raw materials and packaging components will be discussed from the point of view of non-sterile dosage forms. Lab exercises are also integrated with the lectures to provide hands-on experience to students.

PSCI 662 – Advanced Pharmaceutics: Sterile Formulations
Credits: 2 hours
This course expands on the industrial pharmacy applications that were taught during the first year of the MSPS program. It emphasizes areas in pharmaceutics that are relevant to the practice. Dosage form development, physical and chemical characterization, oral solid and liquids formulation aspects, and sampling of raw materials and packaging components will be discussed from the point of view of sterile dosage forms. Lab exercises are also integrated with the lectures to provide hands-on experience to students.

PSCI 664– Design of Experiments (DoE)
Credits: 2 hours
This course demonstrates the applications of an advanced statistical tool, DoE, as data evaluation and predictive tools in pharmaceutical research and industrial operations.

PSCI 668 – Quality by Design
Credits: 1 hour
The course will discuss the concept of quality by design and its applications in drug product development. The objectives and elements of pharmaceutical quality by design will be discussed. It will focus on its applications in product development and manufacturing.

PSCI 670 – Drug Discovery & Development I
Credits: 1 hour
This course and PSCI 671 go through each step in the discovery and pre-clinical development of a new drug, except for formulation and manufacturing topics, which will be offered in other courses. Using one particular drug as an example, many hands-on labs are included.

PSCI 671 – Drug Discovery & Development II
Credits: 1 hour
This course is the sequel to PSCI 670 and continues the steps in the discovery and pre-clinical development of a new drug, except for formulation and manufacturing topics, which will be offered in other courses. Using one particular drug as an example, many hands-on labs are included.

PSCI 672 – Pharmacogenomics
Credits: 1 hour
Pharmacogenomics explores the genetic differences in humans for optimal drug response. It is applicable in drug development and clinical practice. This course will provide the students with an understanding of the basic principles of genetics and pharmacogenomics as they relate to the variability in drug response. Additionally, it will provide an understanding of the basic principles of the molecular techniques and genetic tests that are currently utilized in drug development and clinical drug use.

PSCI 674 – Applied Pharmacokinetics Using PKPD Software
Credits: 1 hour
Phoenix WinNonLin and NONMEM are two major Pharmacokinetic-Pharmacodynamic (PKPD) computer programs/software approved by the US-FDA and used in the industrial and clinical settings for pharmacokinetic analysis and PKPD modeling. This course trains students in hands-on use of Phoenix WinNonLin software and provides necessary familiarity and competencies that prepare students for industrial and clinical pharmacokinetics. Material is presented in both lectures and supervised hands-on sessions, during which students will do interactive programming.

PSCI 680 – Applied Statistical Research
Credits: 2 hours
This course offers the student pharmaceutical scientist the opportunity to learn how to use JMP® Statistical Discovery Software (SAS Institute, Cary, NC) in managing, analyzing, and reporting basic/pharmaceutical science research data. It serves to prepare the student pharmaceutical scientist for designing their research in basic sciences study.

PSCI 682 – Multivariate Analysis Techniques (MVA)
Credits: 1 hour
This course demonstrates the applications of advanced statistical tools, MVA techniques, as data evaluation and predictive tools in pharmaceutical research and industrial operations.

PSCI 690 – Research Project
Credits: 4 hours
This course is intended to provide students with an in-depth understanding of research. This is achieved by an intensive, hands-on laboratory experience in research methods and strategies used to test a specific hypothesis. Unlike other courses in the MSPS program, this course is semester-long and should be taken in the final semester of the MSPS program.
Prerequisite: PSCI 610

BHH Course Descriptions

BHH 500: Herbal Medicine Seminar
Credit: 2 hours
This course investigates of the use of herbal preparations in the rational application in pharmacy. The course is intended to provide the student with a basic knowledge of botanical and herbal preparations. This information will be given in a seminar style where students will be required to read and prepare to discuss articles on these agents.

BHH 501: Botanical & Integrative Medicine I
Credit: 1 hour
This course discusses herbal remedies currently used as alternative solutions to treat and prevent different diseases.

BHH 502: Botanical & Integrative Medicine II
Credit: 2 hours
The most commonly available herbs and natural products will be covered concerning their therapeutic effect and the dosage forms. Also, an overview of the Eastern therapies will be presented.

BHH 600: Complementary Medicines: Physical and Spiritual Modalities
Credit: 3 hours
The complementary modalities, including the physical and spiritual commonly encountered in practice will be discussed.
Examples of those modalities are meditation, music therapy, energy work, and chiropractic.

BHH 601: Botanical Therapeutics
Credit: 4 hours
This course offers a detailed description and therapeutic applications of individual herbs and herbal formulas (herbal combinations) about various disease states (organ/body system applications, such as endocrine or digestive systems.)

Pharmacy

Doctor of Pharmacy Program
Campbell University
College of Pharmacy & Health Sciences
PO Box 1090
Buies Creek, NC 27506
(800) 760-9734 ext. 1690

Doctor of Pharmacy Program Mission Statement

The Campbell University College of Pharmacy & Health Sciences Doctor of Pharmacy Program will develop leaders in a Christian environment who will advance the profession of pharmacy, by improving the lives of others through practice, education, research and service as part of an interprofessional healthcare team.

Program Outcomes

The Campbell University College of Pharmacy & Health Sciences has two program goals for our Doctor of Pharmacy (PharmD) curriculum. Upon completion of the program and entry into the profession, graduates will be able to:

- Provide high quality, inclusive evidence-based, patient-centered care in cooperation with patients, prescribers and members of the interprofessional health care team;
  PLO 1, PLO 2, PLO 4, PLO 6
- Model continual personal and professional growth and an ability to adapt to new learning experiences, roles and the changes in the practice of pharmacy;
  PLO 5, PLO 7, PLO 3

Final Product:

PLO 1: Develop and integrate knowledge across foundational sciences.

PLO 2: Apply foundational science knowledge in patient-centered and population-based environments.

PLO 3: Articulate the evolving role of pharmacists as: caregivers, educators, managers, promoters, and providers as a member of an interprofessional healthcare team.

PLO 4: Design, implement, and document interventions for patients and populations based on assessed needs.

PLO 5: Adapt and apply assessment, communication, critical thinking, and problem-solving skills to solve complex issues.

PLO 6: Demonstrate inclusive considerations for others *(patients, fellow providers, and populations)* in approach to practice and care.

PLO 7: Develop an informed plan for professional trajectory, development, growth, and lifelong learning.

Policies & Procedures

The policies and procedures found in this section apply to all graduate and professional students within the College of Pharmacy & Health Sciences unless otherwise specified and can be found in the General Policies section of the CPHS academic bulletin:

- Accommodation
- Anti-Hazing
- Appeals
- Attendance
- Bias Incident Reporting
- Citizenship Status and Experiential Education
- Complaints/Grievances
- Counseling
- Criminal Background Check & Drug Screen
- Dress Code
- Early Alerts
- Environmental Health and Safety
- Family Education Rights and Privacy Act (FERPA)
- Financial Aid
- Grade Reports, Records, and Transcripts
- Health Insurance
- Immunization
- Incident Reporting
- Inclement Weather
- Meal Plan
- Parking
- Professional Liability Insurance
- Professional Policy for Student Meetings
- Refunds
- Safety and Emergency Preparedness
- Sexual Harassment
- Social Media
- Student Health
- Student Services
- Technology Devices
- Tuition & Fees
- Withdrawal & Temporary Separation

Admissions Policies

The College of Pharmacy & Health Sciences (CPHS) not only strives to produce graduates who possess a broad scientific and medical knowledge base but who also have the ability to effectively communicate this information to their patients. Students are encouraged to serve in leadership roles within the community and professional organizations. The College instills in students the importance of showing empathy, compassion and understanding to their patients.

CPHS is committed to selecting applicants who display these characteristics in order to be an asset to the profession of pharmacy.

The goals of the admissions process are:

- To understand each applicant as a whole person;
- To evaluate the applicant's potential for success in the Doctor of Pharmacy program;
- To assess the candidate's commitment and aptitude as a future practicing pharmacist.

Each applicant's academic background and achievements, personal statement, letters of recommendation and work experience within the pharmacy profession will be considered by the Admissions Committee.

In addition to academic performance, the Admissions Committee places emphasis on personal merit, leadership, community involvement, maturity, communication skills, diverse pharmacy work, and dedication to professional goals.

Admissions Criteria

Applicants must complete a minimum of 64 credit hours prior to matriculation into the Doctor of Pharmacy program.

All required pre-professional academic work must be completed at an accredited college or university in the United States. All prerequisite courses must be completed with earned grades of "C" or higher.

A minimum grade point average of 2.75 on a 4.0 scale in all coursework attempted is recommended for admission into the program.

Students who have not earned a bachelor's degree are required to meet the non-science prerequisites as well as the math and science prerequisites. Electives coursework may include basic science, math, or liberal arts courses; however, advanced science coursework (chemistry, biological sciences, pharmaceutical sciences and clinical sciences) are beneficial in building a strong foundation for the Doctor of Pharmacy program.

Candidates for admission to the College's Doctor of Pharmacy program must also

meet and maintain the requirements listed in the Technical Standards for Admission & Matriculation section of this bulletin.

Science and Math Requirements

- Calculus (3 credit hours)
  Examples: Calculus I, Analytical Geometry, Calculus
- Statistics (3 credit hours)
- Physics* (4 credit hours)
  Physics for health professions majors (does not need to be calculus based)
- General Chemistry* (8 credit hours)
- Organic Chemistry* (7-8 credit hours)
- General Biology (4 credit hours)
- Human Anatomy & Physiology with lab (4 credit hours)
- One course covering the whole body (i.e., Essentials of Human Anatomy and Physiology) or a two-course progression (i.e., Human Anatomy and Physiology parts I and II).
- Microbiology (4 credit hours)

*Biological Sciences, Physics, General Chemistry, and Organic Chemistry must have a lab associated with the course.

Non-Science Requirements

- English Composition** (6 credit hours)
  English courses must be writing intensive. Basic literature courses will not be accepted.
- Humanities and Social Sciences** (12 credit hours)
  Literature, Philosophy, Music, Art, Drama, Foreign Language, Religion, History, Political Science, Psychology or Sociology

Electives

- Electives** (Note: Prior to matriculation, applicants must have completed a minimum of 64 credit hours, which include the hours earned completing the aforementioned prerequisite courses. The balance of the required 64 credit hours may be completed as electives)
  Suggested: Pharmaceutical Sciences or Clinical Research courses, advanced biology or chemistry. Several business electives may also meet the requirements of the joint dual PharmD/MBA program.

**If the applicant has completed a bachelor's degree, these classes are not required.

Application Deadline

Beginning each fall, members of the next class are selected using a modified rolling admissions procedure. Under this system, qualified applicants are admitted into the Doctor of Pharmacy program on an ongoing basis until the class is filled. Applicants are strongly encouraged to submit all required admissions documents early in the admissions cycle to maximize their admissions potential.

Applications received after November 1 face significantly increased competition for admission and may be placed on a waiting list, regardless of qualifications. The final deadline for applications is June 1; all information must be received by this date.

Application Process

- All material must be received by June 1.
- Complete online PharmCAS application at www.pharmcas.org.
- Submit all official transcripts to PharmCAS.
- If you have Pharmacy College Admission Test (PCAT) scores, you may submit them to PharmCAS.
- Submit two letters of recommendation to PharmCAS. At least one letter from a science professor and a pharmacist is strongly preferred.

The applicant is responsible for ensuring the timely receipt and updating of all required application documentation. A file may be delayed for review by the Admissions Committee until all application materials have been received by the Admissions Office.

PharmCAS

Applicants must submit an application through the Pharmacy College Application Service (PharmCAS) online at www. pharmecas.org. Original official transcripts from all US post-secondary schools (including the planned fall and spring courses) must be submitted to PharmCAS. All college coursework attempted (dual enrollment, undergraduate, graduate, and/or professional) must be submitted to PharmCAS.

For applicants currently enrolled in classes, it is imperative to update newly completed coursework. When fall grades are available the applicant must submit official transcripts to PharmCAS in order to update their application. Transcripts reflecting spring grades must be sent directly to the CPHS Admissions Office. Applicants are also required to submit three letters of recommendations to PharmCAS. At least one letter from a science professor and a pharmacist is strongly preferred.

Applicants gaining acceptance to the Doctor of Pharmacy program are required to submit to a urine drug screen and criminal background check through the PharmCAS system. Results of these screens which violate policies and procedures of CPHS, Campbell University or one of the affiliated institutions may have a negative impact on the candidate's ability to matriculate into the program.

It should be noted the Admissions Committee continues to review the results of pending coursework, test scores and behavior during the admissions and matriculation process. The Admissions Committee reserves the right to rescind the offer of admission due to poor performance or unprofessional behavior.

Interviews

Completed application packages are evaluated by the Admissions Committee to determine the applicant's potential as a student pharmacist. Based on this evaluation, an invitation to participate in a personal admissions interview may be extended. The interview process incorporates a multiple mini interview (MMI) format. This interview style is composed of five stations and is designed to assess non-cognitive qualities, such as communication skills, critical thinking, ethical reasoning, and leadership. MMI interviews are moderated by faculty, alumni, staff, clinicians, and/or residents affiliated with CPHS. Applicants are notified by email of admissions decisions following the interview process.

Early Acceptance Program

An Early Acceptance Program is available for applicants who have a verified application by November 1. The college and the student have the potential to benefit from this program by confirming admissions and enrollment for qualified applicants early in the admissions process. The completed PharmCAS application along with two letters of recommendation are required.

Technical Standards for Admission, Academic Progression, & Graduation

The Accreditation Council on Pharmaceutical Education (ACPE), the accrediting body for colleges and schools of pharmacy, requires that Doctor of Pharmacy curricula meet standards and guidelines which emphasize a strong scientific foundation and practice-based competency. The pharmacy curriculum is designed to develop caring and competent pharmacists, practitioners who assume responsibility for safe and effective medication use in patients. The pharmacy curriculum is also designed to produce pharmacists who are collaborative partners in the care of patients within an interdisciplinary health care system.

Technical Standards refer to non-academic admissions and matriculation criteria that are essential to participation in the Doctor of Pharmacy program. All students must possess the intellectual, ethical, physical, and emotional capabilities required to successfully complete the full curriculum, including experiential education, and to achieve the levels of competence required by the faculty. The technical standards described below are essential functions and therefore prerequisites for entrance, continuation, promotion, and graduation from the Doctor of Pharmacy program, with or without appropriate accommodations in compliance with the Americans with Disabilities Act.

Candidates for admission to and graduation from the Campbell University College of Pharmacy & Health Sciences Doctor of Pharmacy Program must possess the following abilities:

Observation

The candidate/student-pharmacist must be able to observe required lectures, demonstrations and experiments, including but not limited to microscopic studies, pharmaceutical lab instruction (technical quality of prepared and compounded materials), and patient care demonstrations (physical observation and physical assessment). A candidate/ student-pharmacist must be able to observe a patient accurately at a distance and close at hand, noting non-verbal and verbal signals. Observation necessitates functional use of vision, hearing and somatic senses. The candidate/ student-pharmacist must be capable of remaining alert and attentive at all times in the clinical setting.

Communication

A candidate/student-pharmacist must be able to effectively speak, read and write in English. Visual and auditory senses must be intact to detect verbal and non-verbal communication signals. A candidate/ student-pharmacist must be able to elicit information from and communicate effectively and sensitively with patients. The candidate/ student-pharmacist must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

Motor Abilities

A candidate/student-pharmacist must have sufficient motor function to carry out the basic laboratory experiments and physical assessment. The candidate/student-pharmacist must be able to carry out duties within the classroom, laboratory, pharmacy and clinic settings. Motor function must be sufficient to perform fundamental patient care, such as required for disease prevention, drug therapy monitoring, emergency treatment, general care and basic physical assessment (e.g. blood pressure assessment, palpation for edema, injection of vaccines, cardiopulmonary resuscitation, etc.). Motor function must also be sufficient to perform drug distribution duties in both a community and hospital pharmacy setting.

Candidates/student-pharmacists must have the ability to maintain aseptic technique in the preparation of sterile materials. This will require the ability to work under a laminar flow hood and in sterile rooms. Candidates must possess the motor function sufficient to direct and supervise the accurate compounding and preparation of medications for dispensing to patients. A candidate/ student pharmacist must be able to safely and effectively operate various types of laboratory and patient care equipment such as weights and balance, a glucose meter, stethoscope and sphygmomanometer.

A candidate/student-pharmacist must be able to use computer-based information systems. These motor actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch, vision, and hearing. Additionally, some aspects of patient care require that the candidate/student-pharmacist be able to act quickly and speed of motor function may be an essential requirement.

Intellectual, Conceptual, Integrative, and Quantitative

Problem solving, the critical skill demanded of pharmacists, requires that a candidate/ student-pharmacist be able to learn, retrieve, analyze, sequence, organize, synthesize and integrate information efficiently, and reason effectively. In addition, a candidate/student-pharmacist should possess the ability to measure and calculate accurately, to perceive three-dimensional relationships and to understand the spatial relationships of structures.

Behavioral and Social Attributes

A candidate/student-pharmacist must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients and their family members, staff, and colleagues. Each candidate/student-pharmacist must be able to work effectively as a member of a health-care team. Candidates/student-pharmacists must be able to tolerate physically taxing workloads and to function effectively under stress.

The candidate/student-pharmacist must be able to adapt to changing environments, to display flexibility and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, collegiality, interest, and motivation are all personal qualities that are assessed during the admission and education processes.

Equal Access to the CPHS Doctor of Pharmacy Program

In accordance with Campbell University's non-discrimination policy, the College of Pharmacy & Health Sciences does not discriminate against otherwise qualified individuals with disabilities who apply for admission to the Doctor of Pharmacy program.

It is recognized that the on-site or virtual interview may not adequately evaluate a student's ability to meet the technical standards. Candidates who are unsure that they meet the Technical Standards because of a disability are responsible for disclosing that to the Campbell University Office of Student Success before accepting an offer of admission. The Director of Disability Services will consult with the candidate regarding possible accommodations. At the time an applicant accepts an offer to the CPHS Doctor of Pharmacy program, he/she must attest in writing that they are able to meet the CPHS Doctor of Pharmacy Program Technical Standards for Admission & Matriculation with or without accommodations.

Students will continue to attest in writing during orientation through the fourth year that they are still able to meet the Technical Standards.

The CPHS Doctor of Pharmacy Program is committed to providing reasonable accommodation to ensure that equal access is provided to all otherwise qualified students in the course of study leading to the Doctor of Pharmacy degree and licensure.

Accommodations

Candidates pursuing the academic program who lack the ability to appropriately meet these standards and who do not seek accommodations may place themselves in academic jeopardy. The use of an intermediary, a person trained to perform essential skills on behalf of the student, is not permitted.

Should a candidate/student-pharmacist develop a condition during their education in the Doctor of Pharmacy program that would affect their ability to meet the above Technical Standards, they must contact the Director of Disability Services to determine whether or not a reasonable accommodation can be made. Again, candidates pursuing the academic program who lose the ability to appropriately meet these standards and who do not seek accommodations may place themselves in academic jeopardy.

The Director of Disability Services will meet with the student to discuss areas of concern. The Director will then develop an accommodation plan, consulting regularly with the CPHS Office of Academic Affairs, the CPHS Office of Admissions & Student Affairs, the CPHS Office of Experiential Education, the CPHS Pharmacy Practice Department, and other offices as needed during the process. The accommodation plan will require the approval of the above departments, Student Success, and the student.

Appeals Process

Accepted students who are unable to meet the Technical Standards, with or without accommodation, will not be offered admission and will be notified by the Admissions Committee. Enrolled students who are found not to meet the Technical Standards, with or without accommodation, will be evaluated by the CPHS Academic Performance and Standards Committee and will use the appeals process for that committee's work. Student-pharmacists who disagree with an accommodation decision made by the office of Student Success will use that office's grievance process which can be found in the "Student Guide to Accessing Disability Services" on the Student Success website.

The above standards mirror our current CPHS PA program technical standards and were modified based on language incorporated from the Technical Standards documents of University of Mississippi, University of Iowa, Kentucky University, and University of California, San Francisco schools of pharmacy.

Academic Standards

Retention and Promotion Criteria

Students enrolled in the Doctor of Pharmacy program at the College of Pharmacy & Health Sciences are expected to make satisfactory academic progress toward completion of the degree requirements. Satisfactory academic progress is defined as successful completion in the prescribed time, maintenance of a 2.2 semester grade point average (SGPA) and a cumulative grade point average (CGPA), and completion of any professional deficiencies and/or required remedial courses in the time and manner prescribed.

Students who fail to maintain satisfactory academic progress in the professional program are automatically placed on academic probation. A letter from the Academic Performance & Standards Committee will be sent to students placed on academic probation containing specific guidance. These letters are individualized and may contain specific actions that must be taken as well as helpful suggestions to assist each student. Students may be required to meet with an assigned contact to develop an academic contract, to participate in academic counseling, or to be enrolled in a remedial program of study. Demonstration of continued poor academic performance by students on probation could result in suspension or dismissal as indicated by the policies described in the subsequent sections. Such actions will be determined by the Academic Performance and Standards Committee, with notification to the associate dean for academic affairs. The student will be notified of these actions by the chair of the Academic Performance and Standards Committee.

Actions taken in these matters are not to be viewed as punitive, but as a recognition that it is unrealistic to continue in a course of study where there is little probability of success. These same standards will be applied to students enrolled in an approved part-time course of study.

1. Academic Probation

Academic probation is the initial action for a student failing to make satisfactory academic progress.

A student will be placed on academic probation for:

- Failure to maintain a minimum SGPA of 2.20;
- Failure to maintain a CGPA of 2.20;
- A failing grade in a professionally required course;
- Unauthorized failure to complete any degree requirement at the prescribed time.

Depending on the nature of the academic deficiencies and overall academic record, a student placed on academic probation may or may not be permitted to continue in the regular sequence of the professional curriculum. A student failing a course in sequence may be permitted to take the next course in the sequence, if directed by the Academic Performance and Standards Committee (APSC) as part of a modified course of study, or by gaining written permission from the associate dean for academic affairs. Students placed on academic probation have two weeks from the notification from APSC to meet with Support Services to develop a CPHS success plan. Failure to do so may result in suspension or dismissal from the program.

If a student fails a professionally required course, it must be repeated during the next term the course is offered. A student placed on academic probation is typically given one semester to correct any grade point deficiencies.

The Academic Performance and Standards Committee will review the student's record at the end of the term of probation:

- If the SGPA for that term is 2.20 or above, and the CGPA is 2.20 or above, the student will be released from academic probation. If SGPA is 2.20 or above, but the CGPA is below 2.20, the student will remain on academic probation. A student remaining on academic probation for more than two consecutive semesters will be subject to suspension or dismissal.
- If a student fails to make satisfactory progress during the period of academic probation, and/or fails to correct academic deficiencies, within the prescribed time, that student will be subject to automatic suspension and may be dismissed from CPHS.

2. Academic Suspension

Academic Suspension from CPHS occurs when a student:

- Has failed to make satisfactory progress as demonstrated by SGPA less than 2.20.
- Has academic deficiencies which preclude continuation in a normal program of study, but may be expected to be able to complete the requirements for the degree under a modified program of study with or without remedial courses;

- Has received a failing grade in any two professionally required courses.

Suspensions are imposed for a specified period of time and must not exceed one year. A student on academic suspension is not allowed to continue the standard course of study. The Academic Performance and Standards Committee will specify the length of time of the suspension, remedial work required for reinstatement, and the program of study required upon re-instatement. Students placed on academic suspension have two weeks from the notification from APSC to meet with Support Services to develop a CPHS success plan. Failure to do so may result in dismissal from the program.

3. Academic Dismissal

Academic dismissal from CPHS will occur when a student:

- Fails to make satisfactory progress during a period of academic probation or suspension;
- Has academic deficiencies which preclude continuation in the prescribed program of study and may not reasonably be expected to complete the requirements of the degree.

Except under very extenuating circumstances, academic dismissal will be recommended if a student:

- Was previously suspended from the College and again failed to make satisfactory academic progress;
- Is on academic suspension under a remedial course of study and again fails to make satisfactory academic progress as demonstrated by SGPA less than 2.20;
- Fails a single professionally required course more than one time, or accumulates two or more failures in professionally required courses; Accumulates a grade point deficiency which reasonably precludes the possibility of completing the degree requirements.

A student dismissed from the College may seek reentry by applying for readmission using the standard admissions process.

Students In Academic Difficulty Leadership Position Policy

Any student on probation or suspension for a stated period is automatically ineligible to:

- Hold or run for elected officer position in student professional organizations;
- Represent the University in any capacity either on campus or away from campus (see policy below for additional information);
- Compete for honors and distinctions;
- Participate as an elected representative or member of an honorary organization;
- Obtain reimbursement monies from any funders in the College of Pharmacy & Health Sciences (see policy below for additional information);
- Students in academic difficulty will contact the CPHS Student Affairs office to coordinate an officer position transition within one week of academic status notification.

Remediation Policy

The goal of this 2-phase remediation policy is to provide early detection and intervention for at-risk students with the goal of achieving competency in the required course material. Remediation is only available for exam/assessment failure related to academic performance and not exam/assessment failures due to academic dishonesty, honor code violations, or other professionalism issues. Experiential education, PPS labs, and PPD courses are excluded from this policy. Course directors may request exemption of other courses from Phase 1 of the remediation policy to the PharmD Curriculum Committee. Requests for exemption should include an alternate remediation plan for the course.

Phase 1 Remediation

(non-graded remediation)

Eligibility:

A student is eligible for phase 1 remediation if they fail an exam/assessment prior to Block Exam 3 in a required course.

Phase 1 Remediation Procedures and Grading:

1. Students who fail an exam/assessment prior to Block Exam 3 are required to contact the course director via email within 24 hours after the failing graded has been posted to Blackboard to seek assistance and set up an appointment to discuss remediation. The email to the course director must also include an academic success form with sections 1-2 completed. The academic success form is located on the Student Affairs BlackBoard Community and Academic Affairs BlackBoard Community. If the student does not contact the course director(s), the course directors(s) must notify the Office of Academic Affairs, Academic Performance and Standards Committee (APSC), and the Student Conduct and Professionalism Committee (SCPC)
2. Students who fail an exam prior to Block Exam 3 are also required to utilize support services from the Office of Student Affairs (which may include tutoring) for the remainder of the course. If the student is not compliant with the academic success remediation plan, the Office of Student Affairs will refer the student to the APSC and SCPC.
3. Students who failed an exam/assessment prior to Block Exam 3 must complete an academic success form including completing section 3-4 with a remediation plan in collaboration with the course director. The remediation plan should include but is not limited to regular meetings with the course director/instructor and assessments of students' understanding of the material. These assessments are not graded, but rather a time of learning. Meetings may be in-person or virtual. Please see course syllabi for the courses' remediation procedures. Time limits for completion of the remediation plan are at the discretion of the course director but should generally be completed prior to the next block exam.
4. If the student does not fulfill the criteria during phase I remediation, they are not eligible for Phase 2 remediation.

Phase 2 Remediation

(graded remediation)

Eligibility:

1. A student is eligible for phase 2 remediation if they fail a required course based on underperformance on a single examination. A student is NOT eligible for phase 2 remediation if failure is based on lack of attendance, multiple examination failures, or failure to complete assigned work.
2. Students may remediate only one course assessment during the phase 2 remediation period.
3. A student is allowed only one attempt at phase 2 remediation for a given course.
4. Students will be allowed to phase 2 remediate no more than three times during years one to three of the professional degree program with no more than one course remediated in the same block. A student is not allowed to remediate a fourth didactic course and is automatically dismissed from the program. This dismissal may be appealed within three days of notification to the APSC and then to the associate dean for academic affairs within three days of notification.

Phase 2 Remediation Procedures and Grading:

1. The phase 2 remediation process occurs during the week between each block and the week at the end of an academic semester and may be extended an extra week as determined by the course director.
2. Remediation procedures will include assessment as deemed appropriate by the course director. The student and the course director/instructor will agree upon the remediation plan. Examples of plan content may include items such as exam date, meeting times, or assignments. It is suggested that a similar assessment to the failed assessment is utilized for Phase 2 remediation.
3. Students may not remediate and take an IPPE or an APPE at the same time.
4. A student who is unsuccessful at remediation will earn a failing grade and will be required to retake the course either utilizing the Course Repeat policy or the next time the course is offered.
5. The student is required to achieve a score of 70% or better for the assessment. The maximum score recorded for the assessment is 70%. The new grade will replace the failed examination in the calculation of the course grade. Failure to pass the course after remediation will result in an F grade in the course and a requirement to retake the course.
6. Multiple course failures in a block/semester will prevent student progression and require repeating the unsuccessful block/semester after review and recommendation by the APSC.

Course Repeat Policy

After a Failure of a Non-Experiential Course Occurs

If a student fails a course despite the efforts made for early academic difficulty detection and remediation, retaking the course will be required. The student may be allowed to retake the course during the following summer session or may be required to retake the course during the next academic year when the course is regularly offered. The determination will be made by the Academic Performance and Standards Committee (APSC). The committee will meet with each student that has failed a course and determine if the student has made substantial progress and has good academic standing in other courses.

The APSC decision can be appealed within three days of notification to the Associate Dean for Academic Affairs, College of Pharmacy & Health Sciences (CPHS).

For example, if a student fails PHRD XXX, under the determination of the Academic Performance and Standards Committee (APSC), the student will be directed to either:

1. Allowed to register for and re-take it as a summer course. This will result in additional tuition charges for the summer course, which may be assessed on a per-credit hour basis. The repeated course will be a Summer Session III registered course and will require approval from the CPHS Associate Dean for Academic Affairs.
2. Required to retake the course during the next academic year when the course is regularly offered.

The actual duration and schedule for the summer course will be determined by the course director. It is recommended that the course duration meets the following criteria: a minimum of 1 week per credit hour and a maximum of 2 weeks per credit hour. The repeated course should be similar in scope and content to the original course. The course will be available to the student primarily as a self-directed module with the student(s) viewing the lectures that were recorded at the time the student was originally enrolled in the course. The course will be supplemented with weekly conferences with the instructor(s) to ensure student progress.

Weekly conferences with the instructor(s) may be held in person, via email, by phone, or with other technology (at the discretion of the individual instructor). A comparable number of exams should be administered during the repeated course. Exams may be of a different format, with a different number of questions; however, the exams should cover the same material covered during the regular course. Exams may be given via ExamSoft. The student will be required to take all course exams on campus as offered through the course director or their affiliate. Exam dates will be communicated at the beginning of the course. Exam dates, office hours, or conference times with the instructor(s) will also be specified in the syllabus.

Whether the student passes or fails the remediation course, their progression in the curriculum will be determined by the APSC. In addition, any student who has NOT failed a course, but has a cumulative GPA lower than 2.2, may also take a repeated course if it is recommended by the APSC and approved by the CPHS associate dean for academic affairs. Students will only be allowed to take 1 summer course per summer. If greater than 1 course is required for matriculation, the student should repeat any additional courses during the regularly scheduled Fall/ Spring semester.

Advancement to a Higher Class

Advancement to a higher class requires:

To a Second Professional Year

1. A cumulative grade point average of 2.20 or higher
2. Completion of all first professional year didactic courses
3. Completion of all professional requirements
4. Exceptions may be granted by the Academic Performance and Standards Committee and/or the associate dean for academic affairs

To a Third Professional Year

1. A cumulative grade point average of 2.20 or higher
2. Completion of all second professional year didactic courses
3. Completion of all professional requirements
4. Exceptions may be granted by the Academic Performance and Standards Committee and/or the associate dean for academic affairs

To a Fourth Professional Year

1. A cumulative grade point average of 2.20 or higher
2. Completion of all third professional year didactic courses
3. Completion of all professional requirements
4. Successful completion of both Introductory to Pharmacy Practice rotations in Community and Hospital Pharmacy

Delayed Graduation Policy

If a student pharmacist is required to retake a class as a result of a specific didactic course failure or a deficiency in overall academic performance, then the postponement of the upcoming introductory pharmacy practice experiences (IPPE) or advanced pharmacy practice experiences (APPE) will occur and the student's graduation may be delayed. Student pharmacists who must repeat any P1 or P2 didactic coursework will not be able to complete their IPPE until December of the current year or the summer of the next year. P3 student pharmacists who must repeat any P3 didactic coursework will not be able to start their P4 (APPE) year before August of that year.

A delay in the start of experiential training can possibly delay the target graduation date. Voluntary course withdrawals or a temporary separation may also cause a delay in scheduling the IPPE or APPE and a delay in graduation. Any alteration in the

normal curriculum progression may affect a student's financial aid status or qualification for education-based financial aid.

Refer to Experiential Training for Rotation Repeat Policy.

Students should contact the College's Office of Academic Affairs and the University's Office of Financial Aid for specific counseling and advice.

Student pharmacists are not allowed to start any P-4 APPE rotation they have successfully completed all P-1, P-2, and P-3 coursework, including both Introductory Pharmacy Practice Experiences (IPPE).

If an APPE must be rescheduled for any reason (including, but not limited to a rotation cancellation, rotation failure, course failure, not documenting all necessary requirements for site clearance or CPHS enrollment, medical illness, etc.), the OPEE will make every reasonable effort to reschedule the rotation for the next semester or term; however, the OPEE implies no guarantee of on-time graduation if placement for a rotation is not available. In order to forestall educational loan repayment, a student must enroll at least half-time (six credit hours).

If a student fails one or more courses, this includes IPPE or APPE rotations, it may be necessary to delay their graduation due to limited course offerings or unavailability of appropriate training sites. A student cannot graduate until all coursework (including all experiential training) has been completed and verified by the Registrar's office. This means a student cannot be enrolled in an APPE in May, August, or December and graduate in that same month/year.

Transfer Students

CPHS does not accept transfer students directly into the Doctor of Pharmacy program. The College utilizes a process to evaluate potential students that may differ from other programs.

In addition, there is a great deal of heterogeneity among Doctor of Pharmacy curricula across the nation. The scheduling difficulties for correcting potential course deficits become extremely complicated. Furthermore, the College could only consider such requests if space becomes available due to a decrease in the number of enrolled students; therefore, CPHS has determined that accepting transfer students with advanced standing is not in the best interest of the student nor the College. The College feels it would not be providing consistent opportunity for all students.

As a result, students currently enrolled in a Doctor of Pharmacy program in the United States should apply to CPHS as an entry-level student. Interested individuals must follow the procedures for admission. Applicants must be in good academic standing and have a letter from the dean of their institution supporting the request. These admissions decisions will be handled in the same manner as all other applicants to the College by the actions of the Admissions Committee.

Any individual admitted to CPHS who has completed coursework in another Doctor of Pharmacy program or another graduate/professional degree may formally request transfer of credits. All accepted transfer students seeking "advanced standing" through the transfer of credits must submit a formal request as outlined in the policy and procedure for course transfer and waiver in the CPHS Academic Bulletin.

All prerequisites must be met prior to matriculation to the Doctor of Pharmacy program at Campbell University. CPHS reserves the right to make changes in requirements for admission, curriculum, standards for progression, advancement and graduation, fees and rules and regulations.

To apply to the Doctor of Pharmacy program, please follow the policies and procedures in the admissions portion of the CPHS Academic Bulletin.

Transfer Credit & Course Waiver Policy

Students may formally request an evaluation of previously earned professional coursework for transfer credit or the waiver of course requirements of pre-professional and professional courses. Each course transferred or waived must be by written, affirmative acceptance of the associate dean for academic affairs.

The process for transfer or course-waiver is not automatic. The review of transfer courses or course-waivers may only be initiated after a student has enrolled or been accepted for enrollment and paid the matriculation deposit for the Doctor of Pharmacy program. CPHS can only accept transfer of equivalent professional courses from an ACPE accredited institution. A student may transfer equivalent professional courses that meet the requirements of the curriculum.

To be eligible for transfer and replacement of a course in the professional curriculum, the requested course for transfer must meet all of the following requirements:

- Be documented on an official transcript provided by the registrar of the accredited institution
- Have an earned grade of 70% or higher, or a grade of "C" or greater
- Be of the same general content and level of instruction as the equivalent course in the CPHS Doctor of Pharmacy curriculum at the time requesting transfer
- Be equal or greater in the number of semester credit hours as the course required in the CPHS professional curriculum

A student granted transfer credit will not be required to enroll or pay tuition and fees for the transferred course; however, full-time tuition is charged to all students enrolled in at least 12 semester hours. Upon approval for transfer, the student will be given credit for the transferred course on the official transcript. Credit hours for transferred courses that exceed the number of credits for the equivalent course at CPHS will not count towards elective credits in the curriculum.

A student may formally request to receive a course-waiver for a required course in the Doctor of Pharmacy curriculum provided the student successfully completed an upper division or graduate course that:

- Is completed from an accredited institution recognized by CPHS
- Is documented on an official transcript provided by the registrar or equivalent of the accredited institution
- Has an earned grade of 80% or higher, or a grade of "B" or greater
- Be of the equivalent general content and level of instruction as the equivalent course in the CPHS Doctor of Pharmacy curriculum at the time of the request for waiver
- Be equal or greater in the number of semester credit hours as the course required in the CPHS Doctor of Pharmacy curriculum

A student granted a course-waiver would not be required to enroll in the equivalent professional course or be given degree program credit for the waived course. The student will be required to complete an equivalent number of semester credit hours in elective offerings to meet the total degree requirements for the Doctor of Pharmacy program.

Procedure

1. An enrolled student or deposited applicant must present a signed letter to the associate dean of admissions & student affairs describing the course(s) in the professional curriculum that the student or applicant seeks to transfer or receive course-waiver. The following should be included with the letter:
   - Documentation that the student or applicant has, before submitting

the letter, made a request to the registrar of the previous institution to submit official documentation of the course(s) directly to CPHS, and has paid the appropriate fees, if any, to the previous institution to process the document
  - Appropriate documentation to support the equivalence of the proposed transfer course or course-waiver as determined by CPHS
2. Upon receipt of the letter and documentation, the associate dean of admissions & student affairs will determine the applicant's status for enrollment or acceptance to the Doctor of Pharmacy program and payment of the matriculation deposit. The associate dean of admissions & student affairs will communicate in writing the status of the application to the applicant, including any requirements that must be met by the applicant prior to processing the request.
3. The associate dean of admissions & student affairs will maintain the letter and documentation until such time as CPHS receives the official documentation from the previous institution(s). Upon receipt, the associate dean will transmit the request to the associate dean for academic affairs for evaluation and recommended disposition.
4. The associate dean for academic affairs will evaluate the transcript, course(s) and documentation submitted. If the associate dean for academic affairs has any question as to the equivalence of the course(s), he or she may contact the previous institution to secure additional information. If the associate dean for academic affairs determines that the submitted documentation is insufficient to determine equivalency, he or she may contact the applicant or previous institution to secure adequate documentation, or return the application to the applicant with an explanation of the required documentation to determine equivalence.
5. If the associate dean for academic affairs is not familiar with the content, he or she shall consult with the appropriate course director to determine course equivalency.
6. The associate dean for academic affairs shall make the final determination of the acceptance of the course transfer or waiver and communicate the decision in writing to the applicant and the Campbell University registrar. The decision of the associate dean shall be final.

Grading Scale for Doctor of Pharmacy Program

The following is the grading scales for the Doctor of Pharmacy program at CPHS with the assigned quality points:

Grade	Quality of Work	4-Pt. Scale
A	Superior/Excellent	4
B	Above average	3
C	Average	2
F	Failure	0
I	Incomplete	0
IC	Incomplete continued	0
AU	Audit	0
P	Passing (graduate only)	0
H	Honors (graduate only)	0

Grades of "A, B, C, F, and I" are included in semester hours attempted and will affect the grade point average. Grades of "IC, AU, and P" will not affect the grade point average. A grade of "I" must be removed by the completion of the work within 30 days after the opening of the next semester; otherwise, it will be recorded as an "F." A grade of "IC" must be removed by the completion of the work within 120 days.

A student pharmacist may appeal a grade for their didactic coursework within three days in which the grade was officially posted. Changes can be made to the transcript within a 12-month period if a professor acknowledges in writing that an error in grade reporting occurred.

Matriculation Policies

Students admitted in the Doctor of Pharmacy program and students currently enrolled in the program are required to fulfill or maintain the following for enrollment:

- Submit the required non-refundable admissions deposit.
- Submit a signed honor code form indicating that the student has received, read, understands and agrees to adhere to the provisions of the honor code of the Campbell University College of Pharmacy & Health Sciences
- Submit original transcripts from each college or university where any coursework was completed (undergraduate, graduate, professional, etc.) to the Office of Admissions & Student Affairs prior to the beginning of classes. It is strongly preferred that transcripts are sent at the end of each semester during the application process.
- Complete all prerequisite coursework prior to matriculation with official transcripts submitted as mentioned above.
- Complete the required vaccination and immunization requirements, including the Hepatitis B series or proof of immunity, the varicella vaccine or proof of immunity, TD/Tdap, MMR, annual influenza vaccine, COVID vaccination, and a tuberculosis (TB) symptom screening form.
- Submit and maintain completion documentation of the American Heart Association (AHA) Basic Life Support (BLS) for Health Care Providers certification. Only the AHA certification is accepted due to requirements set by our clinical affiliates. Incoming P1 student pharmacists who do not have certification prior to the start of classes due to late acceptance must identify and complete an AHA BLS course within 90 days of enrollment, or he/she will not be allowed to matriculate. Documentation of BLS Certification must be maintained and approved in the compliance and immunization management system.
- Some rising P2 students and all rising P3 and P4 students must be tested for tuberculosis (TB) for their experiential training. Effective April 21, 2023, students must be tested using the IGRA blood test (e.g., QuantiFERON or T-SPOT). The OPEE will provide instructions and details on this each spring semester.
- Failure to meet stated requirements will delay the start of the Introductory Pharmacy Practice Experiences (IPPEs) or Advanced Pharmacy Practice Experiences (APPEs) and potentially delay graduation.
- As directed by the Office of Professional Experiential Education (OPEE), student pharmacists must maintain an up-to-date record of all required documentation in the immunization/compliance management system.
- Submit to an annual criminal background check. CPHS applicants and student pharmacists are required to self-disclose any misdemeanors and felony charges or convictions, other than minor traffic violations, including deferred adjudications, with the understanding that nondisclosure or falsification may lead to dismissal and disclosure may prevent enrollment. Additionally, in response to requirements in the professional practice environment, facilities providing care to patients must minimize the risk to patients that may be presented by persons with prior criminal activity; therefore, a criminal background check will be completed on all accepted applicants prior to matriculation. Please refer

to the General Information section at the back of this bulletin for the Criminal Background Check Policy.
- Submit to scheduled and random substance abuse screens each year as necessitated by the College and its affiliates.
- Attend all mandatory orientation sessions as applicable for new and returning students.
- Complete all programmatic standards as required by the College of Pharmacy & Health Sciences.
- Confirm there are no CU Business Office "holds" on their student account(s).
- Complete the professional PharmD program within a maximum of six years from initial professional curriculum matriculation.

Graduation Requirements

- Complete all required courses with a passing grade in each course and a 2.20 cumulative GPA
- Students have a maximum of six years from initial professional curriculum matriculation to complete all requirements for the Doctor of Pharmacy degree.
- Ensure appropriate graduation paperwork is properly completed and submitted in the timeframe specified by the University.
- Receive an approving recommendation by the CPHS faculty.
- Fulfill all financial obligations to the institution.
- Complete all required documentation for graduation (UWORLD)
- Participate in the NAPLEX Advantage exam in person.
- Attend in person each session of the CPHS Board Review.
- Attend the applicable commencement ceremony.

Commencement Participation Policy

Doctor of Pharmacy candidates that are on track to graduate in August, who are in good academic standing and missing no more than twelve (12) credit hours of meeting all requirements to graduate with a Doctor of Pharmacy degree may file a "Request to participate in the May Commencement." Students with more than twelve (12) credit hours remaining at the May ceremony can participate in the next University graduation cycle. Forms requesting participation in the May CPHS ceremony are available in the CPHS office of Academic Affairs. Candidates applying for this exemption must also submit an Application for Graduation through the Registrar's office. If approved, the candidate will be allowed to participate in only one Commencement program for the degree in question. Candidates participating under this special exemption will not receive a diploma or Certificate of Graduation until all requirements have been met. They must submit a new application for graduation for the term in which the degree will actually be conferred. In addition, students participating also must understand that participating in graduation does not infer that they have met all the requirements for degree certification. A student participating, under this exemption, in the May ceremony would not be eligible for certification by the NC Board of Pharmacy until all requirements have been met and certified by the Office of Academic Affairs and Registrar's office.

Experiential Training

The Office of Professional Experiential Education (OPEE) within the Department of Pharmacy Practice coordinates all experiential training for PharmD candidates. Student pharmacists complete introductory pharmacy practice experiences (IPPEs) and advanced pharmacy practice experiences (APPEs) so that when combined with their didactic education, they graduate as practice-ready pharmacists.

During experiential training, students are responsible for all travel expenses, housing arrangements, and incidental expenses such as parking fees. Students may also be responsible for onboarding fees charged by a clinical site. Information regarding expenses associated with each training site may be obtained from the OPEE.

The Policies and Procedures of the OPEE are in the OPEE Student Handbook, available to students at enrollment.

Clinical Rotation Sites

The OPEE partners with numerous affiliated training sites throughout North Carolina ranging from large tertiary care hospitals, such as Duke University Medical Center and Atrium Health Wake Forest Baptist Medical Center, to smaller community hospitals, chain, and independent community pharmacies, and long-term care facilities.

Students are assigned to sites only where a fully executed affiliation agreement with CPHS exists. Completing an "out-of-system/state" rotation is strongly discouraged and is only considered in the presence of unforeseen and extenuating circumstances. If an unexpected and extenuating circumstance arises and the student is in good academic standing, consideration will be given to permitting an out-of-system rotation providing it meets our requirements. Before a rotation can be scheduled, an affiliation agreement must be established between CPHS and the clinical site. The student must know that delays in establishing a formal agreement may postpone a rotation and jeopardize on-time graduation.

Introductory Pharmacy Practice Experiences

Student pharmacists who successfully complete all required prerequisite work in the first and second years as well as all on-boarding requirements for clinical training will complete a one-month (160 hour, minimum) introductory rotation in community pharmacy and an introductory rotation in hospital pharmacy, respectively. These courses are completed in either May, June, or July (summer term) or in December (fall term). Student pharmacists register for the IPPE in the term the course is completed, and the earned grade (pass, P, or fail, F) will be recorded during the corresponding term. Students completing their IPPE during the summer term will not be charged any additional tuition beyond the fall and spring terms for that year.

If that a student pharmacist cannot or elects not to complete the IPPE in either the summer term or in December following the first year, they must complete both IPPEs during the summer/fall terms following the second year.

If a student pharmacist receives a grade of Fail (F) on an IPPE, the grade will be submitted to the registrar's office and recorded on the student's transcript. The student will not be allowed to reschedule the failed rotation in the same term; therefore, the grade will remain on the transcript. If a student pharmacist is unsuccessful at either of the IPPEs, then they will be rescheduled for another introductory rotation of the same type either the following fall term (December) or the next summer term, where applicable. The Academic Performance and Standards Committee will review each student failing an IPPE per the CPHS course failure policy.

Advanced Pharmacy Practice Experiences

Student pharmacists successfully completing all required coursework in the preceding three years, including both IPPEs, are eligible to register for the APPEs, or P4 rotations. The completion of nine rotations (1440 hours) in advanced community, ambulatory care I and II or ambulatory care I and geriatrics, internal medicine I and II, advanced hospital, and three electives is required.

Clinical rotations are established in the following global areas of practice (this is not an inclusive list, and rotation opportunities are subject to change):

- Academic Pharmacy
- Advanced Community Pharmacy*
- Advanced Hospital*
- Ambulatory Care*
- Cardiology
- Clinical Research
- Community Management
- Critical Care
- Drug Information
- Emergency Medicine
- Geriatrics*
- Hospital Management
- Infectious Disease
- Informatics
- Intensive Care
- Internal Medicine I* & II*
- Managed Care
- Nuclear Pharmacy
- Oncology
- Pediatrics
- Pharmacy Administration
- Professional Association Management
- Psychiatry
- Surgery
- Veterinary Pharmacy

*Required rotation

The OPEE makes every effort to obtain availability based on student preference; however, student pharmacists must be prepared to fulfill training requirements wherever they are assigned.

Grades for APPEs are recorded as either Honors (H), Pass (P), or Fail (F). Students usually complete their APPEs in May through April, preceding expected graduation.

If an APPE must be rescheduled for any reason other than rotation failure (including, but not limited to a rotation cancellation, not documenting all necessary requirements for site clearance, medical illness, etc.), the OPEE will make every effort to reschedule the rotation for the next open month in the student's P4 schedule; however, the OPEE implies no guarantee of on-time graduation if placement for a rotation is not available.

If a student pharmacist receives a grade of F (fail) for an APPE, the grade will be recorded on their transcript; moreover, the student cannot be rescheduled for the rotation (course) again within the same term preventing grade replacement. The Academic Performance and Standards Committee will review each student failing an APPE per the CPHS course failure policy.

APPEs are not completed in succession. If a student pharmacist's rotation cycle exceeds more than one calendar year (12 months) for any reason beyond OPEE's inability to find suitable placement, they will be responsible for the per credit hour cost of each rotation. If a student pharmacist's rotation cycle exceeds more than one calendar year (12 months) due to the OPEE's inability to find a suitable placement, there will be no additional cost for the rotation.

Once a student pharmacist begins their P4 rotations, all rotations must be completed within a two-year (24-month) time frame. If a student pharmacist is granted a temporary separation during the APPE cycle that exceeds two years (24 months), then all rotations prior to the leave must be repeated. If a student pharmacist is granted a temporary separation during the APPE cycle that exceeds one year (12 months), they will automatically be referred to the Academic Performance and Standards Committee for recommendations regarding successful re-entry into the program.

Registration of Rotations and Billing

The OPEE will register students and submit grades for all IPPEs and APPEs. Student pharmacists with any CU Business Office hold on their account cannot register for their experiential course; therefore, they will not be able to start any rotation (IPPE or APPE) until the CU Business office has cleared the student through the CPHS Office of Academic Affairs.

Students are registered according to their actual rotation schedule. Students will only be charged one program fee for the fourth year; half of the fee will be incurred in the fall term and the other half during the spring term. In the sample schedule below, the student will be registered in the summer, fall, and spring terms; however, one-half of the program fee will be assessed in the fall and the other half in the spring. No program fee will be incurred in the summer.

May . . . . . Advanced Community
June. . . . . .Ambulatory Care
July . . . . . Geriatrics
August . . . . . .Off
September. . . . . Elective 1
October . . . . . Advanced Hospital
November . . . . . Elective 2
December . . . . . .Off
January. . . . . Internal Medicine I
February. . . . . Internal Medicine II
March . . . . . .Off
April . . . . . Elective 3

Students registering for less than three APPES (12 credit hours) will not be considered full-time, and financial aid may be impacted.

Due to the Office of the Registrar's closing date for submission of summer and fall grades (mid-July and mid-December), students completing an IPPE or APPE in July or December will receive an incomplete continued (IC) recorded as their initial course grade. Once all rotation requirements are satisfied and the final grade is verified in the rotation management system, the OPEE will submit a Grade Change Form to the registrar's office.

It is recommended that once clearance and onboarding procedures are completed for IPPEs or APPEs, student pharmacists should not travel abroad except for Campbell University-sponsored international travel (i.e.: mission trips, international electives, etc.) which is cleared through CU Global Engagement.

Whether traveling internationally on CU's behalf or for personal reasons, the OPEE recommends students familiarize themselves with the political, health, crime, and other safety-related conditions of their travel destination and follow the Center for Disease Control's recommendations.

Requirements for Pharmacy Internship

Students enrolled in CPHS must obtain an Intern License from the North Carolina Board of Pharmacy (NCBOP) to be cleared for their experiential training and practical experience. Details on obtaining an NCBOP Intern License can be found at https://www.ncbop.org/NewsItems/PharmacyInternRegistration.html.

Students are required to upload a copy of their license into Complio.

Regulations regarding internship licensure require that the experience is obtained after acceptance to the CPHS. Information pertinent to internship licensing among the various states is available from the board of pharmacy webpages for each respective state. Successful completion of the CPHS experiential clerkship program will suffice for the internship requirement in the state of North Carolina. Students seeking internships or planning to take the state pharmacy board exam outside of North Carolina are responsible for reviewing the respective state's requirements for information regarding out-of-state intern licensure and pharmacy licensure postgraduation.

Drug Information Center

Established in 1987 with a grant from GlaxoSmithKline, the Drug Information Center (DIC) is an invaluable asset to the College of Pharmacy & Health Sciences (CPHS) providing experiential training for student pharmacists and a service to health care

professionals. The Center receives requests from a variety of settings including community pharmacies, clinics, and hospitals.

The DIC is an optional rotation site for students wishing to complete an elective APPE in drug information. During the rotation, student pharmacists become competent in data retrieval, literature evaluation, and both written and verbal communication skills. They respond to inquiries from health care professionals regarding contemporary therapeutic regimens in humans and animals.

Purpose

- To serve the health professions community by answering drug-related questions;
- To provide a learning center for student pharmacists, residents, and other student health care professionals in which drug information skills can be developed;
- To function as a resource center for faculty, students, and other health care professionals;
- To aid in the promotion of CPHS by offering drug information services throughout the state.

Services

Most of the drug information services offered by the DIC are provided free of charge. These services include:

- Provision of drug information and supporting documentation to questions posed by health care practitioners
- Provision of consultative services in various areas
- Participation in pharmacy-related research

Hours of Operation

8:30 a.m.–5 p.m., Monday through Friday (Closed Holidays)

Contact

Phone: (800) 327-5467 (NC)
(800) 760-9697 Ext. 2701 (US)
Fax: (910) 893-1476

Residency Programs

The College of Pharmacy & Health Sciences (CPHS) offers a variety of pharmacy residency programs. Residents at CPHS are afforded the opportunity to enhance their clinical, research, teaching and critical thinking skills to meet the demands and changes occurring in the profession of pharmacy.

PGY2 Residencies

Internal Medicine Cape Fear Valley Medical Center

The Cape Fear Valley Medical Center PGY2 Internal Medicine Pharmacy Residency program is designed to produce a well – rounded, independent internal medicine clinical specialist through experiences in clinical practice as well as teaching, research, and professional activities.

The primary emphasis the residency program will be on the development of practice skills in adult internal medicine. Required learning experiences include 5 months of Internal Medicine with either a clinical or teaching focus and varying responsibilities. Inpatient Family Medicine and Drug Information are also required learning experiences. Residents will also complete rotations in Infectious Diseases and Cardiology if not completed as a PGY1. Throughout the year, the resident will also manage longitudinal learning experiences in research, academia, administration, and transitions of care. Clinical skills and responsibilities will be developed and enhanced under the mentorship of multiple preceptors.

The resident will engage in teaching experiences allowing them to develop and refine communication skills and abilities as a teacher by completing teaching certificate courses offered by Campbell University College of Pharmacy & Health Sciences. As part of the residency training, the resident will also have an appointment as a clinical instructor with Campbell University, and will have the opportunity to teach pharmacy students in various didactic settings as well as precept students in clinical settings. The resident will participate in ongoing scholarly activities to further develop problem-solving skills and ability to interpret, generate, and disseminate knowledge.

PGY1 Residencies

PGY1 Community-Based Pharmacy

CPHS currently offers three community-based pharmacy residencies. The residency sites are: Walgreens Dunn (traditional community), Walgreens Specialty in Durham, and Healthwise in Greeneville.

Residents at all sites develop advanced community pharmacy practice skills and gain valuable experience in immunizations, medication therapy management, disease state management, and specialty pharmacy. They work with their preceptors to enhance or develop new clinical services beneficial to patients of the community they serve and write a business plan for this service.

In addition to direct patient care responsibilities, the resident is involved in the didactic and clinical training of student pharmacists and other health care professionals. Residents complete an original research project and present their results at state and national meetings. The residents are also involved with pharmacy advocacy at a state level through projects with the North Carolina Association of Pharmacists (NCAP).

Harnett Health System

Harnett Health System offers a PGY1 residency program that is designed to develop the knowledge and skills necessary to provide exemplary pharmaceutical care. Residents who successfully complete PGY1 residency programs will be skilled in diverse patient care, practice management, leadership, and education, and be prepared to provide patient care, seek board certification in pharmacotherapy (i.e., BCPS), and pursue advanced education and training opportunities including postgraduate year two (PGY2) residencies.

The program will offer 2 PGY1 positions. The required clinical rotations include two months in internal medicine, and one month in each of the following: cardiology, critical care, pharmacy administration, and infectious disease. Elective rotations include emergency medicine, ambulatory care, and oncology. The program offers a competitive salary and benefits as well as a travel stipend to attend ASHP Midyear, the NCAP resident's conference and the Southeastern Residency Conference in Athens, Georgia.

Harnett Health System is comprised of two hospitals (Betsy Johnson Hospital and Central Harnett Hospital), seven primary care physician offices, and five specialty care clinics.

The pharmacy resident will spend a majority of their time participating in direct patient care with interprofessional teams, comprised of attending physicians, pharmacists, medical residents, medical students, PA students and pharmacy students. The teams will round at both hospitals. The pharmacy resident will be responsible for providing pharmaceutical care to patients on their respective rotation.

In addition to direct patient care responsibilities, the resident will gain experience in research and teaching. The resident will complete an original research project as well as a medication use evaluation (MUE).

The resident will learn the fundamentals of teaching during a teaching development series. These teaching skills will be applied during multiple courses for Doctor of Pharmacy students in didactic and case

discussion sessions. The resident assists in precepting fourth-year Doctor of Pharmacy students and has opportunities for providing continuing education programs for healthcare practitioners. A teaching certificate will be awarded to residents who complete the teaching development series.

Cape Fear Valley Health

Cape Fear Valley Health offers a PGY1 residency program to develop knowledge and skills to provide pharmacotherapy for inpatients and outpatients through two tracks – acute care and ambulatory care, along with a community-based pharmacy PGY1 program. Cape Fear Valley's large system of clinics and hospitals serve as practice sites for a variety of clinical rotations for pharmacy residents and students including internal medicine, ambulatory care, drug information, cardiology, infectious disease, pediatrics, geriatrics, oncology, critical care, and emergency medicine.

The health system also has a Graduate Medical Education program associated with Campbell University providing significant opportunities for interprofessional collaboration. Upon completion of the residency program, residents will be able to practice as a pharmacist clinician in an inpatient or ambulatory setting or be eligible for PGY2 positions in the specialty of their choosing. The program will offer 8 PGY1 positions (4 acute care track; 2 ambulatory care track; 2 community-based), competitive salary and benefits, as well as a travel stipend to ASHP Midyear, the NCAP annual meeting, and the Southeastern Residency Conference in Athens, Georgia.

The pharmacy residents will spend the majority of their time participating in direct patient care with interprofessional teams comprising of attending physicians, pharmacists, medical residents, medical students, PA students, and pharmacy students. The teams will care for patients at Cape Fear Valley Medical Center along with a number of clinics. The pharmacy resident will be responsible for providing pharmaceutical care to patients on their respective rotation. In addition, the pharmacy resident will develop and institute new pharmacy initiatives as appropriate.

The resident will learn the fundamentals of teaching during a teaching development series. These teaching skills will be applied during multiple courses for Doctor of Pharmacy students at Campbell University in didactic and case discussion sessions. The residents will also assist in precepting 4th year Doctor of Pharmacy students and have opportunities for providing continuing education programs for healthcare practitioners. A teaching certificate will be awarded to residents who complete the teaching development series.

Curriculum

P1 Year

P1 Year, Block 1 Courses	Credit Hours
PHRD 510 – Personal and Professional Development	0
PHRD 511 – Biomedical Foundations	4
PHRD 512 – US Health Care	1.5
PHRD 513 – Pharmacy Practice Skills I	1
PHRD 515 – Pharmaceutics, Pharmacokinetics & Calculations	1.5
PHRD 516 – Principles of Drug Information I	1
Total	**9**

P1 Year, Block 2 Courses	Credit Hours
PHRD 510 – Personal and Professional Development	0
PHRD 521 – Pharmaceutical Sciences Foundations	3.5
PHRD 522 – Nonprescription Therapeutics	3
PHRD 523 – Pharmacy Practice Skills II	1
PHRD 525 – Pharmaceutics, Pharmacokinetics, & Calculations II	2
PHRD 526 – Introduction to Evidence Based Medicine	1
Total	**10.5**

P1 Year, Block 3 Courses	Credit Hours
PHRD 530 – Personal and Professional Development II	0
PHRD 531 – Integrated Pharmacotherapy I Infection & Immunity	5.5
PHRD 532 – Medical Literature Evaluation I	1
PHRD 533 – Pharmacy Practice Skills III	1
PHRD 535 – Pharmaceutics, Pharmacokinetics, & Calculations III	2
Total	**9.5**

P1 Year, Block 4 Courses	Credit Hours
PHRD 530 – Personal and Professional Development II	0
PHRD 541 – Integrated Pharmacotherapy II Endocrine	5
PHRD 542 – Medical Literature Evaluation II	1
PHRD 543 – Pharmacy Practice Skills IV	1
PHRD 545 – Pharmaceutics, Pharmacokinetics, & Calculations IV	3
Total	**10**

P2 Year

P2 Summer 1 Courses	Credit Hours
PHRD 705 – Community: IPPE	1
Total	**1**

P2 Year, Block 5 Courses	Credit Hours
PHRD 610 – Personal and Professional Development III	0
PHRD 611 – Integrated Pharmacotherapy III Cardiovascular I	5.5
PHRD 612 – Health Outcomes and Informatics I*	1.5
PHRD 613 – Pharmacy Practice Skills V	1
PHRD 65X – Elective	1
Total	**9**

P2 Year, Block 6 Courses	Credit Hours
PHRD 610 – Personal and Professional Development III	0
PHRD 621 – Integrated Pharmacotherapy IV Cardiovascular II/Renal	5
PHRD 622 – Health Outcomes and Informatics II	1.5
PHRD 623 – Pharmacy Practice Skills VI	1
PHRD 65X – Elective	1
Total	**8.5**

P2 Year, Block 7 Courses	Credit Hours
PHRD 630 – Personal and Professional Development IV	0
PHRD 631 – Integrated Pharmacotherapy V Gastrointestinal	4.5
PHRD 633 – Pharmacy Practice Skills VII	1
PHRD 635 – Law & Ethics I	2
PHRD 636 – Pharmacogenomics	1.5
PHRD 65X Elective	1
Total	**9.5**

P2 Year, Block 8 Courses	Credit Hours
PHRD 630 – Personal and Professional Development IV	0
PHRD 641 – Integrated Pharmacotherapy VI Neurology/Psychiatry	5
PHRD 643 – Pharmacy Practice Skills VIII	1.5
PHRD 645 – Law & Ethics II P	2
HRD 65X – Elective	1
Total	**9.5**

Continued on next page

P3 Year

P3 Summer 1 Courses	Credit Hours
PHRD 707 – Hospital: IPPE	1
Total	**1**

P3 Year, Block 9 Courses	Credit Hours
PHRD 710 – Personal and Professional Development V	0
PHRD 711 – Integrated Pharmacotherapy VII Musculoskeletal	5
PHRD 712 – Research Topics in Pharmacy I	1
PHRD 713 – Pharmacy Practice Skills IX	1
PHRD 715 – Operations I	2
PHRD 75X – Elective	1
Total	**10**

P3 Year, Block 10 Courses	Credit Hours
PHRD 710 – Personal and Professional Development) V	0
PHRD 721 – Integrated Pharmacotherapy VIII Pulmonary, Otic, Ophthalmic	5
PHRD 722 – Research Topics in Pharmacy II	1
PHRD 723 – Pharmacy Practice Skills X	1
PHRD 725 – Operations II	2
PHRD 75X – Elective	1
Total	**10**

P3 Year, Block 11 Courses	Credit Hours
PHRD 730 – Personal and Professional Development VI	0
PHRD 732 – Applied Drug Management I	1.5
PHRD 733 – Pharmacy Practice Skills XI: Sterile Products	2
PHRD 736 – Integrated Pharmacotherapy X Hematology/Oncology	5
PHRD 75X – Elective	1
Total	**9.5**

P3 Year, Block 12 Courses	Credit Hours
PHRD 730 – Personal and Professional Development VI	0
PHRD 741 – Integrated Pharmacotherapy XI Special Populations	4
PHRD 742 – Applied Drug Management II	1.5
PHRD 743 – Pharmacy Practice Skills XII	1
PHRD 745 – Integrated Pharmacotherapy XII Clinical Updates	1
PHRD 75X – Elective	1
Total	**9**

P4 Year – Nine Rotations Required to Graduate

Required Rotations Courses	Credit Hours
PHRD 8XX – Advanced Pharmacy Practice Experiences (nine one – month)	36
Total	**36**

Required Rotations Courses
PHRD 804 – Advanced Community Pharmacy
PHRD 805 – Ambulatory Care
PHRD 806 – Geriatrics
PHRD 807 – Internal Medicine I
PHRD 808 – Internal Medicine II
PHRD 810 – Advanced Hospital
Three (3) PHRD 8XX Electives

Course Descriptions

PHRD 510 – Personal/Professional Development I
Credit: 0.0 hours
This course is designed to provide the student pharmacist with the tools necessary to excel as a professional throughout both the pharmacy curriculum and their professional career. This course is taught longitudinally throughout all three years of the didactic curriculum, and its aim is to impart knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate the key elements of personal and professional development: self-awareness, leadership, innovation and entrepreneurship, and professionalism.

PHRD 511 – Biomedical Foundations
Credit: 4.0 hours
This course is designed to give the student pharmacist a strong foundation in biochemical principles and metabolic pathways at the molecular and cellular levels; cellular and tissue physiology and basic anatomical structures; and aspects of medically-related microbiology.

PHRD 512 – US Health Care
Credit: 1.5 hours
This course will focus on introducing the student pharmacist to the US Healthcare System and its components, the profession of pharmacy and the expanding collaborative roles of pharmacists in the healthcare system, and contrast the US Healthcare System to systems from different countries.

PHRD 513 – Pharmacy Practice Skills I
Credit: 1.0 hour
This course is intended to provide student pharmacists the opportunity to learn skills provided by pharmacists in clinical practice in order to help prepare the student pharmacist for the experiential component of the Doctor of Pharmacy curriculum.

PHRD 515 – Pharmaceutics, Pharmacokinetics & Calculations I (PPC I)
Credit: 1.5 hours
This course exposes the student pharmacist to fundamental pharmaceutical calculations encountered in pharmacy practice and serves as a foundation for the future concepts in pharmaceutics and pharmacokinetics.

PHRD 516 – Principles of Drug Information
Credit: 1.0 hour
This course is designed to introduce the student pharmacist to sources of drug information and how they are used in pharmacy practice and in the pharmaceutical industry. Student pharmacists will gain practical experience utilizing drug information resources to answer basic and moderately complex biomedical questions. This experience provides student pharmacists with a foundation for developing skill sets related to drug information, literature evaluation, and communication.

PHRD 521 – Pharmaceutical Sciences Foundations
Credit: 3.5 hours
This course is designed to incorporate the principles of pharmaceutics, pharmacokinetics, medicinal chemistry, and pharmacology to provide the student pharmacist with a foundation in the Pharmaceutical Sciences that is critical to the understanding of Pharmacotherapy. This course will emphasize the physicochemical properties of drugs and their effects on drug handling and biological activity.

PHRD 522 – Nonprescription Therapeutics
Credit: 3.0 hours
This course is a study of various nonprescription (OTC) products commonly found in community pharmacy practice. Emphasis is placed on the problem-solving process involved in patient assessment, triaging of serious healthcare problems and referral to other healthcare settings as appropriate, therapeutic intervention, product recommendation(s), and patient education regarding health promotion and disease management with nonprescription medications. Student pharmacists will have to tailor product selection to special populations, including children, geriatrics, patients with certain medical conditions, etc. when appropriate. Student pharmacists will also learn and apply skills in patient interviewing techniques and medication counseling through the use of mock patients and simulated patients.

PHRD 523 – Pharmacy Practice Skills II
Credit: 1.0 hour
This course is intended to provide student pharmacists the opportunity to learn skills provided by pharmacists in clinical practice in order to help prepare the student pharmacist for the experiential component of the Doctor of Pharmacy curriculum.

PHRD 525 – Pharmaceutics, Pharmacokinetics & Calculations II (PPC II)
Credit: 2.0 hours
This course covers the basics of pharmacokinetic and biopharmaceutic concepts to enable student pharmacists monitor drug concentrations effectively.

PHRD 526 – Introduction to Evidence-Based Medicine
Credit 1.0 hour
This course is designed to further develop proficiency in literature evaluation and the application of biomedical knowledge to individual patients. This experience will provide a foundation for the utilization of literature to support evidence-based decision making and refine student pharmacists' ability to communicate complex biomedical information.

PHRD 530 – Personal/Professional Development II
Credit: 0.0 hours
This course is designed to provide the student pharmacist with the tools necessary to excel as a professional throughout both the pharmacy curriculum and their professional career. This course is taught longitudinally throughout all three years of the didactic curriculum, and its aim is to impart knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate the key elements of personal and professional development: self-awareness, leadership, innovation and entrepreneurship, and professionalism.

PHRD 531 – Integrated Pharmacotherapy I Infection & Immunity
Credit 5.5 hours
This course is designed to integrate biomedical sciences, pharmaceutical sciences, and clinical therapeutics with an emphasis on pharmacotherapeutic management of infectious diseases and the immune system. The student pharmacist will learn about the structure and function of the human body as well as medications and their effects on the body. The student pharmacist will apply this knowledge to develop appropriate, evidence-based pharmacologic and non-pharmacologic therapeutic plans that include monitoring parameters for both acute and chronic disease processes.

PHRD 532 – Medical Literature Evaluation I
Credit: 1.0 hour
This course is designed to teach the basic background skills necessary to evaluate and effectively communicate medical literature.

PHRD 533 – Pharmacy Practice Skills III
Credit 1.0 hour
This course is intended to provide student pharmacists the opportunity to learn skills provided by pharmacists in clinical practice in order to help prepare the student pharmacist for the experiential component of the Doctor of Pharmacy curriculum.

PHRD 535 – Pharmaceutics, Pharmacokinetics & Calculations III (PPC III)
Credit: 2.0 hours
This course is designed to provide the student pharmacist with a basic understanding of medicinal products' physical and chemical properties and how these properties influence the design of dosage forms. It will enable the student pharmacist to become proficient in general compounding techniques and provides a basic knowledge of

dosage formulation. A weekly laboratory is designed to enhance the technical capability of student pharmacists in this area of practice.

PHRD 541 – Integrated Pharmacotherapy II: Endocrine
Credit: 5.0 hours
This course is designed to integrate biomedical sciences, pharmaceutical sciences, and clinical therapeutics with an emphasis on pharmacotherapeutic management of the reproductive, genitourinary and endocrine systems. The student pharmacist will learn about the structure and function of the human body as well as medications and their effects on the body. The student pharmacist will apply this knowledge to develop appropriate, evidence-based pharmacologic and nonpharmacologic therapeutic plans that include monitoring relevant parameters for both acute and chronic disease processes.

PHRD 542 – Medical Literature Evaluation II
Credit: 1.0 hour
This course is designed to reinforce basic skills and teach intermediate level skills necessary to evaluate and effectively communicate medical literature. Through journal club active learning sessions, emphasis will be placed upon learning how to evaluate medical literature and apply this literature to patient care.

PHRD 543 – Pharmacy Practice Skills IV
Credit: 1.0 hour
This course is intended to provide students-pharmacists the opportunity to learn skills provided by pharmacists in clinical practice in order to help prepare the student pharmacist for the experiential component of the Doctor of Pharmacy curriculum.

PHRD 545 – Pharmaceutics, Pharmacokinetics & Calculations IV (PPC IV)
Credit: 3.0 hours
This course is a continuation of PHRD 535, and is designed to provide the student with a basic understanding of medicinal products' physical and chemical properties of and how these properties influence the design of dosage forms. It will enable the student pharmacist to become proficient in general compounding techniques and a basic knowledge of dosage formulation. A weekly laboratory is designed to enhance the technical capability of student pharmacists in this area of practice.

PHRD 610 – Personal and Professional Development III
Credit: 0.0 hours
This course is designed to provide the student pharmacist with the tools necessary to excel as a professional throughout both the pharmacy curriculum and their professional career. This co-curricular course is taught longitudinally throughout all three years of the didactic curriculum and its aim is to impart knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate the key elements of personal and professional development: self-awareness, leadership, innovation and entrepreneurship, and professionalism.

PHRD 611 – Integrated Pharmacotherapy III: Cardiovascular-Renal Integrated Pharmacotherapy (IP) Module I
Credit: 5.5 hours
This course is designed to incorporate the dynamic nature of the profession through an integration of basic science, pharmacology, and clinical therapeutics with a focus on the management of cardiovascular and renal diseases states. Emphasis will be placed on layered learning with cumulative content continuously incorporated to most closely mimic the intricacies of clinical practice. In learning about structure and function of the human body as well as drugs and their effects, the student will be able to determine optimal therapy with monitoring parameters for both acute and chronic disease processes.

PHRD 612 – Health Outcomes and Informatics I
Credit: 1.5 hours
This course is designed to provide students pharmacists with a basic understanding of pharmacoepidemiology, which is the study of the use and effects of medications in large patient populations. Students will build a foundational knowledge of the process of pharmacoepidemiological research (such as methodology and statistical analysis) and its application to the measurement of treatment outcomes in large populations.

PHRD 613 – Pharmacy Practice Skills V
Credit 1.0 hour
This course is intended to provide students-pharmacists the opportunity to learn skills provided by pharmacists in clinical practice in order to help prepare the student for the experiential component of the Doctor of Pharmacy curriculum.

PHRD 65X – Elective
Credit: 1.0 hour

PHRD 621 – Integrated Pharmacotherapy IV: Cardiovascular-Renal Integrated Pharmacotherapy II
Credit: 5.0 hours
This course is designed to incorporate the dynamic nature of the profession through an integration of basic science, pharmacology, and clinical therapeutics with a focus on the management of cardiovascular and renal diseases states. Emphasis will be placed on layered learning with cumulative content continuously incorporated to most closely mimic the intricacies of clinical practice. In learning about structure and function of the human body as well as drugs and their effects, the student will be able to determine optimal therapy with monitoring parameters for both acute and chronic disease processes.

PHRD 622 – Health Outcomes and Informatics II
Credit: 1.5 hours
This course is designed to provide the student pharmacist with foundational knowledge and application in health informatics. In learning about health informatics, the student pharmacist will be able to effectively communicate key principles that can be used to facilitate improvements in healthcare technology design and deployment to improve usability and mitigate potential risks of patient harm.

PHRD 623 – Pharmacy Practice Skills VI
Credit: 1.0 hour
This course is intended to provide student pharmacists the opportunity to learn skills provided by pharmacists in clinical practice in order to help prepare the student for the experiential component of the Doctor of Pharmacy curriculum.

PHRD 630 – Personal/Professional Development IV
Credit: 0.0 hours
This course is designed to provide the student pharmacist with the tools necessary to excel as a professional throughout both the pharmacy curriculum and their professional career. This co-curricular course is taught longitudinally throughout all three years of the didactic curriculum and its aim is to impart knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate the key elements of personal and professional development: self-awareness, leadership, innovation and entrepreneurship, and professionalism.

PHRD 631 – Integrated Pharmacotherapy V: Gastrointestinal
Credit: 4.5 hours
This course is designed to integrate anatomy & physiology, pathophysiology, pharmacology and medicinal chemistry with an emphasis on clinical application for the gastrointestinal system. In learning about structure and function of the human body as well as medications and their effects on the body, the student will be able to determine optimal pharmacologic and non-pharmacologic therapy including monitoring parameters for both acute and chronic disease processes.

PHRD 633 – Pharmacy Practice Skills VII
Credit: 1.0 hour
This course is intended to provide student pharmacists the opportunity to learn skills provided by pharmacists in clinical practice in order to help prepare the student for the experiential component of the Doctor of Pharmacy curriculum.

PHRD: 635 – Law & Ethics I
Credit 2.0 hours
Discussions and analysis of federal law, regulations, and standards of practice and ethics related to pharmacy practice and drug development and distribution. Focus is upon analyzing, understanding and applying these issues through case studies and hypotheticals. Considerable emphasis on professionalism and the historical events that have shaped today's professional pharmacy practice, as well as the drug development and distribution system. Students will be introduced to ethical principles. Cases involving ethical and legal situations as well as article reviews of ethics topics will be incorporated into the course for student groups to identify issues and the consequences of decisions.

PHRD 636 – Pharmacogenomics
Credit 1.5 hours
This course will provide the student pharmacist with an understanding of the basic principles of genetics and pharmacogenomics as they relate to individual variability in drug response. Additionally, it will provide an understanding of the basic principles of the molecular techniques and genetic tests that are currently utilized in clinical practice. Student pharmacists will practice the application of this knowledge in case-based scenarios involving different pharmacy practice settings.

PHRD 641 – Integrated Pharmacotherapy VI: Neurology/Psychiatry
Credit: 5.0 hours
This course is designed to integrate biomedical sciences, pharmaceutical scienc- es, and clinical therapeutics with an emphasis on pharmacotherapeutic management of neurological and psychiatric disorders. The student pharmacist will learn about the structure and function of the nervous system as well as medications and their effects.The student pharmacist will apply this knowledge to develop appropriate, evidence-based pharmacologic and non-pharmacologic therapeutic plans that include monitoring parameters for both acute and chronic disease processes.

PHRD 643 – Pharmacy Practice Skills VIII
Credit 1.5 hours
This course is intended to provide student pharmacists the opportunity to learn skills provided by pharmacists in clinical practice in order to help prepare the student for the experiential component of the Doctor of Pharmacy curriculum.

PHRD 645 – Pharmacy Jurisprudence and Ethics II
Credit: 2.0 hours
Discussions and analysis of North Carolina laws, regulations, and standards of practice and ethics related to pharmacy practice and drug development and distribution. Focus is upon analyzing, understanding and applying these issues through case studies and hypotheticals. Considerable emphasis on professionalism and the historical events that have shaped today's professional pharmacy practice, as well as the drug development and distribution system. Students will be introduced to ethical principles. Cases involving ethical and legal situations as well as article reviews of ethics topics will be incorporated into the course for student groups to identify issues and the consequences of decisions.

PHRD 705/PHRD 707 – Community/Hospital IPPE
Credit: 1.0 hour
These two, month-long practice experiences are designed to expose the student pharmacist to the practice of pharmaceutical care in the community and hospital settings. These practice experiences introduce the student pharmacist to the operational, clinical and administrative roles of the pharmacist; however, there is a greater emphasis on the drug distribution functions of the pharmacist in these settings. These experiences are usually scheduled during the summers following the first and second professional years.

PHRD 710 – Personal/Professional Development V
Credit: 0.0 hour
This course is designed to provide the student pharmacist with the tools necessary to excel as a professional throughout both the pharmacy curriculum and their professional career. This co-curricular course is taught longitudinally throughout all three years of the didactic curriculum and its aim is to impart knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate the key elements of personal and professional development: self-awareness, leadership, innovation and entrepreneurship, and professionalism.

PHRD 711 – Integrated Pharmacotherapy (IP) Vll: Musculoskeletal
Credit: 5.0 hours
This course is designed to integrate biomedical sciences, pharmaceutical sciences, and clinical therapeutics with an emphasis on pharmacotherapeutic management of the musculoskeletal disorders. The student pharmacist will learn about the structure and function of the human body as well as medications and their effects on the body. The student pharmacist will apply this knowledge to develop appropriate, evidence-based pharmacologic and non-pharmacologic therapeutic plans that include monitoring parameters for both acute and chronic disease processes.

PHRD 712 – Research Topics in Pharmacy I
Credit: 1.0 hour
This course series is designed to equip student pharmacists with the skills necessary to research a pharmacy topic and present their findings and interpretation of the literature in a formal setting. The student pharmacist will learn about writing effective learning objectives, interpreting results from the literature, organizing a presentation and defending their critique in a formal presentation. The material learned in this course series will further develop the research knowledge of pharmacy topics for the student pharmacist.

PHRD 713 – Pharmacy Practice Skills IX
Credit: 1.0 hour
This course is intended to provide student pharmacists the opportunity to learn skills provided by pharmacists in clinical practice in order to help prepare the student for the experiential component of the Doctor of Pharmacy curriculum.

PHRD 715 – Pharmacy Operation 1 (Human Resource Management)
Credit: 2.0 hours
This course will present principles of management and marketing as applied to pharmacy practice.

PHRD 721 – Integrated Pharmacotherapy (IP) VIII: Pulmonary, Otic and Ophthalmic
Credit: 5.0 hours
This course is designed to integrate anatomy and physiology, pathophysiology, pharmacology and medicinal chemistry with an emphasis on clinical application for the pulmonary, otic and ophthalmic body systems. In learning about structure and function of the human body, as well as medications and their effects on the body, the student pharmacist will be able to determine optimal pharmacologic and non-pharmacologic therapy including monitoring parameters for both acute and chronic disease processes.

PHRD 722 – Research Topics in Pharmacy II
Credit: 1.0 hour
This course series is designed to equip student pharmacists with the skills necessary to research a pharmacy topic and present their findings and interpretation of the literature in a formal setting. The student pharmacist will learn about writing effective learning objectives, interpreting results from the literature, organizing a presentation and defend-

ing their critique in a formal presentation. The material learned in this course series will further develop the research knowledge of pharmacy topics for the student pharmacist.

PHRD: 723 – Pharmacy Practice Skills X
Credit: 1.0 hour
This course is intended to provide student pharmacists the opportunity to learn skills provided by pharmacists in clinical practice in order to help prepare the student for the experiential component of the Doctor of Pharmacy curriculum.

PHRD 725 – Pharmacy Operations II (Financial Management)
Credit: 2.0 hours
The principles of financial management are applicable and necessary for pharmacists, as both professionals and persons. This course covers the basics of financial accounting, managerial accounting, personal finance, professional finance, basic economics, and basic pharmacoeconomics. The course is conducted with a focus on decision-making scenarios in various pharmacy practice settings.

PHRD 730 – Personal/Professional Development VI
Credit: 0.0 hour
This course is designed to provide the student pharmacist with the tools necessary to excel as a professional throughout both the pharmacy curriculum and their professional career. This co-curricular course is taught longitudinally throughout all three years of the didactic curriculum and its aim is to impart knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate the key elements of personal and professional development: self-awareness, leadership, innovation and entrepreneurship, and professionalism.

PHRD 731 – Integrated Pharmacotherapy (IP) Dermatology, Nutrition, Obesity, and Weight Management (IP-IX: Derm, Nutrition)
Credit: 2.0 hours
This course is designed to help the student pharmacist integrate principles of the basic sciences with the clinical application of drug and non-drug solutions for the management of conditions of the skin. In addition, this course is designed to provide a firm foundation of clinical and scientific knowledge for the treatment of nutritional issues (excess or depletion) that will be faced in the clinical setting.

PHRD 732 – Applied Drug Management I
Credit: 1.5 hours
This course is designed to provide the problem-solving skills necessary to apply pharmacokinetic principles in the clinical setting while reviewing targeted domain-knowledge. Emphasis is placed upon the application of therapeutic drug monitoring, drug dosing, and the individualization of drug therapy.

PHRD 733 – Pharmacy Practice Skills XI: Sterile Products
Credit: 2.0 hour
This course is intended to provide student pharmacists the opportunity to learn skills provided by pharmacists in clinical practice in order to help prepare the student for the experiential component of the Doctor of Pharmacy curriculum.

PHRD 736 – Integrated Pharmacotherapy X: Hematology Oncology
Credit: 5.0 hours
This course is designed to integrate biomedical sciences, pharmaceutical sciences, and clinical therapeutics with an emphasis on pharmacotherapeutic management of a wide variety of acute and chronic hematology and oncology disease states. The student pharmacist will learn about the structure and function of the human body as well as medications and their effects on the body. The student pharmacist will apply this knowledge to develop appropriate, evidence-based pharmacologic and non-pharmacologic therapeutic plans, that include monitoring parameters for both acute and chronic disease processes.

PHRD 741 – Integrated Pharmacotherapy (IP) XI: Special Populations
Credit: 4.0 hours
This course is designed to integrate biomedical sciences, pharmaceutical sciences, and clinical therapeutics with an emphasis on pharmacotherapeutic management of Special Populations. The student pharmacist will learn about the structure and function of the human body as well as medications and their effects on the body. The student pharmacist will apply this knowledge to develop appropriate, evidence-based pharmacologic and non-pharmacologic therapeutic plans that include monitoring parameters for both acute and chronic disease processes.

PHRD 742 – Applied Drug Management II
Credit 1.5 hours
This course is designed to provide the problem-solving skills necessary to apply pharmacokinetic principles in the clinical setting while reviewing targeted domain-knowledge. Emphasis is placed upon the application of therapeutic drug monitoring, drug dosing, and the individualization of drug therapy.

PHRD 743 – Pharmacy Practice Skills XII
Credit: 1.0 hour
This course is intended to provide student pharmacists the opportunity to learn skills provided by pharmacists in clinical practice in order to help prepare the student for the experiential component of the Doctor of Pharmacy curriculum.

PHRD 745 – Integrated Pharmacotherapy (IP) XII: Clinical Updates
Credit: 1.0 hour
Following completion of the Integrated Pharmacotherapy Courses I-XI, this course is designed to allow the student pharmacist to determine and apply the most up-to-date treatment guidelines and utilize the most current evidence to develop and prioritize the optimal therapeutic plan for the patient.

PHRD 8XX – Advanced Pharmacy Practice Experiences
Credit: 4.0 hours per rotation
These rotations are designed to provide the students with an environment where they can integrate the academic knowledge gained during pre-clinical years with professional experience to develop clinical expertise in the promotion of rationale and efficacious drug therapy. Each individually numbered rotation of a calendar month (160 hours) duration is weighted as four semester hours. The selection, sequence and scheduling of these senior rotations will vary according to an individual student's needs, interests and site availability. Campbell University has affiliation agreements for a diverse offering of electives ranging from additional experiences in general community and hospital practices to sub-specialties in hospital (administration, intensive care, cardiology, and emergency medicine), to clinics and long-term care (ambulatory care, skilled and assisted living communities) to community practice (compounding, medication therapy management services, and community management).

PHRD 804 – Advanced Community: Advanced Pharmacy Practice Experience
Credit: 4.0 hours
The purpose of this experience is to provide future pharmacists with an understanding of how the practice of pharmacy is conducted in the community setting and to further develop their professional attitudes, judgment, and skills needed to function in this practice setting. The setting for this type of APPE is select community pharmacy environments (chain and independent) in which pharmaceutical care services are provided in addition to traditional dispensing and counseling services.

PHRD 805 – Ambulatory Care: Advanced Pharmacy Practice Experience
Credit: 4.0 hours
The purpose of this experience is to introduce the student to clinical pharmacy practice in a patient-care setting through the management of common disease states. The setting for this type of APPE provides the opportunity for patient-care activities in medical practice sites such as physician offices and community health centers.

PHRD 806 – Geriatrics: Advanced Pharmacy Practice Experience
Credit: 4.0 hours
The purpose of this experience is to introduce the student to the philosophies and practice of geriatric medicine through clinically-oriented activities. The setting for this type of APPE provides the opportunity for patient-care with geriatric patients in assisted living, skilled nursing facility or other practice settings that have a large percentage of patients age 65 or older or patients physiologically similar to geriatric individuals.

PHRD 807 – Internal Medicine I: Advanced Pharmacy Practice Experience
Credit: 4.0 hours
The purpose of this experience is to expose the student to clinical pharmacy practice in the inpatient setting through clinically-oriented services and patient-specific activities. The setting for this type of APPE allows the student to work with an interprofessional team in the hospital setting handling patient care from an acute care perspective.

PHRD 808 – Internal Medicine II: Advanced Pharmacy Practice Experience
Credit: 4.0 hours
The purpose of this experience is to build on the exposure students obtain during PHRD 807 for pharmacy practice in the inpatient setting through clinically-oriented services and patient-specific activities. The setting for this type of APPE allows the student to work with an interprofessional team in the hospital setting handling patient care from an acute care perspective.

PHRD 810 – Advanced Hospital: Advanced Pharmacy Practice Experience
Credit: 4.0 hours
The purpose of this experience is to expand upon the knowledge and skill-set obtained during the Introductory to Hospital Pharmacy Practice Experience (PHRD707) and to facilitate the student pharmacist's exposure to current hospital pharmacy practice. The setting for this type of APPE allows the student pharmacist to enhance operational/distributive skills as a component of integrated, interprofessional patient care within the wider hospital/health system setting.

Electives

PHRD 651 – Special Research Pharm. Science
Credit: 1.0-3.0 hours
This advanced research elective course is intended to provide student pharmacists with a practical, hands-on, application of previously obtained knowledge from the didactic setting. This course may also be used for other scholarly pursuits such as a review of the primary literature in a specific area of scientific inquiry that is timely and rigorous. This course will involve a minimum of 3 hours per week per credit hour.
The research project will be conducted under the guidance of a faculty member with consultation with the course director. The student pharmacists will utilize prior didactic experience in the Pharm.D. Program to propose, design, and / or conduct the research assignment. The project can be also performed off-campus in a sponsoring industrial, academic, or government setting.

PHRD 652 – Special Research Projects in Pharmacy Practice
Credit: 1.0-3.0 hours
Independent research projects performed under the direction of individual faculty mentor from the Department of Pharmacy Practice. This course will enable the student pharmacist to apply the scientific inquiry process and to utilize critical thinking, problem-solving, verbal, as well as written communication skills while conducting a practice-based research project. Alternatively, this course may be used for other research-related scholarly pursuits such as the production of a manuscript following primary literature investigation and review of a specific area of scientific inquiry that is timely, rigorous and contributes to the medical, pharmacy practice and/or pharmacy social & administrative scientific literature. The student pharmacist will gain experience in: Literature search/evaluation; Protocol design and IRB requirements; Data acquisition and management; Data analysis; Project management and report requirements; and/or Scientific writing.

PHRD 653 – Practical Compounding
Credit: 1.0 hour
This elective course will expose and demonstrate various aspects of the art and science of compounding. Students will apply and practice their calculation/prescription-preparation skills to formulations used by current practitioners. This course requires an additional fee.

PHRD 654 – Sterile Practical Compounding
Credit: 1.0 hour
This course offers instruction on additional compounding and processing techniques and exercises that include practical applications and thought processes for preparing a sterile dosage form. This course requires an additional fee.

PHRD 656 – Student Leadership
Credit: 1.0-2.0 hours
The purpose of this course is to identify and strengthen leadership skills. It uses a development approach focusing on how individuals become effective leaders by addressing the human element of enterprise within significant business situations. Students will strengthen their individual capabilities to advance their organizations strategically by rethinking their approaches to management, leadership, and leadership development. This course enables students to understand how to build and foster relationships as well as emphasizes the importance of those relationships in their professional and personal lives.

PHRD 657 – Spanish for Pharmacists
Credit: 1.0 hour
This course introduces students to basic and practical information that they can use when providing pharmacy services to Spanish speaking patients. The course covers common situations, such as greeting, patient data collection, prescription dispensing information and administration instructions. Students are not required to be fluent in Spanish.

PHRD 658 – APhA Diabetes Certificate
Credit: 1.0 hour
This course includes a 15 hour on-line self-study (maximum time allotted) and 8 hour live training which will be offered over the last 5 weeks of the semester. The self-study modules are a review of the medical management (pharmacologic and non-pharmacologic) for diabetes and include case studies and activities that must be completed prior to attending the live training. The live training portion is designed to be application of the self-study modules. Participants will be assessed on ability to take blood pressure measurements, perform monofilament foot exams, provide insulin injection, and perform a fingerstick blood glucose using a blood glucose monitor. Case-based learning is also utilized throughout the live portion to apply knowledge of guidelines and therapeutic management (pharmacologic and non-pharmacologic). Participants must also complete an on-line final exam in order to receive a certificate of completion. Students wishing to pursue opportunities in the community or ambulatory care setting would be

well-positioned with a certificate in diabetes on the CV; however, issues addressed in this program are not as intense as the information provided in the Diabetes Elective offered through Campbell. This course requires an additional fee.

PHRD 659 – Geriatric Pharmacotherapy I
Credit: 1.0 hour
This course is designed to allow the student to gain familiarity with select instruments used to assess a variety of conditions which commonly occur in the geriatric population. The course will utilize a combination of didactic lectures, case problems, and actual field use of the techniques and instruments reviewed in class. Most class meetings will have an application component to enable the student to further develop the multi-dimensional knowledge and skill-set necessary to comprehensively evaluate and monitor treatment in the older adult.

PHRD 660 – Medication Errors: Causes, Prevention, Current Issues
Credit: 1.0 hour
This course is intended to provide the student with an introduction to the problem of medication errors in health care. Activities will include discussions of significant medication error research, factors which can contribute to errors, drug categories and abbreviations associated with error risks, error detecting methods, case analysis of errors, and error prevention methods, including the roles of both the patient and technology. Students will also use the Internet to become familiar with various organizations and list services related to patient safety and to identify and discuss pertinent issues and current events related to this area.

PHRD 661 – My Healthy Life
Credit: 1.0 hour
This course is an in-depth personal journey towards improved health to aid in teaching patients about lifestyle medicine. Each student pharmacist will assess their personal health status through biometric screening and create weekly personal goals for nutrition, physical activity, and other lifestyle factors that meet cur- rent evidence-based guidelines. An emphasis will be placed on motivational interviewing for behavior change, goal setting, and identifying and overcoming barriers to living a healthy lifestyle.

PHRD 662 – Advanced Patient Counseling
Credit: 1.0 hour
This course will provide the students with additional knowledge and skills to be effective patient educators, which will improve the quality of therapeutic interventions provided to patients. A secondary goal for this course will be to increase student interest in the Annual APhA- ASP National Patient Counseling Competition and to enhance Campbell University's performance at the national competition.

PHRD 663 – Geriatric Pharmacotherapy II
Credit: 1.0 hour
This course is designed to allow the student to gain familiarity with select instruments used to assess a variety of conditions which commonly occur in the geriatric population. The course will utilize a combination of didactic lectures, case problems, and actual field use of the techniques and instruments reviewed in class. Most class meetings will have an application component to enable the student to further develop the multi-dimensional knowledge and skill-set necessary to comprehensively evaluate and monitor treatment in the older adult.

PHRD 664 – Drugs of Abuse
Credit: 2.0 hours
This course will focus on the chemistry, pharmacology, and toxicology of drug abuse and addiction. The student pharmacist will learn about currently abused substances and their impact on health and society in general. The student pharmacist will utilize this knowledge in the general education of their patients and other health care providers.

PHRD 665 – Botanical Medicine Seminar
Credit: 1.0 hour
Surveying botanical medicine literature with emphasis on applications in pharmacy. This course cross list with PHSC 582.

PHRD 667 – Pharmacy Christian Missions
Credit: 1.0 hour
This course explores the various issues related to pharmacy/medical missions including how the provision of medical and patient-centered care can serve as opportunities for the presentation of the Christian Gospel. The activities concerning the planning, preparation, and execution of short term mission trips will be discussed.

PHRD 668 – Introduction to Veterinary Pharmacy
Credit: 1.0 hour
This course is designed to introduce students to the major differences between veterinary and human diseases, therapeutics, and pharmacy practice. Students participating in this class will be better prepared for veterinary prescription processing, customer questions, and OTC recommendation and precautions in the retail setting.

PHRD 669 – Community Pharmacy Management
Credit: 1.0 hour
This course provides an overview of clinical, financial, and managerial considerations for those interested in practicing in community pharmacy. Topics vary annually based on current trends within community pharmacy.

PHRD 670 – Care of a Patient with Diabetes
Credit: 1.0 hour
This is an in-depth comprehensive study of the pharmacologic and non-pharmacologic management of diabetes with a primary focus in the outpatient setting. This course focuses on the application of evidence-based care plans to patient cases and an emphasis is placed on the patient-specific approach to problem solving, therapeutic intervention, and patient education.

PHRD 671 – Herbal & Alternative Medicine
Credit: 1.0 hour
This course discusses herbal remedies recently being used as alternative solutions to treat and prevent different diseases.

PHRD 672 – Medication Therapy Management (MTM)
Credit: 1.0 hour
This course is designed to provide the student pharmacist with an in-depth knowledge of medication therapy management (MTM) services. Participants in this course will develop a working knowledge of current MTM opportunities for pharmacists and learn the process by which to provide MTM services. This course is ideal for student pharmacists interested in expanded services in community pharmacy practice. However the knowledge and skills gained from this course can be applied to any patient care setting.

PHRD 674 – Multicultural Health Practices/ Health Disparities
Credit: 1.0 hour
This course will provide the student with a further understanding of racial and ethnic disparities in the quality of care received by minority Americans. Topics that will be covered include cultural competence, health literacy and health disparities.

PHRD 675 – Geriatric Pharmacotherapy III
Credit: 1.0 hour
This course is designed to introduce student pharmacists to the concepts of geriatric care and build upon knowledge from pharmacotherapy lectures with a focus on older adult patients. The course will review physiologic changes and altered presentation of the elderly patient, geriatric syndromes and pharmacotherapy in the older adult. The course will utilize didactic lectures, case-based discussion and will conclude with an application-based exercise utilizing actual patients. Topics covered include psychiatric and neurologic disease in older adults, musculoskeletal disease and pain management in older adults, end of life care and decision

making, geriatric assessment tools (cognitive, mood, falls, adherence, etc.) and participation as a member of the healthcare team.

PHRD 676 – Anticoagulation I
Credit: 1.0 hour
This elective course offers a more detailed (depth and breadth) analysis of venous embolic disease (deep-vein thrombosis and pulmonary embolism) focusing upon the scope of the problem within the health care system—appropriate identification of patients at risk, and appropriate efforts to prevent and treat these diseases when necessary. Additionally, there will be a focus upon nationally recognized efforts (The Joint Commission National Patient Safety Goals, The Joint Commission Core Measures for Venous Thromboembolic Disease) to provide efficacy and safety to patients we serve. This course should ready student pharmacists and future pharmacists to position themselves appropriately into the therapeutic management of anticoagulants and antithrombotics in both the hospital and community pharmacy settings.

PHRD 677 – Making Medicines: Process of Drug Development
Credit: 1.5 hours
In this course, the student pharmacist will explore how a new drug is developed from the initial concept, discovery, pre-clinical and clinical development, regulatory considerations, to the availability to the patient. The goal of the course is to provide an opportunity for student pharmacists to learn the processes required to discover and develop drugs, which will ultimately provide a benefit to meet unmet medical needs, with minimal risk.

PHRD 678 – Specialty Pharmacy Elective
Credit: 1.0 hour
Specialty medications are a rapidly growing segment of the pharmaceutical industry, and will be close to 50% of total pharmacy revenues by 2020. There is a lack of knowledge and awareness to this space within the industry. This course would allow students to engage within this topic earlier, and thus could make didactic and experiential choices to evaluate as a potential professional career option. This may impact other courses where disease states, which include specialty medications, are discussed e.g., oncology, infectious diseases. The information within this Specialty Pharmacy course would build upon the foundational clinical knowledge within therapeutic coursework, but also include focus upon critical factors within Specialty Pharmacy e.g., payer, previous treatment choices, limited drug distribution. Time would need to be dedicated to connecting with other courses to ensure consistency of approach around disease states and medications, and avoid unnecessary repetition.

PHRD 679 – Introduction to Internal Medicine
Credit: 1.0 hour
This elective is designed for student pharmacists with an interest in expanding their ability to apply the principles of pharmacotherapy in a simulated pharmacy workflow environment similar to the Internal Medicine APPE rotation. The purpose of the course is to prepare student pharmacists for the challenges encountered in inpatient pharmacy practice and equip them to identify, critically analyze, and resolve medication issues. Advanced concepts related to pharmacotherapy, critical thinking, and patient evaluation will be emphasized.

PHRD 680 – Applied Pharmacokinetics
Credit: 1.0 hour
Phoenix WinNonLin and NONMEM are two Pharmacokinetic-Pharmacodynamic (PKPD) computer programs/software approved by the US-FDA and used in the industrial and clinical settings for pharmacokinetic analysis and PKPD modeling. This course trains students in hands-on use of Phoenix WinNonLin software and provides necessary familiarity and competencies that prepare students for industrial and clinical pharmacokinetics. Material is presented in both lectures and supervised hands-on sessions, during which students will do interactive programming.

PHRD 681 – Obstetrics, Gynecology, and Women's Health (OB-GYN and WH)
Credit: 1.0 hours
The student-facilitated obstetrics, gynecology, and women's health advanced elective course will help prepare student pharmacists enrolled in the Campbell University College of Pharmacy & Health Sciences to practice evidence-based care involving a variety of advanced women's health issues including, but not limited to, preconception care, contraception, drugs in pregnancy and lactation, menopause pharmacotherapy, osteoporosis, PCOS and infertility.

PHRD 682 – Cardiology
Credit: 1.0 hour
This elective is designed for students with an interest in cardiology. The purpose of the course is to enhance students understanding of cardiovascular pathophysiology and pharmacotherapy. Advanced concepts related to cardiovascular pharmacotherapy will be emphasized.

PHRD 683 – Lipid Management Elective I
Credit: 1.0 hour
This course is designed to integrate pharmaceutical sciences and clinical therapeutics with an emphasis on the medication management of dyslipidemia. The students will learn about the pathophysiology of lipid disorders, the pharmacology of medications used to treat dyslipidemia and the adverse effects of these medications. The students will learn how to diagnosis lipid disorders, determine treatment goals and will apply this knowledge to develop appropriate, evidence-based pharmacologic and non-pharmacologic therapeutic plans that include monitoring parameters for patients on medications for dyslipidemia.

PHRD 684 – FDA and EU Regulatory Approval Pathways for Biosimilar and Generic drugs
Credit: 1.0 hour
This elective course provides a basic understanding of the FDA and other major international regulatory approval pathways for the biosimilar (large molecules) and generic (small molecules) drug products.

PHRD 685 – Principles and Applications in Infectious Diseases
Credit: 2.0 hours
This course is designed to enhance student pharmacists' ability to appropriately apply pharmacology, pharmacodynamics, pathophysiology and pharmacokinetics of various infectious diseases topics. Advanced concepts related to antimicrobial therapy will be emphasized.

PHRD 686 – Lipid Management Elective II
Credit: 1.0 hour
This course is designed to integrate pharmaceutical sciences and clinical therapeutics with an emphasis on the medication management of dyslipidemia. The students will learn about the pathophysiology of lipid disorders, the pharmacology of medications used to treat dyslipidemia and the adverse effects of these medications. The students will learn how to diagnosis lipid disorders, determine treatment goals and will apply this knowledge to develop appropriate, evidence-based pharmacologic and non-pharmacologic therapeutic plans that include monitoring parameters for patients in medications for dyslipidemia.

PHRD 687 – Practical Applications in Pediatric Pharmacotherapy
Credit: 1.0 hour
This course is designed to allow student pharmacists with an interest in pediatrics to further develop skills necessary to make rational choices with regard to pediatric pharmacotherapy. These skills will be developed through didactic teaching as well as pediatric

case discussions. Student pharmacists will be presented with case based problems and assigned readings for topics at least one week prior to discussion. Advanced concepts of pediatrics will be emphasized.

PHRD 688 – Issues in Critical Care
Credit: 2.0 hours
This course is designed to introduce critical care principles. This course will illustrate the appropriate clinical application of pathophysiology, pharmacokinetics and pharmacodynamics in the critical care population.

PHRD 689 – Neurology
Credit: 1.0 hour
This course will provide the student with a further understanding of neurological disease states and how to manage them, including neurological pathophysiology and an understanding of neurological exam. Topics that will be covered include neurotransmitters and the drugs that affect them, neuromuscular disorders, neuro oncology, infections of the brain and nervous system, neuropsychiatry, drug abuse and addiction, sleep disorders, genetic neurological disorders, and pediatric and obstetric neurology. Disease state specific medication therapies will be discussed with a focus on guidelines and evidence based medicine.

PHRD 690–Anticoagulation II
Credit: 1.0 hour
This course is designed to enhance those experiences gleaned in all previous course work regarding the epidemiology, pathophysiology and clinical features of patients with Acute Coronary Syndrome (ACS)/Ischemic Heart Disease/Atrial Fibrillation (AFib) by application of state-of-the art therapeutic techniques for patients with ACS/AFib and outcomes associated for treatment of the same.

PHRD 691-Applied Statistical Research
Credit: 2.0 hours
This course offers the student pharmacist the opportunity to learn how to use JMP® Statistical Discovery Software (SAS Institute, Cary, NC) in managing, analyzing, and reporting clinical research pharmacy data. It serves to prepare the student pharmacist for designing their research in clinical study.

IPE 515–New Product Development
Credit: 2.0 hours
In this course, students will explore how new drugs are made available for ultimate use in appropriate patients. Topics covered include unmet medical needs, discovery, pre-clinical and clinical development, regulatory pathways, and the roles of various healthcare professionals. The goal of the course is to provide an opportunity for students to learn the contemporary processes that lead to discovery and development of medications that address unmet medical needs.

PHRD 692 – Introduction to Managed Care Pharmacy
Credit: 1.0 hour
The course will include guest speakers, small group activities, presentations, and group discussions. Some topics presented include but not limited to: managed care pharmacy concepts and practices, prescription drug benefit design, formulary management, specialty pharmacy, medication therapy management (MTM), drug use evaluation (DUE). By course completion, the student pharmacist will obtain knowledge of managed care pharmacy principles that will serve as valuable preparation for experiential education and career opportunities in a variety of practice settings (including managed care organizations, hospital administration, pharmaceutical industry, and community pharmacy management).

Physical Therapy

Department of Physical Therapy
Campbell University
College of Pharmacy & Health Sciences
Tracey F. Smith Hall
4150 U.S. Hwy 421 South
Lillington, NC 27546

Mailing Address
P.O. Box 1090
Buies Creek, NC 27506
Phone: (910) 893-1720

Academic Program

The Doctor of Physical Therapy (DPT) Program at Campbell University focuses on an evidence-supported curriculum centered on the patient and clinical practice in rural health care. The curriculum utilizes integrated interdisciplinary education to prepare students to enter a rewarding and rapidly growing health care profession. Students who complete the program will earn a DPT degree and become eligibile to become a candidate for initial licensure in the 53 jurisdictions recognized by the Federation of State Boards of Physical Therapy (FSBPT).

Program Philosophy

The faculty of Campbell University's DPT Program believes in developing graduates ready to practice independently and as part of a comprehensive interprofessional health care team.

Our educational foundation is broad and focuses on understanding disease processes across the lifespan with acquisition of contemporary examination/evaluation skills and interventions. Interprofessional learning experiences provided throughout the program are designed to integrate profession specific knowledge with other health care members to prepare graduates for real world situations and changes in health care delivery. Graduates are effective communicators and educators adept at using clinical reasoning and integrating evidence into daily clinical practice.

Vision Statement

The vision of the Campbell University's DPT Program is to enable distinguished, ethical, and compassionate physical therapists, prepared for independent autonomous practice in rural communities as part of a multidisciplinary health care team, serving as leaders for future professional direction, and influencing health disparities through advocacy of patients and profession.

Mission Statement

The mission of the Campbell University DPT Program is to graduate doctors of physical therapy who deliver compassionate, patient-centered care from a service- oriented, Christian guided view, with a special emphasis on rural health care environments. Our graduates use evidence supported practice and sound clinical judgment, respect cultural differences, and model high moral character and professional responsibility consistent with the vision and mission of the College and University.

Graduate Goals

The Campbell University DPT Program will:

- Demonstrate knowledge and skills necessary to practice contemporary physical therapy in a safe, competent, and professional manner.
- Demonstrate skills necessary for evidence supported physical therapy practice.
- Demonstrate cultural compassion and sensitivity in interactions with all patients, professionals, and community members.
- Demonstrate skills required for ongoing professional development.
- Engage in service-oriented initiatives to benefit the profession and community.
- Demonstrate the ability to work within an interprofessional healthcare team.

Physical therapists who graduate from Campbell University's DPT Program are known to be able to:

- Practice physical therapy competently, ethically, and legally in a caring manner within a variety of practice environments
- Practice physical therapy in an interactive fashion using innovative and adaptable evaluation and management skills to diverse patient/client populations in a variety of health care settings
- Integrate evidence supported and outcomes based practice in a professional manner to enhance the well-being of patients/clients in a variety of health care settings
- Collaborate as a member of an interprofessional health care team, advocating for patient/client and profession, in a variety of health care settings with an emphasis on rural areas
- Administer, manage, and supervise in a variety of professional settings and regulatory environments
- Promote educational principles to facilitate patient/client ownership of their health and well-being
- Advocate for the patient/client and the profession in health care, community, and legislative settings at the local, state, and federal arenas
- Integrate the characteristics of a lifelong learner into professional development
- Incorporate research principles, findings, and critical thinking skills into evidence supported practice to benefit consumers

Accreditation

Please refer to the accreditation information in the introduction section of this academic bulletin for complete details on the DPT Program status with CAPTE and the process for filing a complaint.

Admissions Policies

The DPT Program is committed to selecting applicants who have demonstrated academic success and strong critical thinking skills. To be an asset to the physical therapy profession, candidates should also possess integrity, compassion, empathy, flexibility, and the ability to multitask.

The goals of the admissions process are:

- To understand each applicant as a whole person
- To evaluate the applicant's potential for success in the DPT Program
- To assess the candidate's commitment and aptitude as a future practicing physical therapist.

Admissions Criteria

- Bachelor's degree from a regionally accredited institution in the U.S. (must be conferred prior to matriculation into the program)
- Recommended cumulative GPA of ≥3.0 and pre-requisite GPA of ≥3.0
- GRE taken within the past 5 years with a recommended score ≥40th percentile achievement, corresponding to approximately ≥149 Verbal, ≥151 Quantitative, and ≥3.5 Analytical Writing
- A recommendation of 50 hours of work/volunteer/observation in multiple physical therapy settings
- Completion of pre-requisite courses listed below (all grades must be "C" or higher)

Prerequisites

1. All prerequisites must be completed no later than May 31 of the year prior to matriculation

2. All pre-professional academic work must be completed at a regionally accredited college or university in the United States
3. Science prerequisite coursework must be completed within the last 10 years
4. All prerequisite courses must have earned college credit hours
5. All prerequisite courses must have an earned grade of "C" or higher

Prerequisite Courses

- Two courses of human anatomy and physiology with labs (this may be taken as two combined A&P courses with lab or one anatomy course with lab and one physiology course with lab)-total 6 semester hours
- Two courses of biological sciences-total of 6 semester hours
- Two courses of general chemistry with labs-total 8 semester hours
- Two courses of physics with labs-total 8 semester hours
- One course of statistics-total 3 semester hours
- Two courses of social sciences (psychology, sociology)-total 6 semester hours

Work/Volunteer/Observation Experience

The DPT program desires that students demonstrate a well-rounded, contemporary knowledge of the physical therapy profession. In order to demonstrate this, students are recommended to complete at least 50 hours in a variety of clinical settings. A diversity of experience will be weighted during the application process. Examples of appropriate experience include:

- In-Patient facilities
  - Rehabilitation facility
  - Acute care hospital
- Outpatient facilities
  - Neurological rehabilitation
  - Pediatric/children
  - Industrial rehabilitation
  - Orthopedic/sports medicine
    - Hospital based
    - Private practice
- Home health
- Long term care facility
  - Skilled nursing facilities
  - Assisted living

The applicant is responsible for ensuring the timely receipt and updating of all required application documentation. An application file will not be reviewed by the Admissions Committee until all application materials have been received by the Admissions Office.

Admissions Process

Applicants must submit an application through the Physical Therapist Centralized Application Service (PTCAS) online at *www.ptcas.org*.

PTCAS launches each year in early summer and the deadline is mid-March. Visit the official PTCAS website for the launch and deadline dates for the current cycle.

Original official transcripts from all US postsecondary schools (including the planned fall courses) and Graduate Record Examination (GRE) scores must be submitted to PTCAS.

All college coursework attempted must be submitted to PTCAS.

For applicants currently enrolled in classes, it is imperative to update newly completed coursework. Follow the instructions for the Academic Update on the PTCAS website to update your transcript through PTCAS. Final transcripts reflecting a conferred degree must be sent directly to the CPHS Admissions Office.

Applicants are also required to submit two letters of recommendations to PTCAS. It is recommended that one letter comes from a licensed physical therapist and one letter from an academic professor.

Applicants gaining acceptance to the DPT Program are required to submit to a criminal background check and substance abuse screening. Results of these screens which violate policies and procedures of CPHS, Campbell University or one the affiliated institutions may have a negative impact on the candidate's ability to matriculate into the program.

It should be noted the Admissions Committee continues to review the results of pending coursework, test scores and behavior during the admissions and matriculation process. The Admissions Committee reserves the right to rescind the offer of admission due to poor performance or unprofessional behavior.

Once a verified PTCAS application has been received, it will be reviewed by the CPHS admissions staff to ensure all criteria are met. If an application meets all admissions criteria, the application will be reviewed by the DPT Admissions Committee. The applicant may be scheduled for an interview. Notification of interview will be sent to the applicant via email.

Interviews

The interview is designed as a two-way exchange with the goals of discussing and understanding:

- The Campbell University DPT Program
- The physical therapy profession
- Educational background
- Communication skills
- Problem-solving skills
- Leadership skills
- Rural health care needs
- Inter-disciplinary cooperation
- Work and personal experience

Following the interview process, applicants will be notified of an admissions decision via email or telephone. If accepted, an official offer of acceptance letter will be mailed. Applicants may be accepted into the program prior to completion of the bachelor's degree or required prerequisite courses. However, all admissions requirements must be met prior to matriculation into the program.

All accepted students will be required to submit to a criminal background check and substance abuse screening test as needed. To secure a position in the DPT Program, accepted students must submit a nonrefundable deposit as described in the acceptance letter. Once the student has arrived on campus, the deposit is applied toward the first semester's tuition and fees.

International Applicants

International applicants who have completed a bachelor's degree and all prerequisite courses in a regionally accredited institution in the United States are eligible to apply to the program. International degrees that have been evaluated as United States equivalent will not fulfill this requirement. International applicants may be asked to submit Test of English as a Foreign Language (TOEFL) score if English is a second language.

Financial Aid

For information on financial aid availability, please contact the Office of Financial Aid by telephone at (910) 893-1310 or visit the website: https://www.campbell.edu/financial-aid/.

Policies & Procedures

The following list of policies can be found in the General Policies section of the CPHS academic bulletin:

- Accommodation
- Anti-Hazing
- Appeals
- Attendance
- Bias Incident Reporting
- Citizenship Status and Experiential Education
- Complaints/Grievances
- Counseling
- Criminal Background Check & Drug Screen

- Dress Code
- Early Alerts
- Environmental Health and Safety
- Family Education Rights and Privacy Act (FERPA)
- Financial Aid
- Grade Reports, Records, and Transcripts
- Health Insurance
- Immunization
- Incident Reporting
- Inclement Weather
- Meal Plan
- Parking
- Professional Liability Insurance
- Professional Policy for Student Meetings
- Refunds
- Safety and Emergency Preparedness
- Sexual Harassment
- Social Media
- Student Health
- Student Services
- Technology Devices
- Tuition & Fees
- Withdrawal & Temporary Separation

Advanced Standing and Transfer of Credit

The DPT Program does not offer advanced standing or accept transfer of credit for the DPT degree. All relevant coursework required for graduation must be completed in the Campbell DPT Program.

Building Access

Access to Smith Hall is regulated using an electronic ID badge system. Access is granted for each individual student through facilities services.

The Wiggins library is open on weekends and has 24-hour study areas.

Access to the anatomy laboratory will be allowed during similar hours for summer semesters only. The simulation center and other laboratories will be available between 8 a.m. and 5 p.m. Monday through Friday. Should access outside of these hours be required, students should contact the program.

Use and Maintenance of Equipment

Faculty and students will treat all equipment within the DPT Program with respect. All teaching laboratories and lecture halls will be kept in neat working order. No shoes or sharp objects will be allowed on treatment tables. Faculty and students are responsible for replacing linens and cleaning treatment tables after use.

Students will not be allowed to use physical agents or exercise equipment to treat fellow students or outside persons as this is a violation of state law and the student honor code. Use of equipment for learning and study purposes is allowed outside of scheduled class times. To avoid accidental injury or equipment damage, no person should use a piece of equipment for which no training has occurred.

Requesting maintenance of equipment to the program coordinator is the responsibility of program students, faculty, and staff. Equipment will be maintained through clean practices and safe handling along with annual calibration and safety review. A log containing a tag number for each piece of equipment will be kept within the program. This tag will be placed by facilities services and placed in a rotation for annual calibration and safety review.

Consent and Release for Classroom/ Laboratory Participation

The DPT Program has a policy regarding human subject participation in demonstration within the classroom or laboratory setting. Students and human subjects sign a consent form to participate in laboratory or classroom demonstration. A copy of this form is available on Blackboard. This form will be signed by students in the first semester of the program. Non-student human subjects must sign the form to participate in clinic or classroom activities.

Signed forms by students and human subjects will be stored in a secure electronic file.

Complaints Process

Written complaints can be received by anyone within the College. Upon receipt of a complaint, the program director is notified and expected to investigate the complaint. Upon completion of the review, the appropriate action or resolution, if any, is implemented. Anonymous complaints will not be accepted.

If a faculty/staff member receives a complaint, they are to report the concern to the Department program director. The director has discretionary authority to gather additional information and make a judgment about the appropriate action or the need for involvement of the Dean or other University official. Should the complaint involve the program director/chair, the written grievance should be submitted to the Dean of the College of Pharmacy and Health Sciences. Internal policies against retaliation are in place within the University and College to protect complainants.

Complaints regarding the Doctor of Physical Therapy Program should be addressed to:

Campbell University
Program Director-Department of Physical Therapy
P.O. Box 1090
Buies Creek, NC 27506-1090

Equal Access to the Doctor of Physical Therapy Program

In accordance with Campbell University's non-discrimination policy, the College of Pharmacy & Health Sciences does not discriminate against otherwise qualified individuals with disabilities who apply for admission to the DPT Program. It is recognized that the interview may not adequately evaluate a student's ability to meet the technical standards. Students who are unsure that they meet the technical standards due to a disability are responsible for disclosing that to the Campbell University Office of Student Success. The Director of Access and Outreach will consult with the student regarding possible accommodations. At the time an applicant accepts an offer to the DPT Program, students must attest in writing that they are able to meet the DPT Program Technical Standards for Admission & Matriculation with or without accommodations. Students will continue to attest in writing during orientation through the third year that they are still able to meet the standard. The DPT Program is committed to providing reasonable accommodation to ensure that equal access is provided to all otherwise qualified students in the course of study leading to the DPT degree and licensure.

Use of Images or Video Recording

The DPT Program has a policy to be signed by students and human subjects who participate in classroom, research, or laboratory activities involving photography, recording of images, or video recording. A copy of the form is available on Blackboard. Signed forms will be stored securely in an electronic file.

Honor Code

Refer to the General Information section of this academic bulletin for the Honor Code. DPT students are required to read and sign the Honor Code, attesting that they understand the code, that they have read and understand the bulletin, and will abide by it. A signed copy of the code will be kept in the student's file.

Technical Standards for Admission, Academic Progression, & Graduation

In accordance with Section 504 of the Vocational Rehabilitation Act of 1973, the administration and faculty of Campbell University's Doctor of Physical Therapy (DPT) program have established essential non-academic functions for student participation.

The Admissions Committee will consider applicants who demonstrate the ability to perform, or learn, the essential skills listed in this document. Campbell University must confirm patients are not placed in danger by students with impaired intellectual, physical, or emotional functions. Students will be evaluated in all the areas listed below to meet requirements for admission, continuation, promotion, and graduation from the DPT Program. The use of an intermediary, a person trained to perform essential skills on behalf of the student, is not permitted.

Upon admission, a student who discloses in writing a properly certified disability may receive reasonable accommodation, however, he/she must be able to perform the essential functions within the curriculum and the described standards listed below. Formal disclosure should be made in the Office of Student Support Services, 227 Main Street, Buies Creek, North Carolina 27506.

Candidates for admission to and matriculation from the Campbell DPT Program should possess, at a minimum, the following abilities:

Behavioral/Social Skills and Professionalism

Students in the Campbell University DPT Program must demonstrate attributes of empathy, compassion, integrity, collegiality, high moral character, excellent interpersonal communication, listening, and self-motivation. These qualities are assessed throughout the program. Students must exhibit sound judgment in the care of patients and academic inquiry along with developing appropriate and effective patient relationships. Students should exhibit flexibility. Cultural sensitivity must be ensured during times of indecision to reflect the expectations of clinical and academic settings. Additionally, students must be able to function in a collegial environment demonstrating proper levels of assertiveness, cooperation, mutual respect, and task delegation, along with organization and time management skills. Adequate emotional health is necessary to deal with strenuous environments and to work effectively in demanding situations. Students must maintain good general health, self-care, and hygiene throughout the program and agree to abide by the American Physical Therapy Associations' code of ethics and professional behavior. Campbell University's DPT Program integrates the ten Generic Abilities[1] in our expected student professional behaviors. Faculty assess progression of professional behaviors from beginning level to entry level using identified criteria as a guide[1]. These essential behaviors are: Commitment to Learning, Interpersonal Skills, Communication Skills, Effective Use of Time and Resources, Use of Constructive Feedback, Problem-Solving, Professionalism, Responsibility, Critical Thinking, and Stress Management. Behaviors consistent with the APTA Core Values are essential for doctoral level professional behaviors in physical therapy and are expected of Campbell DPT students. These behaviors are: Accountability, Altruism, Compassion/Caring, Excellence, Integrity, Professional Duty, and Social Responsibility[2].

1. Developed by the Physical Therapy Program, University of Wisconsin-Madison, May, W., et al. Journal of Physical Therapy Education. 9:1, Spring 1995.
2. American Physical Therapy Association (APTA): Core values; http://www.apta.org/Professionalism/

Intellectual/Conceptual, Integrative, and Qualitative Skills

Students in the Campbell University DPT Program must demonstrate the ability to use computer technology. Students must be able to interpret and comprehend three-dimensional and spatial relationships of body structures. Proper reasoning requires students to measure, calculate, analyze, and synthesize information pertinent to problem solving and establishing a PT diagnosis. The aforementioned skills allow students to create proper assessments and sound judgment necessary for correct decisions in rehabilitative intervention and documentation of patient outcomes. Students will also recognize the impact of disability and dysfunction while integrating the needs of the patient/family into the plan of care.

Communication Skills

Students in the Campbell University DPT Program must be able to communicate and comprehend the English language in written, oral, and electronic forms with faculty and classmates in academic settings along with members of health care team and patients in clinical/professional settings. Examples of communications skills may include speaking, writing, hearing, and reading. The ability to elicit information regarding mood/affect, alertness, activity, movement, function, and non-verbal behavior is essential.

Sensory/Observational Skills

Students in the Campbell University DPT Program must be able to observe cadaveric dissection, wounds, burns, pelvis and perineum and other potentially unsettling tasks throughout the curriculum. Students must be able to observe patients to obtain a history directly from the patient or guardian. Such observation requires use of vision, hearing, and other somatosensory modalities.

Motor Skills

Students in the Campbell University DPT Program must demonstrate adequate strength and endurance along with fine and gross motor skills to perform frequent lifting, twisting, bending, kneeling, pushing/pulling necessary for patient transfers, gait, assessment, and intervention. The ability to safely assist patients with ambulatory activities and stand for prolonged periods of time is essential. Students must have sufficient manual dexterity to write, type, grasp, pinch, hold, push, pull, lift, and palpate. Students must be able to ensure patient and personal safety at all times. Students must be able to successfully perform dissection, debridement, auscultation, percussion, and wound/burn management. Students must also be able to perform cardiopulmonary resuscitation (CPR) and use of an automated external defibrillator (AED).

Academic Standards

Student academic performance and progress are reviewed at the midterm and completion of each semester by the program director and Academic Performance & Standards (APS) Committee. The DPT Program core faculty discuss academic and professional behavior performance of all students at the end of each academic semester. Students and advisors are notified by email of any academic or professional deficiencies at midterm and completion of each semester. Any discussions regarding type of academic and/or professional/ behavioral deficiency and remedy occur with development of an action plan (if remediation is required; see below for remediation process). A letter from the program director will state the specifics of academic standing described in the following sections. The letter will be provided to the student via email.

The letter will contain the following:

- Description of academic standing (remediation, probation, dismissal)
- Rationale for academic standing
- Criteria required to regain good academic standing
- Contact information for the program director to discuss items outlined in the letter
- Notification of appeals process

Core faculty is actively involved in promoting student retention through annual advisement sessions. A modified generic

abilities document will be used to guide the process. Advisement can occur more frequently (e.g. professionalism, behavioral, or academic concerns) should the need arise. Mechanisms are in place to encourage students to seek assistance for academic performance.

Retention and Promotion Criteria

Full-time students enrolled in the DPT Program at the College of Pharmacy & Health Sciences (CPHS) are expected to make satisfactory academic progress toward completion of the degree requirements. Satisfactory academic progress is defined as successful completion of didactic and clinical education in the prescribed time and maintenance of good academic standing.

Students who fail to maintain satisfactory academic progress in the professional program are automatically placed on academic probation. They may be required to participate in academic counseling, be enrolled in a remedial program of study, or dismissed according to the policies described in subsequent sections. Students, who fail to maintain good academic standing at the completion of a semester prior to a semester requiring a clinical experience(s), may not participate in the full-time experience(s) portion of a semester. The student would need to undergo a remedial course of study, with successful completion, prior to engaging in the experience(s) (DPT 800, 802, 804). In the event remediation is not successful, students cannot progress to the clinical experience(s). Such actions will be recommended by the Academic Performance & Standards Committee and program director, with notification to the associate dean of health sciences. The student will be notified of these actions by the program director.

Students may need to take leave from the DPT Program for non-academic reasons. Requests for student leave will be considered and approved by the program director on a case-by-case basis (e.g. illness, financial hardship, family responsibilities, etc.). Should a student be unable to participate in classes for ≥ 2 consecutive weeks for a reason approved by the program director, disengagement from the program will be necessary. Should absence occur during clinical experience(s), see policies in Clinical Education Manual. The length of disengagement and any requirements for reengagement will be outlined in a letter from the program director along with a meeting. The length of disengagement cannot be greater than 3 consecutive semesters.

The following contains a description of the types of academic standing within the DPT Program:

1. Good Academic Standing

Students will be considered in good academic standing providing all the following criteria are met.

- Maintenance of GPA requirement
  - Cumulative GPA of ≥2.8
- Passing grades for all clinical education experiences
- No violations of student honor code or code of conduct have occurred
- Successful completion of required remediation
- No other factor meeting criteria for other category of academic standing

2. Remediation

Students who fail to meet academic standards within a given course or clinical education experience will be required to remediate coursework and/or attend another clinical experience. Students will require remediation for any patient safety issue throughout the curriculum. Students must initiate remediation within 24 hours of receiving a grade of < 70% on any examination or failing grade on any OSCE or practical within a given course. Failure to initiate remediation will be considered a professional behavior violation. The content and expectation for remediation will be directed by the course instructor within a week of receiving a grade. Upon successful remediation, the grade will not be modified to > 70%.

Successful remediation of an exam, OSCE, or practical must occur in the provided time and only a single attempt is allowed. In the event that remediation cannot be scheduled and completed within the current semester, the earned grade will be assigned and student will be placed on provisional probationary status. If the student is not successful in the single remediation attempt or the remediation is not completed by the end of the following semester, he/she will be placed on academic probation. Should a student fail to remediate academic performance, or there are any behavioral and/or non- academic reasons preventing them from participating in regularly scheduled clinical experience, this must be remediated prior to progression in the program.

Should a student fail a clinical experience, this experience must be remediated prior to progression in the program. Clinical experiences cannot be completed out of sequence.

Clinical experiences may be repeated providing the student has adhered to all stipulations in the letter from the program director. Upon successful completion, the student will rejoin in the normal curriculum sequence and graduate, assuming all didactic courses have been completed. A student failing more than one clinical education experience will be dismissed from the program.

3. Academic Probation

Academic probation is typically the initial action for a student failing to make satisfactory academic progress.

A student will be placed on academic probation for:

- Failure to maintain a cumulative GPA requirements for good academic standing
- A grade of D in any single course
- Failure to complete any degree requirement at the prescribed time without prior approval
- Failure to successfully complete required remediation in a single attempt or complete attempt within the following semester
- Provisional probation is assigned for students not completing required remediation prior to conclusion of semester

Depending on the nature of the academic deficiencies and overall academic record, a student placed on academic probation may or may not be permitted to continue in the regular sequence of the professional curriculum. Students cannot be on academic probation more than two times throughout the entirety of the program. Students who fail to complete the criteria for lifting academic probation will be considered for dismissal from the DPT Program.

The DPT Academic Performance & Standards (APS) Committee and program director will review the student records each semester and again at the end of the term of probation. A recommendation will be made to restore good academic standing if:

1. The student's cumulative GPA returns to ≥2.8
2. Successfully completed a deficient clinical education experience and recommendation for a return term/year for the program.

A recommendation will be made to dismiss if while on academic probation:

1. A student makes a "D" or below in any course.
2. A student fails to correct academic deficiencies within the prescribed time.

4. Academic Dismissal

Academic dismissal from the DPT Program and CPHS may be recommended to the

associate dean for academic affairs by the program director and APS Committee if a student:

- Makes an "F" in a single course.
- Fails to maintain program minimum GPA requirements for > 2 semesters.
- Fails to make satisfactory progress during a period of academic probation.
- Has an academic deficiency which precludes continuation in the prescribed program of study, and may not reasonably be expected to complete the requirements of the degree.

A student dismissed from the College may seek re-entry by applying for re-admission using the standard admissions process.

Professional Behavior Concerns

Professional behaviors are expected of Campbell University DPT students at all program-sponsored activities including but not limited to: classes, service activities, pro bono and migrant camp work, clinical experiences, and professional conferences. Faculty and staff are required to document unprofessional behaviors and record them in the secure electronic student file with notification sent to assigned advisor for reference. Unprofessional behaviors are assessed by faculty and the APS Committee to determine severity of violation and required follow-up action if needed.

These actions can range from a meeting with the involved faculty/staff member, advisor follow-up, consultation with APS Committee, referral to program director, referral to appropriate CPHS Committee, or recommendation for dismissal.

Repeated or significant unprofessional behaviors have the potential to impact didactic, service, and clinical activities required for the successful completion of the DPT Program and ultimately licensure eligibility.

Faculty/ staff are encouraged to consult with the APS Committee for guidance when clarity is required.

Time to Complete the Program

Students have up to 150% of the total normal program length to complete the DPT Program. Approved medical leave and academic deficiencies count toward the total time clock. Should a student take longer than that amount of time to complete the program, additional studies or repeating of semesters may be required to ensure competency in content knowledge and skills.

Delayed Graduation Policy

If a DPT student is required to re-take classes as a result of specific course failure or a deficiency in overall academic performance, then a delay in scheduling clinical education experiences or matriculation through the curriculum will occur and the student's graduation may be delayed.

Voluntary course withdrawals or a temporary separation may cause a delay in clinical experiences, progress through the curriculum, and a subsequent delay in graduation. Any alteration in the normal curriculum progression may affect a student's financial aid status or qualification for education-based financial aid. For specific counseling and advice, students should contact the College's Office of Academic Affairs and the University's Office of Financial Aid.

Graduation Requirements

Recommendation for graduation requires faculty approval and attainment of the following requirements:

- Successful completion of all courses, requirements (IPE offerings while on campus and rural health modules), and remediation
- Successful completion of all clinical education experiences
- Attendance of graduation week activities such as advising, exit interviews, and a convocation ceremony
- Attendance at the graduation ceremony
- Good academic standing at the culmination of the program

Graduation after Deceleration

DPT students who decelerate due to approved medical leave, and are in good academic standing, may walk at the graduation ceremony with their original cohort if they lack no more than six hours of credit (one clinical education experience).

The missing credit must be completed no later than March 15 of the original graduation date. Students who lack more than six hours of credit will walk at the next graduation ceremony after completion of their outstanding requirements.

Students who decelerate will receive their degree at the next University awarding period. These students may not sit for their FSBPT licensure examination until after the degree has been awarded.

Employment while in the Program

- Outside employment during the DPT Program is strongly discouraged.
- Required program activities cannot be altered. Outside obligations cannot interfere or impede class attendance or completion of assignments and program requirements.
- Students must not substitute for faculty or staff by performing any administrative, clerical, or clinical duties while on clinical experiences.

Transfer Students

The DPT Program does not accept transfer students directly into the program.

Students currently enrolled in another DPT Program in the United States seeking admission into the Campbell DPT Program will be asked to apply. Interested individuals must follow the procedures for admission. Applicants must be in good academic standing and have a letter from the dean of their institution supporting the request. These admissions decisions will be handled in the same manner as all other applicants to the College by the actions of the Admissions Committee.

All prerequisites must be met prior to matriculation to the DPT Program at Campbell University. CPHS reserves the right to make changes in requirements for admission, curriculum, standards for progression, advancement and graduation, fees and rules and regulations.

To apply to the DPT Program, please follow the policies and procedures in the admissions portion of the CPHS Academic Bulletin.

Grading System

The following arbitrary grading scale is utilized for the DPT Program:

Grade	
A	90-100
B	80-89.99
C	70-79.99
D	60-69.99
F	59.99 or below
P	Pass
NP	No Pass
I	Incomplete

Grades of "A, B, C, D, F, and W" are included in semester hours attempted and will affect the grade point average.

A student may appeal a grade per the policy in the general section of this document. An instructor or director-initiated inquiry/ request will be remediated and corrected at any time.

Class Attendance

Students are required to attend at least 85% of the hours prescribed for every enrolled course to receive credit for the course. Attendance is expected at all classes, labs, and examinations and is part of professionalism. Individual professors have the prerogative of imposing a more restrictive policy consistent with the following exceptions: Absence due to serious illness, injury, or death in the student's immediate family. In the above cases, a student may be permitted to make up work missed. It is the

student's responsibility, whenever possible, to notify their instructors in advance that he or she will be absent.

Exam Attendance

Students are required to take each examination on the day and time it is scheduled by the course coordinator. There will be no make-up examinations administered except at the discretion of the program director. Students interested in proactively altering an examination schedule should contact the program director as soon as possible. In the event of emergent or unforeseen circumstances that prevent taking an examination as scheduled, the student should immediately contact the course coordinator and program director. The program director, in consultation with the course coordinator, will determine if an alteration to examination schedule - including but not limited to a make-up examination - is necessary.

If deemed necessary, make-up examinations will be offered at a date and time that is scheduled by the course coordinator. The make-up examination may differ from the regularly scheduled examination.

Curriculum (for the Classes of 2024, 2025, and 2026)

Campbell University's DPT Program is a 36-month graduate degree program with 38 weeks of supervised clinical education experiences. Graduates will receive the Doctor of Physical Therapy degree upon successful completion. The program starts in January with graduation in December. Most didactic courses are held on the main campus with an online licensure preparation course completed while on terminal clinical experience in the final year of study.

The DPT Program curriculum is a competency-based graduate education (minimum required skills for physical therapist education and normative model of PT education) curriculum based on a model pulling from traditional, lifespan, and problem-based learning.

The sequence of courses is designed to start with foundation courses in the basic sciences, professional development, and early clinical skills. Following the initial foundational coursework, subsequent courses teach clinical assessment and intervention, medical, surgical and pharmacy concepts in patient management from a population-based lifespan perspective. Integrated curricular themes in service-learning and early clinical experiences, therapeutic exercise, and approach to patient care using a lifespan model is designed to enhance student learning and promote confidence in application of skills and didactic knowledge. Clinical reasoning courses are designed to enhance student interaction through problem-based learning, application of concepts/skills, and critical interpretation of evidence. The integrated service learning and clinical experiences are designed to encourage interprofessional interaction and collaboration. Assessment of students in the didactic/classroom years is by written examinations, performance on laboratory practical examinations, OSCE, reflective narrative, professional portfolio, and participation in small group activities.

Three clinical experiences occur throughout the curriculum with a six- week introductory clinical experience in the spring of the second year. The remaining terminal experiences occur in the third year with durations of 16 weeks each for a total of 38 weeks of clinical training. Students complete clinical experiences and service learning in rural locations with most completing a clinical experience in a rural location. Clinical experiences can be completed in an acute/ subacute, neuromuscular, musculoskeletal, general practice, and specialty settings.

Specialized settings may include burn/ wound care, aquatic, industrial/vocational, and VA/military locations, home health, and school systems. Evaluation of students on clinical experiences includes a clinical instructor and student self-assessment of student performance using the Clinical Performance Instrument (CPI), reflective narratives on patient care experience/ delivery, case study presentations, and written examinations to prepare for licensure. All students complete all didactic elements in the program at the same time.

Please visit https://cphs.campbell.edu/ academic-programs/physical-therapy/ for the most up-to-date curriculum information.

Year 1

Spring 1 Courses	Credit Hours
DPT 700 – Clinical Biomechanics	4
DPT 702 – Principles of Inquiry	2
DPT 724 – Service Learning 1	1
DPT 750 – Lifespan Continuum 1	3
DPT 752 – Tests, Measures, & Mobility	4
Total	**14**

Summer 1 Courses	Credit Hours
DPT 704 – Human Anatomy	5
DPT 706 – Exercise Physiology	2
DPT 708 – Human Pathophysiology	4
DPT 722 – Professional Development	2
DPT 726 – Part-Time Clinical Experience 1	1
Total	**14**

Fall 1 Courses	Credit Hours
DPT 710 – Pharmacology	2
DPT 712 – Neuroscience	3
DPT 728 – Clinical Education	2
DPT 730 – Service Learning 2	1
DPT 756 – Therapeutic Exercise 1	3
DPT 760 – Hospital Based Practice	3
DPT 762 – Musculoskeletal Practice	3
DPT 764 – Clinical Reasoning 1	1
Total	**18**

Year 2

Spring 2 Courses	Credit Hours
DPT 714 – Motor Control	3
DPT 758 – Neurology Practice	3
DPT 766 – Therapeutic Exercise 2	3
DPT 768 – Cardiopulmonary Practice	3
DPT 770 – Orthotics & Prosthetics	2
DPT 800 – Full-Time Clinical Experience 1 (6 weeks)	3
Total	**17**

Summer 2 Courses	Credit Hours
DPT 732 – Part-Time Clinical Experience 2	1
DPT 754 – Burn and Wound Management	2
DPT 772 – Lifespan Continuum 2 (pediatric)	3
DPT 776 – Lifespan Continuum 3 (musculoskeletal)	3
DPT 780 – Lifespan Continuum 4 (neurological)	3
Total	**12**

Fall 2 Courses	Credit Hours
DPT 734 – Service Learning 3	2
DPT 774 – Lifespan Continuum 5 (pediatric)	4
DPT 778 – Lifespan Continuum 6 (musculoskeletal)	4
DPT 782 – Lifespan Continuum 7 (neurological)	4
DPT 784 – Clinical Reasoning 2	1
Total	**15**

Year 3

Spring 3 Courses	Credit Hours
DPT 736 – Administration, Management, & Supervision	3
DPT 786 – Special Populations	4
DPT 788 – Clinical Reasoning 3	1
DPT 790 – Imaging in PT Practice	2
DPT 792 – Assistive & Adaptive Technology	1
DPT 807 – Teaching & Learning	2
DPT 797 – Independent Study Elective ***	
DPT 805, 806, 808 – Elective***	
Total	**13**

Summer 3 Courses	Credit Hours
DPT 802 – Terminal Clinical Experience 1 (16 weeks)	8
Total	**8**

Fall 3 Courses	Credit Hours
DPT 794 – Licensure Preparation (independent study)	1
DPT 804 – Terminal Clinical Experience 2 (16 weeks)	8
Total	**9**

Course Descriptions

Spring, Year 1

DPT 700: Clinical Biomechanics (4:3:4)
Credit: 4 hours
This course will discuss and prepare students for clinical application of tissue and structural biomechanics within the musculoskeletal system. A detailed analysis of individual joint systems and applied biomechanics concepts will be discussed. Osteo and arthrokinematic movements within joint systems will be presented and discussed with clinical application in a laboratory environment using surface anatomy/palpation.

DPT 702: Principles of Inquiry (2:2:0)
Credit: 2 hours
This course is designed to review current concepts of systematic evidence-based practice and will integrate these concepts to physical therapy clinical practice. Students will apply evidence-based practice to a physical therapy related topic of their choosing. Application of these concepts will include critically evaluating relevant evidence in the literature, preparing literature for presentation to other medical professionals and preparing a decision-making algorithm for use in the clinical setting.

DPT 724: Service Learning 1 (1:0:1)
Credit: 1 hour
This is the first in a series of integrated courses designed to develop the students' understanding of service. Students will gain exposure and knowledge in methods of professional engagement to benefit communities and the profession locally, regionally, and nationally.

DPT 750: Lifespan Continuum 1 (3:2:3)
Credit: 3 hours
Lifespan 1 will introduce the foundational curricular concept of the role of the physical therapist in the management of health conditions across the lifespan. This course will provide the foundation of using the ICF Model as a framework for understanding the health condition as it impacts each person individually in terms of activity limitations and impairments with consideration for each patient's unique contextual factors across all practice patterns. Introductory clinical skills related to communication with patients of any age and background and strategies for successful engagement with groups and patients will be explored. Finally, Lifespan 1 will introduce the concept of prevention; recognizing that the modification of negative lifestyle factors and the promotion of positive ones can have a profound impact upon the overall health and participation of the physical therapy patient/client. Students will engage in reflection of their own contribution to the therapist-patient relationship through personality assessment analysis and application.

DPT 752: Tests, Measures, & Mobility (4:2:8)
Credit: 4 hours
This course contains a 3 block modular series encompassing: 1) patient assessment, 2) patient mobility, and 3) physical agents and electrotherapeutic interventions. Standard precautions and aseptic technique will be addressed. Assessments to be delineated and practiced include those focused on cognition/sensation, physiological status (eg, vital signs) range of motion and muscle length, anthropometry and posture, muscle performance, and mobility. Interventions for patient mobility will be introduced and practiced. Patient positioning and mobility (including maintaining and changing position) will be discussed and practiced. The science and reasoning behind use of thermal agents, electrotherapeutics, traction, compression, hydrotherapy, and ultraviolet, lasers, and lights will be discussed and practiced. This course serves as a foundation for clinical and physical therapy science courses later in the curriculum sequence. A solid understanding of this material is necessary to ensure success in future problem based learning activities.

Summer, Year 1

DPT 704: Human Anatomy (5:3:8)
Credit: 5 hours
This one semester integrated study of human anatomy encompasses the gross morphology, developmental and histological aspects of the body along with the introduction to clinical anatomy. The course prepares the students for physical therapy practice with an understanding of functional human anatomy. The unit includes the regional dissections with the emphasis on the musculoskeletal, nervous, circulatory and respiratory systems. The course consists of a series of lectures and labs organized in a regional approach.

DPT 706: Exercise Physiology (2:2:0)
Credit: 2 hours
This course is designed to provide students with an overview of bioenergetics in addition to a study of acute and chronic physiologic adaptations to aerobic, anaerobic and strengthening exercise. The selection and application of therapeutic exercise and prescription will be emphasized in relation to physical impairments (body structure and function) and functional limitations (activities) frequently encountered across the lifespan in physical therapy.

DPT 708: Human Pathophysiology (4:4:0)
Credit: 4 hours
This course provides a survey of human physiology and covers key concepts related to the function and biological control of cells, tissues, organs and body systems. Basic principles of physiology and pathology are addressed with focus on the coordinated functions and activities of specific body systems: nervous, musculoskeletal, cardiorespiratory, immune, endocrine, gastrointestinal, and other body systems. Emphasis is given to normal system function, interaction and homeostasis, the ways that these contribute to the functions of the body as a whole. Abnormal function, interaction, and pathology will also be addressed along with injury, inflammation, and tissue repair.

DPT 722: Professional Development (2:2:0)
Credit: 2 hours
This course will provide students an overview of the physical therapy profession and prepare them for the principles that direct legal and ethical decisions, professional roles, and professional behaviors related to the practice of physical therapy. Past, current, and future modes of the delivery of healthcare will be discussed. This course includes discussion of the generic abilities/professional behaviors, core values, and the evolution of professional growth with using self-assessment. Initiation of a professional portfolio begins in this course and is carried through the curriculum. Introduction to documentation used in physical therapy practice is provided with focus on development of a comprehensive SOAP note.

DPT 726: Part-Time Clinical Experience 1 (1:0:1)
Credit: 1 hour
This is the first in a series of two integrated part-time clinical learning experiences that occurs prior to their initial full-time clinical experience. This course will allow students to: interact in physical therapy and activities; practice communication skills; practice tests and measures; physical agents, develop professional behavior; identify legal and ethical components of physical therapy; and observe medical conditions associated with health wellness and pathology. Interprofessional interaction and peer learning will be encouraged with all clinical experiences.

Fall, Year 1

DPT 710: Pharmacology (2:2:0)
Credit: 2 hours
This course provides an introduction to pharmacology principles and pharmacokinetics. The focus will be on the effect of drugs (by class) on systems and common side effects. The effects of drugs on the central nervous

system, skeletal muscle, cardiovascular, respiratory, gastrointestinal, and endocrine systems will be discussed. Drugs used to treat pain, inflammation, infections, and an introduction to chemotherapy for neoplastic disease will be presented.

DPT 712: Neuroscience (3:3:0)
Credit: 3 hours
This course provides students with a foundation in systems level neuroscience in coordination with the neurorehabilitation curriculum. A focus on the understanding of normal function and pathology within the central nervous system (CNS) will occur. Functional and regional neuroanatomy will be presented. The course is organized by coverage of review for axon physiology and neurotransmission, anatomical organization of the CNS, sensory and motor functions, and description of frequently encountered neurological disorders relevant to physical therapy.

DPT 728: Clinical Education (2:2:0)
Credit: 2 hours
This course includes lecture, class discussion, and active learning activities regarding documentation practices and standards in physical therapy; professional behavior and communication in the clinical setting, including communication when dealing with the unusual or unexpected patient situations; generational and cultural differences; teaching and learning principles, including learning styles, as applied to student and patient education; and proper use of the CPI as an assessment tool. Activities to prepare the student for clinical internships include an overview of the site-selection process, documentation activities, and interactive learning styles activities.

DPT 730: Service Learning 2 (1:0:1)
Credit: 1 hour
This is the second in a series of integrated courses designed to develop the students' understanding of service. Students will expand their knowledge of methods for professional engagement and participate in APTA/APT NC established opportunities which may benefit communities and the profession locally, regionally, and nationally.

DPT 756: Therapeutic Exercise 1 (3:2:3)
Credit: 3 hours
This course is an introduction to the principles of therapeutic exercise to promote strength, balance, stability, endurance, flexibility and function. The ICF model of enablement, the systems model of motor control and the task oriented approach to movement analysis will be used as frameworks for evaluating simple (not complex) movement dysfunction. This will allow for individualized development of corrective exercise plans to address pain and functional mobility losses for sicker patient populations to include hospital, long-term care, sub-acute and post-operative management.

DPT 760: Hospital Based Practice (3:2:4)
Credit: 3 hours
This course will present educational material related to patient management encountered in diverse hospital settings. Hospital settings to be discussed will include: general medical, surgical, emergency room, intensive care, progressive care, critical care, sub-acute, rehabilitation, cardiac care, labor and delivery, and orthopedic sections. Items related to patient management to be discussed, analyzed and practiced will include chart review, safe patient handling techniques, discharge planning as well as documentation. The process of practicing autonomously within an integrated multidisciplinary team will be emphasized. Evaluation, assessment and treatment techniques typically encountered by physical therapists will be discussed and practiced for patients across the lifespan. The continuum of care model will be utilized. It will be essential for the student to understand how to operate within a complex environment involving instrumentation, life sustaining equipment, tubes, lines and monitoring machines. It will be important to recognize the value of diagnostic testing, lab values, contraindications and precautions.

DPT 762: Musculoskeletal Practice (3:2:4)
Credit: 3 hours
This course primarily addresses the practice, evidence for and performance of examination/evaluation of spinal and peripheral joints, screening systems for disease outside the scope of physical therapy, and an introduction to patient management that includes mobilization/manipulation. Students will be introduced to psychosocial and psychomotor aspects of interacting with patients and their families. Patient data collection from the subjective interview to clinical tests and measures will be presented. Conceptual models for clinical decision-making and an evidence informed structure will be utilized and combined with ICF language and examples to appropriate classify musculoskeletal dysfunction. Management strategies include structure and scope for creating a plan of care [education, activity modification, and physical interventions] with a focus on musculoskeletal conditions. An introduction to manual therapy is provided using regional techniques with a focus on safety and decision making. A variety of learning activities will be incorporated into the presentation of course materials including: lecture, demonstration, independent and case study, role play, skills check-off/video assignments, and laboratory practicum.

DPT 764: Clinical Reasoning 1 (1:0:3)
Credit: 1 hour
This course focuses on clinical reasoning in three parts. The first section of the course provides the elements and processes of critical thinking and reasoning necessary for clinical practice. The second section will apply previously taught foundational research skills at searching the literature, critically appraising the results through use of validated checklists and inventories of research quality and bias, through small group discussion and presentation under faculty/clinician guidance/facilitation to determine the quality of evidence culminating in critical analysis papers. The third section will utilize collaborative small groups to solve simulated clinical cases across the lifespan from primarily the musculoskeletal and hospital-based (acute/sub-acute) perspective. Problem-based and case-based learning activities will be incorporated with simulated patients to develop critical thinking and reasoning skills, practice examination elements, to establish a physical therapy diagnosis, prognosis, and plan of care that incorporates the ICF model. Students will orally present cases to their peers and answer questions related to their clinical reasoning processes and resultant plans of care along with carrying out portions of the plan of care under peer scrutiny. Electronic health databases and documentation software will be used in this course. Students will submit documentation of case findings using the SOAP format.

Spring, Year 2

DPT 714: Motor Control (3:3:0)
Credit: 3 hours
This course examines perceptual, motor, and sensory contributions to feedforward and feedback postural control, balance, and movement strategies and promotes critical thinking as students use their understanding to develop educated interventions for movement pathologies with neurologic origins. Specific neurologic pathologies are introduced as patient examples of movement dysfunction from which students will develop and plan treatment strategies. The course is structured in three blocks covering theoretical frameworks of motor control, postural control, and mobility functions.

DPT 758: Neurology Practice (3:2:3)
Credit: 3 hours
This course addresses evaluation and management skills within the practice of neurological physical therapy. Students will learn a process for hypothesis-driven examination,

evaluation and treatment planning based on task-analysis and HOAC II conceptual frameworks. Emphasis will be placed on accurate choices of assessment tools and screening of body systems/functions to understand the movement dysfunctions of the neurologically impaired patient. ICF domains will guide appropriate selection of outcome measures as part of the whole person examination, evaluation and treatment planning. Outcome measures will be thoroughly reviewed, practiced and applied through case study and patient demonstrations.

DPT 766: Therapeutic Exercise 2 (3:2:4)
Credit: 3 hours
This course discusses the mechanisms and application of therapeutic exercise to normal and abnormal populations with specific focus on special populations and disorders. Therapeutic exercise will be applied in the development of a rehabilitation program and appropriate progression for impairments, pain and selected movement disorders.

DPT 768: Cardiopulmonary Practice (3:2:3)
Credit: 3 hours
The Cardiovascular & Pulmonary unit is designed to provide the student with an understanding of normal and abnormal function of the cardiovascular and pulmonary systems. Emphasis will be placed on application to physical therapy practice. This information will be presented in didactic instruction, literature review, case review and presentation, and laboratory formats. The Cardiovascular & Pulmonary unit will include a review of the pertinent anatomy and physiology presented earlier in the curriculum. Current medical and surgical interventions will be discussed. Elements of patient management will be addressed with focus on diseases specific to the cardiovascular and pulmonary systems.

DPT 770: Orthotics & Prosthetics (2:2:0)
Credit: 2 hours
This course provides an overview and evidence supported approach to orthotic and prosthetic use in patient populations. Gait assessment before and after orthotics and prosthetics intervention will be discussed and practiced. Integumentary, neurological, and vascular considerations will be discussed in patient populations that benefit from orthotics and prosthetics intervention.

DPT 800: First Full-Time Clinical Experience 1 (3:0:9)
Credit: 3 hours
First full-time clinical experience consisting of six weeks of experiential training (approximately 240 hours) in a physical therapy practice setting. Students have the opportunity to apply and integrate patient evaluation, examination, assessment, and interventional skills in a clinical setting under the supervision of clinical instructors in order to develop entry-level competencies as defined by the clinical performance instrument (CPI). Rotations for DPT 800 may involve general hospital, skilled nursing, outpatient orthopedic, or home health settings to emphasize application of musculoskeletal, cardiopulmonary, and basic care skills learned in the first year.

Summer, Year 2

DPT 732: Part-Time Clinical Experience 2 (1:0:1)
Credit: 1 hour
This is the second in a series of two integrated part-time clinical learning experiences that occurs the semester after the initial full-time clinical rotation. This course builds upon students' previous clinical experiences by allowing them exposure to different practice settings and additional activities. Students will enhance their: communication skills; tests and measures skills; physical agents utilization; professional behaviors; ability to identify legal and ethical components of physical therapy; and understanding of medical conditions associated with health wellness and pathology. Inter-professional interaction and peer learning will be encouraged with all clinical experiences.

DPT 754: Burn & Wound Management (2:2:0)
Credit: 2 hours
The course will cover the basic science of normal physiology of tissue repair related to the pathology of burns and wounds. Psychosocial issues related to wound healing will be discussed. Knowledge of anatomy as well as the integumentary, vascular, neuromuscular and peripheral nervous systems will be required to properly identify various types of wounds including but not limited to: lacerations, ulcers, amputations, punctures, gun-shots, chemical, electrical and fire wounds. Different tools to measure wounds appropriately will be utilized. Various types of treatment such as debridement, protective garments, splinting devices, surgical intervention and chemical agents will be discussed. The student will also develop skills to prepare a sterile versus a clean environment as well as use personal protective equipment. The development of strategies to deal with special populations related to wounds such as obesity, diabetes, amputees and the indigent will be interwoven throughout this course. Finally the management and business details related to wounds including coding principles will be discussed.

DPT 772: Lifespan Continuum 2 (pediatric) (3:2:4)
Credit: 3 hours
This course will develop intermediate to entry-level skills in the evaluation and management of the pediatric population aged 0-18. Students will recognize key neuromuscular and musculoskeletal health conditions and lifestyle factors that impact a younger person's ability to fully participate in their desired societal roles or that predict future limitations thereof. The focus of Lifespan 2 will be on the etiology, presentation and assessment of pediatric health conditions. Students will research multiple sources to achieve an understanding of the evidence related to presentations and the associated management models. Students will utilize core concepts of the ICF model and relevant functional outcome measures to quantify individual-specific participation and activity restrictions and measure and record condition specific impairments. Students will synthesize these findings into an evaluation including a physical therapy diagnosis, a prognosis, and a structured, evidence-based management plan. Students will learn specific skills, building upon previous course material that will enable them to fully execute each step of the evaluation sequence. Finally, students will acquire and develop skills to identify and evaluate specific contextual, societal, and institutional, and policy barriers to full participation of younger persons in a variety of sittings, including the rural health care setting.

DPT 776: Lifespan Continuum 3 (musculoskeletal) (3:2:4)
Credit: 3 hours
This course will develop intermediate to entry-level skills in the evaluation and management of adults across the lifespan. Students will recognize key musculoskeletal health conditions and lifestyle factors considered predictive of future negative impacts on a person's ability to fully participate in their desired societal roles. A focus on musculoskeletal conditions present in the axial skeleton. Students will research multiple sources to achieve an understanding of the evidence related to presentations and the associated management models. Students will utilize core concepts of the ICF model and relevant functional outcome measures to quantify individual-specific participation and activity restrictions and measure and record condition specific impairments. Students will synthesize these findings into an evaluation including a physical therapy diagnosis, a prognosis, and a structured, evidence-based management plan. Students will learn specific skills, building upon previous course material that will enable them

to fully execute each step of the evaluation and management process. Finally, students will acquire and develop skills to identify and evaluate specific contextual, societal, and institutional and policy barriers to full participation of adults in the rural health care setting. This course will feature faculty as facilitators. After synthesizing basic preparatory information, students will be expected to research health conditions and lifestyle factors, develop basic teaching materials and educate fellow students about their findings. This will also include identifying case studies, solving case related problems and independently developing examination and treatment sequences that build on prior coursework in these areas. Supplementary lectures and lab demonstrations will provide instruction of new concepts and skills where needed.

DPT 780: Lifespan Continuum 4 (neurological) (3:2:4)
Credit: 3 hours
This course will develop intermediate to entry-level skills in the evaluation and management of adults aged 18 and older who present with a neurological health problems. Students will be introduced to genetic, congenital, degenerative, active/traumatic and chronic conditions that produce neurological deficits which impact a person's ability to fully participate within their societal roles. Students will research multiple sources to achieve an understanding of the evidence related to presentations and the associated management models. Students will utilize core concepts of the ICF model and relevant functional outcome measures to quantify individual-specific participation and activity restrictions and measure and record condition- specific impairments. Students will synthesize these findings into an evaluation including a physical therapy diagnosis, a prognosis, and a structured, evidence-based management plan. This information will be applied across the lifespan to aide clinical reasoning related to the differences and challenges that exist within varying decades of life. Students will learn specific skills, building upon previous course material that will enable them to fully execute each step of the evaluation sequence. Finally, students will acquire and develop skills to identify and evaluate specific contextual, societal, and institutional and policy barriers to full participation of adults in the rural health care setting and how this setting may impact the management of these conditions.

Fall, Year 2

DPT 734: Service Learning 3 (2:0:2)
Credit: 2 hours
This is the third in a series of integrated courses designed to develop the students' understanding of service. Students will expand upon their prior experience with professional service to identify how to contribute on a larger, broader scale and/or expand to include the specific needs of rural and underserved communities. The course is designed to provide the students with the awareness, skill set and experience to establish a professional development plan related to service as a physical therapy professional.

DPT 774: Lifespan Continuum 5 (pediatric) (4:3:3)
Credit: 4 hours
This course will develop intermediate to entry-level skills in the treatment and management of the pediatric population aged 0-18. Students will recognize key health conditions and lifestyle factors that impact a younger person's ability to fully participate in their desired societal roles or that predict future limitations thereof. The focus of Lifespan 5 will be on treatment and management (including medical management) of pediatric health conditions commonly seen by pediatric physical therapists. Students will research multiple sources to achieve an understanding of the evidence related to common treatment approaches in pediatric physical therapy and the associated management models. Students will utilize core concepts of the ICF model to develop meaningful, measurable goals for patients based on diagnosis, life stage, and personal/environmental factors as well as patient structure/function, activity, and participation limitations. Students will synthesize evaluation findings to hypothesize a prognosis, and to create a structured, evidence-based management plan applicable to the myriad settings of pediatric PT practice. Students will develop skills to identify and evaluate specific contextual, societal, and institutional, and policy barriers to full participation of younger persons in a variety of settings, including the rural health care setting, and formulate ongoing strategies for assisting patients in accessing community resources. This course will feature faculty and guest lecturers as facilitators. After synthesizing basic preparatory information, students will be expected to research treatment approaches and management models and develop basic teaching materials to educate fellow students, as well as patients and families, about their findings. This will include identifying case studies, solving case-related problems, developing treatment plans for pediatric volunteers, engaging in discussion with peer groups, and independently developing treatment ideas that build on prior course-work, published research, and patient/client needs. Supplementary lectures and lab demonstrations will provide instruction of new concepts and skills where needed.

DPT 778: Lifespan Continuum 6 (musculoskeletal) (4:2:3)
Credit: 4 hours
This course will develop intermediate to entry-level skills in the evaluation and management of adults across the lifespan. Students will recognize key musculoskeletal health conditions and lifestyle factors considered predictive of future negative impacts on an adult's ability to fully participate in their desired societal roles. Students will research multiple sources to achieve an understanding of the evidence related to presentations and the associated management models. Students will utilize core concepts of the ICF model and relevant functional outcome measures to quantify individual-specific participation and activity restrictions and measure and record condition specific impairments. Students will synthesize these findings into an evaluation including a physical therapy diagnosis, a prognosis, and a structured, evidence-based management plan. Students will learn specific skills, building upon previous course material that will enable them to fully execute each step of the evaluation and management sequence. Finally, students will acquire and develop skills to identify and evaluate specific contextual, societal, and institutional and policy barriers to full participation of adults in the rural health care setting. This course will feature faculty as facilitators. After synthesizing basic preparatory information, students will be expected to research health conditions, lifestyle factors and related evidence-based interventions and develop basic teaching materials and educate fellow students about their findings. This will also include identifying case studies, solving case related problems and independently developing examination and treatment sequences that build on prior coursework in these areas. Supplementary lectures and lab demonstrations will provide instruction of new concepts and skills where needed.

DPT 782: Lifespan Continuum 7 (neurological) (4:2:3)
Credit: 4 hours
This course will develop intermediate to entry-level skills in the management of adults over the age of 18. Students will recognize key neuromuscular health conditions and lifestyle factors considered predictive of future negative impacts on an adult and

geriatric patient's ability to fully participate in their desired societal roles. Additionally, students will consider specific contextual, societal, and institutional and policy barriers to full participation of these same patients in the rural health care setting. Students will learn a framework for clinical -reasoning aimed at reducing the impact of impairments for improved task performance which will require recall of prior coursework in anatomy, biomechanics, physiology and motor control. Students will research multiple sources to achieve an understanding of the evidence related to associated management models common seen for neurologically involved patients. Students will utilize core concepts of the ICF model and relevant functional outcome measures to develop individualized, task-specific interventions which will enhance functional abilities and participation. Techniques aimed at both recovery and compensation will be presented. Students will be expected to manage and educate these patients acutely, through rehab and chronically as well as transitioning to community based health and wellness. Students will be expected to research health conditions, life style factors and related evidence- based interventions and develop basic teaching materials and educate fellow students about their findings. This will also include identifying case studies, solving case related problems and independently developing impairment and function-based treatment sequences that build on prior course-work in these areas.

DPT 784: Clinical Reasoning 2 (1:0:3)
Credit: 1 hour
The evidence-based medicine section will apply previously taught foundational research skills at searching the literature, critically appraising the results through use of validated checklists and inventories of research quality and bias. Written assessment of evidence using the PICO method to answer clinical questions will be utilized along with presentation of mini-evidence summaries for health conditions through a critically appraised topic paper. An introduction to terminal EBM projects will be presented along with formation of groups and topic areas. The patient assessment and clinical reasoning section will utilize collaborative small groups and student pairs to solve simulated clinical cases across the lifespan in the primary PT practice domains (cardiopulmonary, musculoskeletal, and neuromuscular) from a continuum of acute to chronic and simple to complex. Problem-based and case-based learning activities will be incorporated with simulated patients to develop critical thinking and reasoning skills, practice examination elements, to establish a physical therapy diagnosis, prognosis, and plan of care that incorporates the ICF model. Students will orally present cases to their peers and answer questions related to their clinical reasoning processes and resultant plans of care along with carrying out portions of the plan of care under peer scrutiny. A variety of learning activities will be incorporated into the presentation of course material, including active learning, demonstration, lab practicums, case studies, independent problem assignments, and role-playing.

Spring, Year 3

DPT 736: Administration, Management, & Supervision (3:3:0)
Credit: 3 hours
This course will provide an in-depth study of the organization and administration of physical therapy services, including organizational and administrative principles, employment practices and personnel management, marketing, facility planning, financial stewardship, reimbursement and outcomes. Current payer methodologies and case management will be reviewed. Students will learn the practical aspects of managing physical therapy services, from an initial business plan concept to long term strategic planning. Current regulatory, legal and policy and procedures that impact practice management will also be presented.

DPT 786: Special Populations (4:4:0)
Credit: 4 hours
This course involves continued study of selected practice settings and patient populations using a blended learning format of independent study online and onsite laboratory sessions. The course will review the underlying anatomy and physiology of the vestibular system followed by problem-based clinical scenarios of vestibular disorders, including concussion, for patients throughout the lifespan. Current evidence on the management of vestibular disorders, including prevention, will be woven through the course and students will be encouraged to integrate evidence into proposed assessment and treatment methods. Additionally, this course addresses unique anatomy, physiology, psychosocial, assessment, management, and documentation/reimbursement needs of women's and men's health.

DPT 788: Clinical Reasoning 3 (1:0:3)
Credit: 1 hour
The evidence-based medicine section will apply previously taught foundational research skills at searching the literature, critically appraising the results through use of validated checklists and inventories of research quality and bias. Written assessment of evidence using the PICO method to answer clinical questions will be utilized along with presentation of mini-evidence summaries for health conditions through a critically appraised topic paper. Student groups will provide a presentation to peers and in an open public forum related to conditions across the lifespan. The presentation is comprehensive, evidence based, and entails all elements of PT practice including background information and typical patient presentation. The patient assessment and clinical reasoning section will utilize collaborative small groups and student pairs to solve simulated clinical cases across the lifespan in the primary PT practice domains (cardiopulmonary, musculoskeletal, and neuromuscular) from a continuum of acute to chronic and simple to complex. Problem-based and case-based learning activities will be incorporated with simulated patients to develop critical thinking and reasoning skills, practice examination elements, to establish a physical therapy diagnosis, prognosis, and plan of care that incorporates the ICF model. Students will orally present cases to their peers and answer questions related to their clinical reasoning processes and resultant plans of care along with carrying out portions of the plan of care under peer scrutiny. Electronic health databases and documentation software will be used in this course. The final comprehensive, graded OSCE will be completed as part of this course.

DPT 790: Imaging in PT Practice (2:2:0)
Credit: 2 hours
This course will review the basic science behind multiple imaging modalities (x-rays, MRI, CT, Doppler, PET scan, arthrograms, DUS, etc), positives and negatives of each intervention, and how and when to refer for imaging services or consultation. The most common views and anatomical structures will be identified by joint/region/system that may include: anatomy of bone, joint, cartilage, soft tissue, CNS structure, and cardiovascular systems. Clinical reasoning algorithms for assistance with imaging selection and interpretation will be discussed and practiced through case studies. Evidence based utilization of imaging will be discussed and practiced along with impact of over-utilization on healthcare costs in didactic classroom activities and case presentations. The American College of Radiology guidelines will be implemented throughout along with validated clinical decision rules.

DPT 792: Assistive & Adaptive Technology (1:0.5:2)
Credit: 1 hour
This course is designed to provide entry-level physical therapists with the theories and tools necessary to systematically prescribe

and modify assistive technology provisions to maximize the participation and minimize functional limitations across diagnosis. Students will have the opportunity to participate in a 1-2 day hands-on workshop where seating and mobility devices will be available for hands-on learning of the products. Class work will allow application of this learning to cases involving a variety of conditions across the lifespan. Issues in funding and an introduction to writing letters of medical necessities will allow for immediate use of the skill in the clinical setting.

DPT 807: Teaching & Learning
Credit: 2 hours
This course is designed to provide a foundation in the teaching and learning sciences for physical therapy students. The skills obtained and practiced aim to enhance their role as a lifelong learner and teacher for patients, caregivers, peers, and community stakeholders. This course will include pre and post learning assessment and designing and delivery of instructional material individualized to the learner.

Summer, Year 3

DPT 802: Terminal Clinical Experience 1 (8:0:24)
Credit: 8 hours
Sixteen weeks of full-time experiential training (approximately 640 hours) in a physical therapy practice setting will occur. Students have the opportunity to apply and integrate patient evaluation, examination, assessment, and interventional skills in a clinical setting under the supervision of clinical instructors in order to develop entry-level competencies as defined by the clinical performance instrument (CPI). Rotations for DPT 802 may include acute care, musculoskeletal, neuromuscular, general practice, or elective.

Fall, Year 3

DPT 794: Licensure Preparation (1:1:0)
Credit: 1 hour
This course is designed to assist students with formal licensure preparation. Students will review areas of study within the FSBPT content areas and take quizzes with timed limitations that mimic the licensure examination. Questions will be formatted to mimic the licensure examination. Activities may include group discussion, self-study using licensure preparation guides, and self-assessment within FSBPT content areas through quizzes on Blackboard or purchased licensure preparation software.

DPT 804: Terminal Clinical Experience 2 (8:0:24)
Credit: 8 hours
Sixteen weeks of full-time experiential training (approximately 640 hours) in a physical therapy practice setting will occur. Students have the opportunity to apply and integrate patient evaluation, examination, assessment, and interventional skills in a clinical setting under the supervision of clinical instructors in order to develop entry-level competencies as defined by the clinical performance instrument (CPI). Rotations for DPT 806 may include acute care, musculoskeletal, general practice, neuromuscular, or elective.(approximately 640 hours) in a physical therapy practice setting will occur. Students have the opportunity to apply and integrate patient evaluation, examination, assessment, and interventional skills in a clinical setting under the supervision of clinical instructors in order to develop entry-level competencies as defined by the clinical performance instrument (CPI). Rotations for DPT 804 may include acute care, musculoskeletal, neuromuscular, or elective.

Curriculum (for the Classes of 2028 and beyond)

Campbell University DPT students who begin coursework in 2025 or later will experience a 31-month graduate degree program that includes 33 weeks of full-time clinical experiences with our partner sites. Graduating students will earn a Doctor of Physical Therapy degree fulfilling the entry-level education requirements for licensure as a physical therapist in the United States and other jurisdictions covered by the National Board of Physical Therapist Examiners.

The program begins in the summer semester (late May or early June) each year with graduation in December of the third year. Eight semesters of coursework build a strong foundation for each student to become a contemporary, evidence-based physical therapist capable of seeing any patient, anywhere.

Educational experiences are crafted to build upon pre-requisite course content while demonstrating the relevance to physical therapist practice and healthcare overall. Coursework has been carefully crafted to incorporate new knowledge and skills throughout the program while encouraging integration of content geared at clinical practice.

Our program highlights the specific needs of each individual patient as the defining feature of clinical practice. The innovative curriculum uses elements of lifespan, traditional, and problem-based learning designs to prepare a well-rounded physical therapist practitioner. The didactic portion of the program is held in-person at the Health Science Campus located in Lillington, NC. The learning spaces available for DPT students include ample space and technology for lecture, laboratory, study, simulation, and clinical practice activities to assist in their development.

Courses are designed to scaffold important concepts and apply them by gradually increasing levels of complexity to mirror the challenges of clinical decision making in real-life practice. The initial semester focuses on the essential elements of physical therapy as a profession while building a foundational understanding of the human body and the knowledge needed as a physical therapist. The second semester exposes the learner to the essential elements of human movement and clinical examination needed for all areas of clinical practice. The third semester highlights differences in clinical examination and management based on key areas of specialty practice while beginning to understand the requirements of clinical experiences and the broader context of the healthcare ecosystem. This semester also contains the first full-time clinical experience where students engage in immersive learning under the guidance of a licensed physical therapist clinical instructor at one of our clinical partner sites. The fourth semester continues to add depth and complexity related to clinical management while applying students' knowledge to real anatomy via human cadaver dissection. Also beginning in the fourth semester, and continuing through semester six, is a series of courses where students apply physical therapy concepts to real patients each week under the guidance and mentoring of our faculty. The fifth semester continues to advance the knowledge of physical therapist practice in a broad array of content areas. The sixth semester is the final on-campus semester where learning experiences guide the integration of learned knowledge, skills, and abilities into a comprehensive clinical reasoning process ensuring readiness for full-time clinical experiences and eventual independent practice as a physical therapist. The final two semesters use two full-time clinical experiences (11-weeks and 14 weeks) to finalize the development of each student into physical therapists capable of managing their own caseload.

Threaded throughout the curriculum are learning experiences that guide students through knowledge acquisition, application,

and synthesis with a focus on individualized mentorship from DPT faculty. A variety of learning activities include individual and group experiences to facilitate student development and achieve program outcomes. The assessment of student learning incorporates cognitive, psychomotor, and affective domains while assisting each student identify their unique needs for growth and development. Under the guidance of DPT faculty, students gain confidence as a clinician while building self-awareness necessary for lifelong professional development.

Year 1

Summer 1	Credits
DRPT 600-Foundations of Physical Therapy	2
DRPT 602-Lifespan Continuum	2
DRPT 604-Clinical Anatomy 1	3
DRPT 606-Tests & Measures	3
DRPT 608-Human Physiology	2
Total	**12**

Fall 1	Credits
DRPT 630-Clinical Examination	4
DRPT 632-Exercise Physiology	3
DRPT 634-Clinical Anatomy 2	2
DRPT 636-Human Biomechanics	3
DRPT 638-Physical Therapy Interventions 1	4
DRPT 640-Medical Diagnostics	1
DRPT 642-Professional Seminar 1	1
Total	**18**

Spring 1	Credits
DRPT 660-Cardiovascular & Pulmonary Practice	3
DRPT 662-Musculoskeletal Practice 1	3
DRPT 664-Neuromuscular Practice 1	3
DRPT 668-Clinical Education	2
DRPT 670-Healthcare Ecosystem	2
DRPT 672-Topics in Physical Therapy 1	1
DRPT 800-Clinical Experience 1	4
Total	**18**

Year 2

Summer 2	Credits
DRPT 700-Human Gross Anatomy	5
DRPT 702-Musculoskeletal Practice 2	3
DRPT 704-Neuromuscular Practice 2	3
DRPT 706-Pediatrics	3
DRPT 710-Physical Therapy Application 1	1
Total	**16**

Fall 2	Credits
DRPT 730-Settings & Environments of Care	2
DRPT 732-Musculoskeletal Practice 3	5
DRPT 734-Neuromuscular Practice 3	5
DRPT 736-Rehabilitation Technology	3
DRPT 738-Physical Therapy Interventions 2	2
DRPT 740-Physical Therapy Application 2	2
DRPT 742-Professional Seminar 2	1
Total	**20**

Spring 2	Credits
DRPT 760-Administration & Management	2
DRPT 762-Vestibular Practice	2
DRPT 764-Professional Engagement	3
DRPT 768-Lifespan Integration	5
DRPT 770-Physical Therapy Application 3	3
DRPT 772-Topics in PT2	1
DRPT 780-Clinical Readiness	4
Total	**20**

Year 3

Summer 3	Credits
DRPT 802-Clinical Experience 2	8
Total	**8**

Fall 3	Credits
DRPT 804-Clinical Experience 3	9
DRPT 810-Licensure Preparation	1
Total	**10**

Course Descriptions

Summer, Year 1

DRPT 600-Foundations of Physical Therapy (2:2:0)
Credit: 2 hours
Introduces the concepts of professionalism within the student and the profession using a broad scoping look at the physical therapy profession including historical, conceptual, legal, and ethical perspectives and how advocacy, evidence and service align with professional values.

DRPT 602-Lifespan Continuum (2:1:1)
Credit: 2 hours
Introduces biopsychosocial influences of a health condition across the lifespan within the context of the International Classification of Functioning, Disability, and Health (ICF). Laboratory deepens understanding of the influences of contextual factors and how to leverage this knowledge in patient management and education.

DRPT 604-Clinical Anatomy 1 (3:2:1)
Credit: 3 hours
Provides foundation for location and function of structures in the musculoskeletal system. Laboratory reinforces didactic knowledge with localization and palpation of the musculoskeletal system.

DRPT 606-Tests & Measures (3:1:2)
Credit: 3 hours
Introduces the theoretical basis of foundational tests and measures used in physical therapy practice across all body systems with an introduction to the documentation of those tests and measures. Laboratory includes the development of the skills needed to execute the tests and measures.

DRPT 608-Human Physiology (2:2:0)
Credit: 2 hours
Explores the normal function of, and relationship between, the musculoskeletal, nervous, cardiopulmonary, vascular, integumentary, lymphatic, endocrine, gastrointestinal, and renal systems. Identifies common conditions and presentations of patients with dysfunction within these systems.

Fall, Year 1

DRPT 630-Clinical Examination (4:2:2)
Credit: 4 hours
Introduces theoretical and applied concepts of physical therapy examination including relevant body systems for persons across the lifespan in preparation for development of physical therapy management plans. Laboratory supports psychomotor and clinical reasoning skill development for clinical examination.

DRPT 632-Exercise Physiology (3:2:1)
Credit: 3 hours
Investigates the scientific basis of exercise response and adaptation of the human body at the cellular, tissue, organ, and systems level. Evidence-based physical activity guidelines and exercise prescription recommendations will be discussed. Laboratory will include application of clinical examination and physical performance measures to inform exercise prescription.

DRPT 634-Clinical Anatomy 2 (2:2:0)
Credit: 2 hours
Deepens anatomical knowledge in various systems in preparation for neuromuscular, cardiovascular and pulmonary, and musculoskeletal clinical practice. Focuses on foundational aspects related to human movement and development.

DRPT 636-Human Biomechanics (3:2:1)
Credit: 3 hours
Investigates the intersection of biomechanical principles in relation to human movement utilizing prior course work to expand kinetic and kinematic knowledge through structured movement analysis and application to function. Laboratory builds on biomechanical concepts and application to human movement.

DRPT 638-Physical Therapy Interventions 1 (4:2:2)
Credit: 4 hours
Fosters development of selection, application and modification of physical therapy interventions including biophysical agents, manual therapy, functional training, integumentary repair and protection, and therapeutic exercise. Laboratory further develops psychomotor and reasoning skills related to focused interventions.

DRPT 640-Medical Diagnostics (1:1:0)
Credit: 1 hours
Provides foundational understanding of the role medical diagnostics has in supporting physical therapy assessment and management including imaging, blood lab values, and genetic/epigenetic testing.

DRPT 642-Professional Seminar 1 (1:1:0)
Credit: 1 hours
Serves to support the professional advancement of the student through engagement with current professional and societal issues influencing the delivery of physical therapy and health of society.

Spring, Year 1

DRPT 660-Cardiovascular & Pulmonary Practice 1 (3:2:1)
Credit: 3 hours
Advances study of the examination, assessment and management of the cardiovascular system across the lifespan. Laboratory applies learned skills to facilitate thorough examination and management and advance clinical reasoning and differential diagnostic skills through cases and simulation.

DRPT 662-Musculoskeletal Practice 1 (3:2:1)
Credit: 3 hours
Advances study of the examination, assessment, and management of the musculoskeletal system across the lifespan while developing clinical reasoning skills necessary for differential diagnosis and management of common conditions primarily utilizing the International Classification of Function, Disability, and Health framework. Laboratory applies learned content to simulated cases and practical scenarios.

DRPT 664-Neuromuscular Practice 1 (3:2:1)
Credit: 3 hours
Advances study of the distinctive characteristics of examination and assessment of the neuromuscular system across the lifespan developing clinical reasoning skills and concepts of differential diagnosis to optimize management planning. Laboratory applies learned content to simulated and real patient scenarios.

DRPT 668-Clinical Education (2:2:0)
Credit: 2 hours
Continues the development of professional skills needed for success in the initial clinical experience including patient education, billing, documentation, communication, interprofessional collaboration, cultural, humility, diversity, equity, and inclusion.

DRPT 670-Healthcare Ecosystem (2:2:0)
Credit: 2 hours
Introduces healthcare delivery systems, regulations and legal requirements to prepare the student for initial clinical experience with review of coding, insurance, healthcare terminology, roles of members of the health care team.

DRPT 672-Topics in Physical Therapy 1 (1:1:0)
Credit: 1 hours
Builds foundation of content knowledge across a variety of content areas related to physical therapist practice including pharmacology and evidence-based practice using a student-paced learning model.

DRPT 800-Clinical Experience 1 (4:1:4)
Credit: 4 hours
First full-time clinical experience in a physical therapy practice setting. Focuses on examination, assessment, and management with an emphasis on application of learned skills, initial clinical reasoning, oral and written communication with stakeholders, and patient education.

Summer, Year 2

DRPT 700-Human Gross Anatomy (5:2:3)
Credit: 5 hours
Builds upon foundational anatomical knowledge through application of clinical concepts to human cadaveric dissection. Laboratory supports integration of didactic and clinical knowledge.

DRPT 702-Musculoskeletal Practice 2 (3:2:1)
Credit: 3 hours
Explores musculoskeletal conditions related to the axial skeleton to enhance knowledge and skills of medical screening, differential diagnosis, and management within the International Classification of Function, Disability, and Health framework. Laboratory provides additional skills for examination and individualized patient management.

DRPT 704-Neuromuscular Practice 2 (3:2:1)
Credit: 3 hours
Investigates common neurologic conditions across the lifespan to develop individualized examination skills for identification of impairments, activity limitations and participation restrictions including diagnosis specific assessments and outcome measures.

DRPT 706-Pediatrics (3:2:1)
Credit: 3 hours
Develops foundational understanding of the needs of the pediatric patient with developmental, medical and orthopaedic dysfunction including key examination needs, specific assessment tools and strategies for habilitation and rehabilitation.

DRPT 710-Physical Therapy Application 1 (1:0:1)
Credit: 1 hours
Applies skills, clinical reasoning and evidence-based practice to simulated and real-patient scenarios across practice patterns and the lifespan to advance ability to practice contemporary physical therapy.

Fall, Year 2

DRPT 730- Settings & Environments of Care (2:1:1)
Credit: 2 hours
Adapts strategies learned for examination, assessment, and management to unique patient, environmental, equipment, and discharge planning needs when working with persons skilled nursing facilities, home health, and other distinctive settings.

DRPT 732- Musculoskeletal Practice 3 (5:2:3)
Credit: 5 hours
Advances the understanding of musculoskeletal health conditions throughout the body to enhance knowledge and skills of medical screening, differential diagnosis, and management within the International Classification of Function, Disability, and Health framework. Laboratory provides additional skills for examination and individualized patient management.

DRPT 734- Neuromuscular Practice 3 (5:2:3)
Credit: 5 hours
Advances clinical practice in persons with neurologic dysfunction across the lifespan with a focus on selection, application and modification of evidence-based interventions using a holistic approach to management of acute and chronic conditions.

DRPT 736-Rehabilitation Technology (3:2:1)
Credit: 3 hours
Utilizes prior knowledge across practice patterns to enhance the ability to select, assess, train and educate stakeholders on orthotics, prosthetics, assistive and adaptive devices for persons across the lifespan.

DRPT 738-Physical Therapy Interventions 2 (2:1:1)
Credit: 2 hours
Fosters development of selection, application, and modification of interventions related to lifestyle management, community integration, falls reduction, mind body methods, sports performance, home exercise planning, and others emerging in contemporary physical therapy practice.

DRPT 740-Physical Therapy Application 2 (0:0:2)
Credit: 2 hours
Laboratory only. Continues to advance the integration of skills, clinical reasoning and evidence-based practice to simulated and real-patient scenarios across practice patterns and the lifespan to optimize contemporary physical therapy practice.

DRPT 742-Professional Seminar 2 (1:0:0)
Credit: 1 hours
Continues the focus from Professional Seminar 1 intending to support the professional advancement of the student through engagement with current professional and societal issues influencing the delivery of physical therapy. Emerging practice areas and challenges will be explored to prepare the student for contemporary and future practice.

Spring, Year 2

DRPT 760-Administration & Management (2:2:0)
Credit: 2 hours
Introduces principles of business management and administration and explores the concept of leadership within the practice of physical therapy.

DRPT 762-Vestibular Practice (2:1:1)
Credit: 2 hours
Provides foundation of understanding for the vestibular system and its impact on movement and recovery across the lifespan for acute and chronic conditions associated with both neurologic and orthopaedic physical therapy practice.

DRPT 764-Professional Engagement (3:3:0)
Credit: 3 hours
Culmination of the professional development series with a focus on skills needed to secure employment and begin development of leadership skills to thrive as an engaged member of the physical therapy professional community.

DRPT 768-Lifespan Integration (5:2:3)
Credit: 5 hours
Prepares the student for management of patients with complex medical histories including those with increased morbidity, challenging contextual factors, and multisystem dysfunction for improved prioritization of examination and management across the lifespan.

DRPT 770-Physical Therapy Application 3 (2:0:2)
Credit: 2 hours
Laboratory only. Culmination of curricular integration of skills, clinical reasoning and evidence-based practice to simulated and real-patient scenarios across practice patterns and the lifespan to optimize contemporary physical therapy practice.

DRPT 772-Topics in Physical Therapy 2 (1:1:0)
Credit: 1 hours
Highlights topics relevant to contemporary physical therapist practice. Novel and emerging practice settings will be reviewed along with opportunities for differentiation as a professional. Utilizes student-paced learning.

DRPT 780-Clinical Readiness (4:0:4)
Credit: 4 hours
Refines and integrates previous coursework into optimized examination, assessment and management of patients across practice patterns and the lifespan incorporating aspects of health, wellness, prevention and other contextual factors.

Summer, Year 3

DRPT 802-Clinical Experience 2 (8:0:8)
Credit: 8 hours
The second full-time clinical experience training in a physical therapy practice setting. Students will apply and integrate patient evaluation, examination, assessment, and interventional skills in a clinical setting under the supervision of clinical instructors to develop entry-level competencies.

Fall, Year 3

DRPT 804-Clinical Experience 3 (9:0:9)
Credit: 9 hours
The third and final full-time clinical experience training in a physical therapy practice setting. Students will apply and integrate patient evaluation, examination, assessment, and interventional skills in a clinical setting under the supervision of clinical instructors to develop entry-level competencies.

DRPT 810- Licensure Preparation (1:1:0)
Credit: 1 hours
Supports and guides the student through development of a study plan and working through practice examinations in preparation for the National Physical Therapy Licensure Examination.

Physician Assistant Practice

Department of Physician Assistant Practice
Campbell University
College of Pharmacy & Health Sciences
Tracey F. Smith Hall
4150 U.S. 421 South
Lillington, NC 27546

Mailing Address
P.O. Box 1090
Buies Creek, NC 27506
Phone: (800) 760-9734, ext. 1210

Academic Program

The Physician Assistant Program at Campbell University delivers a person-centered, clinically practical, evidence-based educational program which will prepare students for the opportunity to enter one of the fastest growing health care professions. Based on the medical model, the Program provides a dynamic, integrated, primary care based curriculum with focus on the medical knowledge and clinical skills necessary for sound medical practice. Students who complete the program will earn a Master of Physician Assistant Practice (MPAP) degree.

Campbell PA Mission

Mission Statement

Built on the tenets of faith, learning, and service, Campbell's PA Program equips servant leaders to practice compassionate, competent, team-based health care.

Campbell PA Vision

The Campbell PA program's vision is to advance our mission and remain a distinctive PA Program with a national reputation for innovative didactic curriculum, mission focused clinical experiences, engaged alumni, and professional advancement opportunities.

Campbell PA Program Values

Campbell's PA program believes in and supports:

- A diverse, inclusive, Christian environment
- Person-centered care
- Holistic care – body, mind and spirit
- Interprofessional education and team-based practice
- Primary care focus with emphasis on the needs of rural and underserved populations
- Evidence-based practice of medicine
- Health equity
- Servant leadership

Program Goals

- Matriculate a diverse student body capable of completing a rigorous didactic and clinical curriculum
- Equip graduates with the knowledge and skills to deliver primary healthcare to a diverse, underserved population
- Offer opportunities that support a culture of faith, learning and service
- Attain PANCE pass rates above the national average
- Attract and support experienced and skilled faculty who deliver a high-quality physician assistant educational experience to students of the program

Accreditation

Please refer to the accreditation information in the introduction section of this academic bulletin for more details or our website: https://cphs.campbell.edu/academic-programs/physician-assistant/.

Admission Policies

The PA Program is committed to selecting applicants who have demonstrated academic success and dedication to patient care. To be an asset to the physician assistant profession, candidates should also possess integrity, compassion, empathy, flexibility, and the ability to multitask. The goals of the admissions process are:

- To understand each applicant as a whole person
- To evaluate the applicant's potential for success in the PA Program
- To assess the candidate's commitment and aptitude as a future practicing physician assistant.

The Campbell PA Program practices a holistic admissions process which is mission-driven and values-based. Application reviews are conducted in a non-biased, consistent manner with consideration given to each applicant's passion, performance, and potential. Campbell PA evaluates academic performance measures, including overall, science, and prerequisites GPA, GRE scores, and GPA of relevant graduate coursework. Mission fit is a high priority and is evaluated through essays, service activities, and interview questions. Campbell PA values diversity in the broadest sense and strives to recruit a diverse student body. Matriculating applicants from diverse backgrounds within each cohort, which in turn contributes to the diversity of providers as well as the PA profession, is also a priority. The following list identifies additional qualities considered in the application review process:

- Campbell University graduate
- First-generation college student
- Military service (veteran or active, including reserves)
- Volunteer service hours
- Life and health care experiences

Admissions Requirements

- Bachelor's degree from a regionally accredited institution in the U.S (must be completed by the end of the spring semester prior to matriculation).
- Required minimum overall and/or last 60 credit hours GPA > 3.2.
- Recommended prerequisites GPA > 3.4
- Recommended GRE scores > 300 within 5 years of application:
  - Analytical > 4.0
- Minimum of 1,000 hours of direct hands-on patient care experience must be completed at the time of submitting application. Hours earned from pharmacy technician, veterinarian technician, or laboratory technician experiences can be used as supplemental hours in addition to the 1,000 hours of direct hands-on patient care experience. Hours obtained for course credit during educational training will not count toward the required 1,000 hours.
- Recommended 20 hours of shadowing a Physician Assistant.
- Three letters of recommendation: – Preference is given to applicants with two of three letters from physicians, PAs or clinical supervisors, and others familiar with the applicant's clinical experience. One academic recommendation is acceptable. Personal recommendations are not acceptable.
- Completion of all prerequisite courses listed below (all grades must be "C" or higher)
- Submission of a supplemental application

Prerequisites

- All prerequisites must be completed no later than December 31 of the year prior to matriculation.
- All prerequisites must be done at a regionally accredited institution in the U.S.
- There is no advanced standing, but AP credit is accepted for psychology, statistic, biology, and chemistry.

- The Program does not accept transfer credit from other Physician Assistant programs.
- All grades "C" or better; when more than one course taken satisfies a prerequisite the highest grade is used in calculation of prerequisite GPA.
- Recommended prerequisite course completion within seven years of application.
- Please note that all prerequisite labs associated with course requirements must be completed in person. Online labs will only be accepted during the COVID clause.

Prerequisite Courses

- One semester of Biology (required for science majors)
- Two semesters of Human Anatomy and Physiology with labs (this may be taken as two combined A & P courses with lab, or one Anatomy course with lab and one Physiology Course)
- One semester of Microbiology with lab
- One semester of Chemistry with lab (required for Science majors)
- One semester of Organic Chemistry or Biochemistry
- One semester of Statistics or Biostatistics
- One semester of Psychology
- One semester of Genetics is recommended

The applicant is responsible for ensuring the timely receipt and updating of all required application documentation. A file will not be reviewed by the Admissions Committee until all application materials have been received by the Admissions Office.

Admissions Process

- Campbell PA program applicants must submit an application through the Central Application Service for Physician Assistants (CASPA) online at www.caspaonline. org. The application cycle opens in late April each year and closes for the Campbell PA Program on September 1.
- Your CASPA application must contain:
- Official GRE scores (code 0406)
- Three letters of recommendation
- A personal statement
- Health care experience hours
- Official transcripts
- For applicants currently enrolled in classes, it is imperative to update newly completed coursework. Follow the instructions for the Academic Update on the CASPA website to update your transcript through CASPA. Final transcripts reflecting a conferred degree must be sent directly to the CPHS Admissions Office.

Supplemental Application

- A supplemental application with the required application fee and passport-sized photograph must be submitted to CPHS. The link to the supplemental application is available online on the CPHS PA program website.
- Failure to complete the required supplemental components of the admissions process will delay the review of the application package until all elements are submitted and received.
- Once a verified CASPA application and a supplemental application have been received, it will be reviewed by the CPHS admissions staff to ensure all criteria are met. If an application meets all admissions criteria, the application will be reviewed by the PA Admissions Committee. The applicant may be scheduled for an interview. Notification of interview will be sent to the applicant via email.
- **Note**: Campbell students and alumni who apply to the PA program, meet the minimum academic and healthcare experience requirements, and who apply by the priority deadline of June 1 will be offered an interview.

Interviews

- The interview is designed as a two-way exchange with the goals of discussing and understanding:
- The Campbell University PA Program
- The physician assistant profession
- Educational background
- Communication skills
- Problem-solving skills
- Leadership skills
- Rural health care needs
- Interprofessional collaboration
- Work and personal experience
- Following the interview process, applicants will be notified of an admissions decision through email and an official decision letter will be mailed. Applicants may be accepted into the program prior to completion of the bachelor's degree or required prerequisite courses. However, all admissions requirements must be met prior to matriculation into the program.
- Accepted students must submit a nonrefundable deposit of $1500 ($1,750 for dual MSPH degree applicants, $1,700 for dual MSCR degree applicants) to the University Bursar's Office, as described in the acceptance letter, to secure a position in the PA Program. Once the student has arrived on campus, the deposit is applied toward the first semester's tuition and fees.
- All accepted students will be required to submit to a criminal background check and substance abuse screening test as needed. Results of these screens which violate policies and procedures of CPHS, Campbell University or one the affiliated institutions may have a negative impact on the candidate's ability to matriculate into the program.
- It should be noted the Admissions Committee continues to review the results of pending coursework, test scores and behavior during the admissions and matriculation process. The Admissions Committee reserves the right to rescind the offer of admission due to poor performance or unprofessional behavior.

International Applicants

International applicants who have completed a bachelor's degree and all prerequisite courses at a regionally accredited institution in the United States are eligible to apply to the program. International applicants may be asked to submit Test of English as a Foreign Language (TOEFL) scores directly to admissions office if English is a second language.

Financial Information

Financial Aid

For information on financial aid availability, please contact the Office of Financial Aid by telephone at (910) 893-1310 or visit the website: http://www.campbell.edu/financial-aid/.

Policies & Procedures

Honor Code

Refer to the General Information section of this Academic Bulletin for the Honor Code. PA students are required to read and sign the Honor Code, attesting they understand the code, they have read and understand the bulletin, and will adhere to the policies. A signed copy of the code will be kept in the student's file.

CPHS student policies that pertain to the PA Program:

The following list of policies can be found in the General Policies section of the CPHS academic bulletin:

- Accommodation
- Anti-Hazing
- Appeals
- Bias Incident Reporting
- Citizenship Status and Experiential Education
- Complaints/Grievances

- Counseling
- Criminal Background Check & Drug Screen
- Early Alerts
- Environmental Health and Safety
- Family Education Rights and Privacy Act (FERPA Financial Aid
- Grade Reports, Records, and Transcripts
- Health Insurance
- Immunization
- Incident Reporting
- Inclement Weather
- Meal Plan
- Parking
- Professional Liability Insurance
- Professional Policy for Student Meetings
- Refunds
- Safety and Emergency Preparedness
- Sexual Harassment
- Social Media
- Student Health
- Student Services
- Technology Devices
- Tuition & Fees
- Withdrawal & Temporary Separation

Advanced Standing and Transfer of Credit

The PA Program does not offer advanced standing or accept transfer of credit for the Master of Physician Assistant Practice degree. All relevant coursework required for graduation must be completed in the Campbell PA Program.

Attendance

Attendance is required at all classes, labs, and examinations. Attendance is a part of class participation and professionalism. Students will receive professionalism deductions for unexcused absences and tardiness. Students are allowed up to 5 days of Excused Time Off (ETO) in clinical year. . See didactic course syllabi and clinical year manual for detailed attendance policies.

Dress Code

- Business attire is appropriate for classroom and examination sessions.
- Men are required to wear shirts and a tie with slacks or khakis.
- Women's skirt or dress length should be to the knee.
- Low cut tops or dresses are not permitted.
- Jeans and flip-flops are not permitted.
- Special jeans days must be approved by the Director of Didactic Education, Director of Experiential Education or the Associate Program Director.
- Hats are not permitted in the classroom
- Clean solid colored scrubs are required for laboratory sessions
- A short white lab coat and name tag are required for all clinical encounters
- Long hair must be secured and pulled back from the face for all clinical encounters and labs.
- Nose, lip, and eyebrow piercings are not permitted in clinical settings
- Perfumes must be kept to a minimum – some individuals may be allergic

Technical Standards for Admission, Academic Progression, & Graduation

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) requires all Physician Assistant (PA) programs to publish technical standards for admission. The following are Campbell PA agreed upon technical standards:

All PA students must possess the intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty. Because these standards describe essential functions that students must demonstrate to meet the requirements of PA education, they are prerequisites for entrance, continuation, promotion, and graduation from the PA program. The use of an intermediary, a person trained to perform essential skills on behalf of the student, is not permitted. The following technical standards are adapted from the Association of American Medical Colleges (AAMC) guidelines.

Before matriculation, accepted students must attest in writing that they have read and are able to meet the program's technical standards. Candidates for admission to and graduation from the Campbell PA Program should possess the following abilities:

Observation

The candidate must be able to observe required demonstrations and experiments in the basic sciences, including but not limited to anatomic dissection, microscopic studies, and patient demonstrations. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision, hearing, and somatic sensation.

Communication

A candidate must be able to speak, to hear, and to observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive non-verbal communication. A candidate must be able to communicate effectively and sensitively with patients. Communication includes not only speech, but also reading and writing in English. The candidate must be able to communicate effectively and efficiently in oral and written form with all members of the health care team.

Motor Abilities

A candidate must have sufficient motor function to carry out basic laboratory techniques; elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers; perform dissection of a human cadaver and have sufficient motor ability to use a microscope. A candidate should be able to perform a complete physical examination (including pelvic and rectal examination) and diagnostic procedures (e.g., venipuncture and basic laboratory tests such as urinalysis).

A candidate must be able to execute motor movements reasonably required to provide general care and emergency treatment to patients. Examples of treatment reasonably required of PAs are cardiopulmonary resuscitation, the administration of intravenous medication, the application of pressure to stop bleeding, the suturing of simple wounds, assisting in surgical operations, and the performance of simple, general obstetrical and gynecological procedures. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch, vision, and hearing.

Intellectual, Conceptual, Integrative, and Quantitative Abilities

Problem solving, the critical skill demanded of PAs, requires that a candidate be able to learn, retrieve, analyze sequence, organize, synthesize and integrate information efficiently, and reason effectively. In addition, a candidate should possess the ability to measure and calculate accurately, perceive three-dimensional relationships and understand the spatial relationships of structures.

Behavioral and Social Attributes

A candidate must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients and their family members, staff, and colleagues. Each candidate must be able to work effectively as a member of a health care team.

Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility and learn to function in the face

of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, collegiality, interest, and motivation are all personal qualities that are assessed during the admission and education processes.

Disclaimer: Accepted students with a disability who believe they may require special accommodations should contact the Director of Disability Services immediately upon accepting the offer of admission, before matriculation, or at the earliest time need arises.

Academic Standards

PA Academic Performance and Standards Committee

The Academic Performance and Standards Committee (APSC) of the Campbell University Physician Assistant program is comprised of the Principal Faculty, Medical Director, Associate Program Director and Program Director (ex-officio).

Prior to the end of the didactic year the APSC convenes to recommend students for advancement to subsequent blocks and to the clinical year; it convenes again prior to the end of the clinical phase to recommend candidates for graduation. The committee will also be convened at any point in the program at the recommendation of a faculty member to discuss a student whose performance is at risk for not meeting standards.

Retention and Promotion Criteria

Students enrolled in the Physician Assistant program are expected to make satisfactory academic progress toward completion of degree requirements. Satisfactory academic progress is defined as successful completion of all required courses and completion of all deficiencies and/or required remediation in the time and manner prescribed by the Physician Assistant program faculty. Students who fail to maintain satisfactory academic progress will be placed on academic probation. Students on academic probation will be advised to participate in academic counseling and/or in a remedial program of study, as determined by the APSC.

Students must maintain a minimum GPA of 2.80 throughout the didactic year (GPA will be calculated and reported to 2 decimal places and will not round.) See below for policies and procedures pertaining to program progression and dismissal.

Grading Scale for Master of Physician Assistant Practice

The following is the grading scales for the MPAP program at CPHS with the assigned quality points:

Grade	Quality of Work	4-Pt. Scale
A	Superior/Excellent	4
B	Above average	3
C	Average	2
F	Failure	0
I	Incomplete	0
IC	Incomplete continued	0
AU	Audit	0
P	Passing (graduate only)	0

Grades of "A, B, C, F, and I" are included in semester hours attempted and will affect the grade point average.

The calculation of final course grades will be based on rounding a score ranging from the number + 0.5 below the number to + .49 above the number to the common whole number (example: a grade of 75 = 74.5 through 75.49; 74 = 73.5 through 74.49). Rounding occurs only for the end-of-course grades.

For grade appeal policy, please reference General Information.

Changes can be made to the transcript within a 12-month period if a professor acknowledges in writing that an error in grade reporting occurred.

Didactic Year Remediation

With maintenance of the required standards, students will achieve unimpeded progression through the didactic year.

The following policies pertain to students who have academic difficulty.

1. **Didactic Exam and Clinical Skills Remediation**
   In the didactic curriculum, 70% is a passing score. An exam or course component failure with a grade of less than 70% in any course will result in a required remediation exercise. The grade earned on the initial exam will be the grade used to calculate the final course grade. Failure to successfully remediate an exam or course component failure will result in automatic course failure and placement on academic probation. In addition, following any exam or course component failure, the program may require any or all of the following interventions, or others, as appropriate:
   1. The student may be required to meet with an Academic Success Team (which may include the Faculty Advisor, Course Coordinator, the Director of Didactic Education, the Director of Student Affairs, and/ or Program Director) to discuss exam performance.
   2. The student may be placed on academic probation.
   3. The student may be required to complete a Learning Contract.
2. **Didactic Course Failure and Remediation**
   A student who receives a cumulative final grade in a course of less than 70% will initially receive a course failure and be placed on academic probation for the remainder of the Program.
   1. Students must successfully remediate any course failure prior to progression to subsequent blocks. Failure to successfully remediate the course in the prescribed manner and prior to the start of the next block will result in dismissal from the program. Remediation time frame and requirements are at the discretion of the course coordinator/APSC. If all remediation requirements are met and remediation of the course is completed successfully, the course grade will be advanced to 70% and the student will receive a final letter grade of C on transcript.
   2. Should a student receive a final cumulative grade of less than 70% in a didactic course while on probation for a previous course failure, it will not be remediable and will result in a recommendation to the APSC for dismissal from the Program.

Clinical Year Remediation

With maintenance of the required standards, students will achieve unimpeded progression through the clinical year. The following policies pertain to students who have academic difficulty.

End-of-Rotation Exam Remediation

The final grade for clinical rotations is a combination of end-of-rotation (EOR) exam grades, preceptor evaluation, written assignments, and the professionalism evaluation, as outlined in the course syllabus. Failure of any EOR exam, with a score of less than 65%, must be successfully remediated with a written exam and a remediation assignment. The grade earned on the initial EOR exam will be the grade used to calculate the final course grade. If a student does not successfully remediate a failed EOR exam, s/he will fail the rotation/course and be placed on academic probation. Failure of the course results in deceleration, delayed graduation, and additional tuition and fees.

Students have the opportunity to remediate one failed EOR exam, without being placed on academic probation. Failure of a second EOR exam will result in academic probation and evaluation by the PA Academic Performance & Standards Committee. The committee will review each student's overall academic performance on an individual basis to determine whether deceleration with delayed graduation is in the student's best interest.

Failure of a third EOR exam will result in the student being evaluated by the PA Academic Performance & Standards Committee. The committee will review the student's overall academic performance to determine whether, and under what conditions, the student may continue in the program.

Preceptor Evaluation Remediation

Clinical preceptor grades are an integral part of assessment of clinical year students. Clinical year students who receive a failing grade from a preceptor on any rotation may be placed on probation, after review of the situation by the Academic Performance and Standards Committee (APSC). If failure by the preceptor is upheld by the APSC, the student will receive a failure for the rotation.

Students who receive a failing grade from a second preceptor evaluation will again be brought before the APSC. The APSC will evaluate the specific circumstances of each preceptor evaluation.

If the APSC decides that the evaluations are evidence that the student is unprepared for the rigors of clinical practice, the student may be dismissed from the program.

Professionalism Rubric Remediation

If a student receives less than 70% on the professionalism rubric for any given rotation, they will be placed on academic warning and will need to meet with their academic advisor and Director of Experiential Education.

If a student receives less than 70% on the professionalism rubric on a second rotation, they will be referred to the Academic Performance and Standards Committee for confirmation of academic probation.

Clinical Course Remediation

Failure of a clinical rotation with a grade of less than 70% requires repeating the rotation and the student will be placed on academic probation. Mandatory repeating of the clinical rotation will result in delay of graduation from the program. The student will incur additional tuition costs for the repeat rotation.

Note: Failure of a second course at any point in the program is not remediable and will result in a recommendation to the APSC for dismissal from the Program.

Remediation Records

A record of all student remediation exercises will be kept in the student's file. A record of remediation for each semester is kept in a flow sheet in the program files.

Program Progression

Didactic Year Progression

A student may progress through the didactic year unimpeded with successful course completion. A student may not progress to the subsequent block without successful remediation of failed assessments and/or a failed course. Failure to remediate a course successfully will result in recommended Program dismissal to the APSC.

Advancement to the Clinical Year

Advancement to the clinical year requires faculty approval and attainment of the following requirements:

1. Successful completion of all didactic year courses,
2. Maintenance of a 2.80 (GPA will be calculated and reported to 2 decimal places and will not round) or greater overall GPA at the end of block 5,
3. Successful completion of the didactic year summative evaluations,
4. Completion of required 25 service-learning hours,
5. Participation in all required Campbell University interprofessional education (IPE) events, and
6. Demonstration of appropriate professional attitudes and behaviors.

If a student does not meet all of the above requirements, he/she may not be allowed to progress to clinical year. The APSC will meet to review student progress. If the APSC decides that the unmet requirements are evidence that the student is unprepared for the rigors of clinical practice, the student may be dismissed from the program.

Clinical Year Progression

A student may progress through the clinical year unimpeded with successfully met academic standards and rotation completion.

Academic Probation

Failure to make satisfactory academic progress will result in academic probation. A student will be placed on academic probation for:

1. Failure to successfully remediate an exam in which he or she received a grade of less than 70% in the didactic year or 65% in the clinical year
2. Failure of four exams during the didactic year
3. Failure of two EOR exams in the clinical year
4. Failure of one course with a grade of less than 70%
5. Failure to maintain a cumulative GPA of 2.80 at the conclusion of blocks 1, 3, and 4.
6. Failure to demonstrate appropriate professional attitudes and behaviors

The APSC will make specific recommendations regarding parameters of student's academic probation. Students who are placed on Academic Probation during the didactic year due to GPA or exam failures will remain on probation for a minimum of one block. Students placed on academic probation due to a course failure will remain on academic probation for the remainder of the program. Students on academic probation must comply with all requirements as directed by the APSC. Failure to meet these requirements may result in dismissal from the Program.

PA Program Dismissal

Students may be dismissed from the Physician Assistant program for the following:

1. Failure to successfully remediate a course failure, in which the student received a grade of less than 70% or
2. Failure of a course while on academic probation for a previous course failure
3. Failure to maintain a 2.80 GPA (GPA will be calculated and reported to 2 decimal places and will not round) at the conclusion of blocks 2 and 5 in the didactic year.
4. Failure to meet satisfactory academic and/or professional progression in the program as determined by the APSC
5. Repeated professionalism infractions at the recommendation of the APSC.
6. Observed behaviors/conduct that would preclude professional licensure.

Students who are dismissed from the program have three (3) business days to appeal the decision to the associate dean for health sciences. The associate dean will review the case within seven (7) business days and deliver a decision. The decision of the associate dean for health sciences is final.

Please see the General College Information for the acceptable appeals process.

Graduation Requirements

Recommendation for graduation requires faculty approval and attainment of the following requirements:

1. Successful completion of all courses, requirements, and remediation,

2. Successful completion of the Campbell PA program PANCE board review seminar, and
3. Successful completion of all summative clinical year evaluations.

Program Deceleration Policy

Program deceleration will be determined on a case-by-case basis at the discretion of the APSC. Any alteration in the normal curriculum progression may affect a student's financial aid status or qualification for education-based financial aid. For specific counseling and advice, students should contact the College's Office of Academic Affairs and the University's Office of Financial Aid.

Time to Complete the Program

Students have up to 150% of the total normal program length or 3 years to complete the PA Program. Approved medical leave and academic deficiencies count toward the total time clock.

Graduation after Deceleration

PA Students who decelerate will be able to walk at the next eligible graduation ceremony after completion of their outstanding requirements.

Master of Physician Assistant Practice candidates who are on track to complete the PA program in July or August, who are in good academic standing and missing no more than fifteen (15) credit hours (in addition to remaining portion of MPAP 613, Senior Seminar) of meeting all requirements to graduate with a Master of Physician Assistant Practice degree can file a "Request to participate in the May Commencement." Students with more than fifteen (15) credit hours remaining (in addition to the MPAP 613, Senior Seminar) at the May ceremony can participate in the next University graduation cycle. Forms requesting participation in the May CPHS ceremony are available in the CPHS office of Academic Affairs. Candidates applying for this exemption must also submit an Application for Graduation through the Registrar's office. If approved, the candidate will be allowed to participate in only one Commencement program for the degree in question. Candidates participating under this special exemption will not receive a diploma or Certificate of Graduation until all program requirements have been met. They must submit a new application for graduation for the term in which the degree will actually be conferred. In addition, students participating also must understand that participating in graduation does not infer that they have met all the requirements for degree conferral. A student participating under this exemption in the May ceremony would not be eligible for certification by the NCCPA until all program requirements have been met and approved by the Office of Academic Affairs and Registrar's office.

All academic, clinical, and remedial work must be completed within three years of matriculating in the PA program. Students who have outstanding work after three years may reapply for admission.

Employment while in the Program

1. Outside employment during the didactic or clinical phases of the PA program is strongly discouraged.
2. Required program activities cannot be altered by outside activities. Outside obligations cannot impede class attendance or completion of assignments or program requirements.
3. Students are not permitted to perform any clerical, administrative, or physical work for the PA program or be employed as a graduate assistant.
4. Students must not substitute for faculty or staff by performing any administrative, clerical, or clinical duties while on supervised clinical educational rotations.

Medical Leave-of-Absence

Students who require a medical leave-of-absence must inform the program director and contact the CPHS Director of Student Affairs.

Each case will be considered on an individual basis. A plan for deceleration, remediation, or withdrawal will be developed in discussion with the associate dean for admissions and student affairs. Student withdrawal will follow the "Withdrawal" protocol in the general section of this bulletin.

Students returning after a medical leave-of-absence must obtain a medical clearance letter prior to returning to the program.

Curriculum

The Campbell PA program is 24 months in length. The graduate degree program consists of 12 months of didactic education and 12 months of supervised clinical experiential education. Upon successful completion of the program, graduates will receive the Master of Physician Assistant Practice (MPAP) degree. The program starts in July, with graduation after six continuous semesters of training.

All didactic courses are held on the health sciences campus in Lillington, NC.

The Campbell PA program is a competency-based graduate medical education curriculum based on the medical model. The sequence of courses is designed to be fully integrated, vertically and horizontally. Basic foundational concepts are aligned with systems-based courses including clinical medicine, clinical skills, and pharmacotherapeutics, as well as more specialized courses such as emergency medicine and surgery. The development of critical thinking skills and hands-on competencies are integral to the curriculum. Clinical simulations and early experiential opportunities complement the curriculum throughout the didactic and clinical years. Assessment of students in the first year is by written examinations, performance on practical examinations and simulation exercises, and participation in small group activities as well as final summative exams.

All students complete all didactic elements in the program at the same time. All students must complete all required clinical experiences. The only elective study available in this curriculum is in the second year when students may undertake supervised clinical experiences in two four-week rotations of their choosing.

Curriculum design and operationalization is guided by the standards of accreditation for physician assistant education, as published by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The ARC-PA accreditation standards describe the required curricular components and required supervised clinical experiences for a program to receive accreditation. The curriculum described was designed to meet these accreditation requirements.

Clinical Education

Clinical rotations in the second year consist of four-week supervised clerkship experiences in the major disciplines and two clinical electives. Evaluation of clinical-year students includes a preceptor assessment of performance, and student performance on written examinations or presentations given at the end of each required clinical rotation. There are final summative assessments at the conclusion of the clinical year which are required for graduation.

Didactic Courses

Block 1 Courses	Credit Hours
MPAP 531 – Anatomy & Physiology	4
MPAP 535 – Foundations of Health & Disease	1
MPAP 504 – Clinical Medicine I	3
MPAP 522 – Clinical Skills I (History & Physical)	3
MPAP 515 – Pharmacotherapeutics I	1
Total	**12**

Block 2 Courses	Credit Hours
MPAP 505 – Clinical Medicine II	3
MPAP 523 – Clinical Skills II	4
MPAP 516 – Pharmacotherapeutics II	2
MPAP 503 – Behavioral Medicine	2
MPAP 536 – Foundations of Health & Disease	1
Total	**12**

Block 3 Courses	Credit Hours
MPAP 506 – Clinical Medicine III	3
MPAP 537 – Foundations of Health & Disease	1
MPAP 519 – Health Policy	1
MPAP 517 – Pharmacotherapeutics II	1
MPAP 521 – Surgery	3
MPAP 524 – Clinical Skills III	3
Total	**12**

Block 4 Courses	Credit Hours
MPAP 526 – Clinical Medicine IV	3
MPAP 538 – Foundations of Health & Disease	1
MPAP 509 – Evidence – Based Medicine	1
MPAP 514 – Orthopaedics	2
MPAP 527 – Pharmacotherapeutics IV	2
MPAP 525 – Clinical Skills IV	3
Total	**12**

Block 5 Courses	Credit Hours
MPAP 528 – Clinical Medicine V	4
MPAP 539 – Foundations of Health & Disease	1
MPAP 530 – Pharmacotherapeutics V	1
MPAP 510 – Emergency Medicine	3
MPAP 529 – Clinical Skills V	3
Total	**12**

Clinical Rotations

Courses	Credit Hours
MPAP 601 – Emergency Medicine	5
MPAP 602 – Family Practice	5
MPAP 603 – Internal Medicine	5
MPAP 604 – Surgery	5
MPAP 605 – Pediatrics	5
MPAP 606 – Psychiatry	5
MPAP 607 – Women's Health	5
MPAP 608 – Primary Care	5
MPAP 611 – Elective 1	5
MPAP 612 – Elective 2	5
MPAP 613 – Senior Seminar	5
MPAP 614 – Contextualizing Health & Healthcare	5

Clinical Affiliation

There are numerous clinical affiliations for PA students to complete their supervised clinical training. Students will be notified of their clinical training sites during the spring/summer semester of the didactic year.

Clinical Rotations at Distant Sites

While many clinical educational rotations are in Harnett and surrounding counties, it may be necessary for the program to arrange some rotations at distant sites. Every effort will be made to arrange clinical rotations that are within a 90-minute drive time from campus, or from a student's home, for those who are North Carolina residents.

Course Descriptions

Didactic Courses

MPAP 531 – Human Anatomy & Physiology
Credit: 4 hours
This one semester clinical anatomy and physiology course prepares the student for clinical practice with an understanding of functional human anatomy and physiology and its application to clinical practice. The course consists of a series of lectures, labs; the anatomy content is supported by experience in the cadaver lab and state-of-the-art technology. The lecture and lab sections are organized in an organ system approach with clinical correlation.

MPAP 503 – Behavioral Medicine
Credit: 2 hours
This course is an introduction to psychosocial disorders and behaviors. Led by experienced clinicians, clinical reasoning exercises include small-group clinical case study discussions which are utilized to develop problem-solving skills. Standardized patients and/or objective structured clinical examinations prepare the student for clinical patient interactions.

MPAP 504 – Clinical Medicine I
Credit: 3 hours
This is the first of five didactic clinical medicine courses presented in the first year. The course concentrates on the etiology, pathophysiology, clinical presentation, diagnosis, treatment, and prevention of disease; organized into an organ system approach. This first course will cover preventive medicine and nutrition, infectious diseases and dermatology. The course is presented in lecture format taught by physicians and physician assistants.

MPAP 505 – Clinical Medicine II
Credit: 3 hours
This is the second of five didactic clinical medicine courses presented in the first year. The course will concentrate on the etiology, pathophysiology, clinical presentation, diagnosis, treatment, and prevention of disease; organized into an organ system approach, this second course will cover cardiology, pulmonology, and HEENT. The course is presented in lecture format taught by affiliated physicians and physician assistants.

MPAP 506 – Clinical Medicine III
Credit: 3 hours
This is the third didactic clinical medicine course presented in the first year. The course will concentrate on the etiology, pathophysiology, clinical presentation, diagnosis, treatment, and prevention of disease; organized in a life-cycle approach, covering hematology/ oncology, gastroenterology and nephrology. The course is presented in lecture format taught by affiliated physicians and physician assistants.

MPAP 526 – Clinical Medicine IV
Credit: 3 hours
This is the fourth didactic clinical medicine course presented in the first year. The course will concentrate on the etiology, pathophysiology, clinical presentation, diagnosis, treatment, and prevention of disease; covering endocrinology, rheumatology and reproductive health. The course is presented in lecture format taught by affiliated physicians and physician assistants.

MPAP 528 – Clinical Medicine V
Credit: 4 hours
This is the fifth didactic clinical medicine course presented in the first year. The course will concentrate on the etiology, pathophysiology, clinical presentation, diagnosis, treatment, and prevention of disease; covering neurology, psychiatric medicine, pediatrics and geriatrics. The course is presented in lecture format taught by affiliated physicians and physician assistants.

MPAP 509 – Evidence-Based Medicine
Credit: 1 hour
This course is an introduction to the principles and practice of Evidence-based Medicine (EBM). Evidence based-medicine provides tools to assist clinicians to make accurate diagnoses and select optimal treatment for their patients. This course will review statistical concepts, the epidemiologic basis for clinical research, and research ethics, and will teach students to formulate clinical questions, search and critically appraise the medical literature, and incorporate best evidence into their practice. The course content is presented in lecture format with small group discussions.

MPAP 510 – Emergency Medicine
Credit: 3 hours
This course will focus on the management of patients with emergency medical and surgical conditions requiring evaluation and treatment. Presented in lecture format, with small group case discussion sessions, the student

will learn to recognize those patients with life-threatening disorders. Triage, stabilization, diagnostic and therapeutic procedures, and specialty consultation will be covered. As adjunctive material and in preparation for clinical year studies students will take the BLS and ACLS certification courses prior to starting the clinical year rotations. Clinical simulation in the simulation lab prepares students for emergent patient care.

MPAP 522 – Clinical Skills I (History & Physical Examination)
Credit: 3 hours
History and Physical Examination introduces the student to the art of acquiring a patient history and performing the physical examination using lecture and laboratory, and small group formats. The small group labs will allow the student to learn history and physical skill, after they are demonstrated by the faculty. Simulated patient encounters will provide the student with the opportunity to practice their clinical skills. At the conclusion of each lab students will perform a case-based clinical scenario exercise with their lab partner and receive faculty feedback on their performance. A summative physical exam will be performed and graded.

MPAP 514 – Orthopaedics
Credit: 2 hours
This course presents the student with an overview of the discipline of orthopedics. Presented in lecture and laboratory format, this course covers the basics of musculoskeletal medicine. Several procedural seminars dedicated to musculoskeletal physical examination skills, casting and splinting, and interpretation of skeletal radiographs are included. The course will cover musculoskeletal disorders of all age groups. Special emphasis will be directed to office and emergency orthopedics as seen in primary care.

MPAP 515 – Pharmacotherapeutics I
Credit: 1 hour
This course is the introductory section of a five course pharmacotherapeutics curriculum. This first section will introduce the student to the basic principles of pharmacodynamics, pharmacokinetics, drug metabolism, drug interactions, and adverse reactions. The student will also be introduced to the drug reference resources. Drugs will be introduced in conjunction with the clinical medicine units that are taught this semester. Presented in lecture format with interactive sessions, this unit will provide the student with the pharmacotherapeutic principles needed for clinical practice. The course is taught by experienced faculty from the Department of Pharmacy Practice.

MPAP 516 – Pharmacotherapeutics II
Credit: 2 hours
This is the second of five pharmacotherapeutics courses. The course will concentrate on therapeutic applications of drugs for various organ systems integrated with the clinical medicine units being taught during this semester. Presented in lecture format augmented by clinical case presentations discussed in small group sessions. The course is taught by experienced faculty from the Department of Pharmacy Practice.

MPAP 517 – Pharmacotherapeutics III
Credit: 1 hour
This is the third Pharmacotherapeutics course. The course will concentrate on therapeutic applications of drugs for various organ systems integrated with the clinical medicine units being taught during this semester. Presented in lecture format augmented by clinical case presentations discussed in small group sessions. The course is taught by experienced faculty from the Department of Pharmacy Practice.

MPAP 527 – Pharmacotherapeutics IV
Credit: 2 hours
This is the fourth pharmacotherapeutics course. The course will concentrate on therapeutic applications of drugs for various organ systems integrated with the clinical medicine units being taught during this semester. Presented in lecture format augmented by clinical case presentations discussed in small group sessions. The course is taught by experienced faculty from the Department of Pharmacy Practice.

MPAP 530 – Pharmacotherapeutics V
Credit: 1 hour
This is the fifth pharmacotherapeutics course. The course will concentrate on therapeutic applications of drugs for various organ systems integrated with the clinical medicine units being taught during this semester. Presented in lecture format augmented by clinical case presentations discussed in small group sessions. The course is taught by experienced faculty from the Department of Pharmacy Practice.

MPAP 519 – Health Policy & Professional Practice
Credit: 1 hour
This course introduces the student to the issues of physician assistant professional practice including PA history, state laws and rules, certification, licensure, DEA regulation, and malpractice insurance. The course also presents topics diversity, health equity, and inclusive practice, in healthcare delivery systems, quality improvement, health policy, medical ethics, patient safety, healthcare reform, the patient-centered medical home, population health, public health, cultural competence, and healthcare disparities. The course will explore coding and reimbursement. The student will also have the opportunity to be exposed to the other members of the healthcare team in an interprofessional seminar.

MPAP 521 – Surgery
Credit: 3 hours
This course, presented in lecture format with weekly lab sessions, is designed to introduce the student to the fundamentals of surgical practice. Lectures will cover surgical principles and common surgical conditions. The student will learn basic clinical procedures including sterile procedure, anesthesia, suturing, and common office procedures. Pre-operative and post-operative patient care is presented.

MPAP 523 – Clinical Skills II
Credit: 4 hours
This course is the second in a sequence of five courses presented in the first year. The course is designed to develop the clinical skills necessary for practice as a physician assistant in primary care. This course will enhance the knowledge and skills relevant to obtaining a medical history, conducting a physical examination, formulating a differential diagnosis and initial management plan, and presenting a case in a professional setting. The focus of this course is to introduce critical thinking skills as well as procedural skills required in physician assistant practice. Topics included in this course are closely aligned with the block's clinical medicine unit. Each topic is presented in a variety of formats including small-group clinical case studies, Standardized Patients (SPs) and/or Objective Structured Clinical Examinations (OSCEs) and clinical simulations. Systems-based diagnostic imaging and laboratory medicine concepts are included in lecture and lab format. In addition, practice in selection and interpretation of routine diagnostics is incorporated throughout this course. Students will complete field assignments assessing patients and submitting the appropriate written documentation.

MPAP 524 – Clinical Skills III
Credit: 3 hours
This course is the third in a sequence of five courses presented in the first year. The course is designed to develop the clinical skills necessary for practice as a physician assistant in primary care. This course will enhance the knowledge and skills relevant to obtaining a medical history, conducting a physical examination, formulating a differential diagnosis and initial management plan and presenting a case in a professional setting. The focus of this course is to introduce critical thinking skills as well

as procedural skills required in physician assistant practice. Topics included in this course are closely aligned with the block's clinical medicine unit. Each topic is presented in a variety of formats including small-group clinical case studies, Standardized Patients (SPs) and/or Objective Structured Clinical Examinations (OSCEs) and clinical simulations. Systems-based diagnostic imaging and laboratory medicine concepts are included in lecture and lab format. In addition, practice in selection and interpretation of routine diagnostics is incorporated throughout this course. Students will complete field assignments assessing patients and submitting the appropriate written documentation.

MPAP 525 – Clinical Skills IV
Credit: 3 hours
This course is the fourth in a sequence of five courses presented in the first year. The course is designed to develop the clinical skills necessary for practice as a physician assistant in primary care. This course will enhance the knowledge and skills relevant to obtaining a medical history, conducting a physical examination, formulating a differential diagnosis and initial management plan, and presenting a case in a professional setting. The focus of this course is to introduce critical thinking skills as well as procedural skills required in physician assistant practice. Topics included in this course are closely aligned with the block's clinical medicine unit. Each topic is presented in a variety of formats including small-group clinical case studies, Standardized Patients (SPs) and/or Objective Structured Clinical Examinations (OSCEs) and clinical simulations. Systems-based diagnostic imaging and laboratory medicine concepts are included in lecture and lab format. In addition, practice in selection and interpretation of routine diagnostics is incorporated throughout this course. Students will complete field assignments assessing patients and submitting the appropriate written documentation.

MPAP 529 – Clinical Skills V
Credit: 3 hours
This course is the last in the sequence of five courses presented in the first year. The course is designed to develop the clinical skills necessary for practice as a physician assistant in primary care. This course will enhance the knowledge and skills relevant to obtaining a medical history, conducting a physical examination, formulating a differential diagnosis and initial management plan, and presenting a case in a professional setting. The focus of this course is to introduce critical thinking skills as well as procedural skills required in physician assistant practice. Topics included in this course are closely aligned with the block's clinical medicine unit. Each topic is presented in a variety of formats including small-group clinical case studies, Standardized Patients (SPs) and/or Objective Structured Clinical Examinations (OSCEs) and clinical simulations. Systems-based diagnostic imaging and laboratory medicine concepts are included in lecture and lab format. In addition, practice in selection and interpretation of routine diagnostics is incorporated throughout this course. Students will complete field assignments assessing patients and submitting the appropriate written documentation.

MPAP 535: Foundations of Heath & Disease I
Credit: 1 hour
Foundations of Health and Disease-I is the first of five Foundation courses presented in the first year. This course covers important foundational and review content for organ system and disease-specific conditions: anatomy and physiology, approach to the patient, the pathophysiologic basis of disease, genetic basis of disease and diversity & inclusion. The content is horizontally and vertically integrated into the curriculum to align with content taught in the clinical sciences.

MPAP 536: Foundations of Heath & Disease II
Credit: 1 hour
Foundations of Health and Disease-II is the second of five Foundation courses presented in the first year. This course covers important foundational and review content for organ system and disease-specific conditions: anatomy and physiology, approach to the patient, the pathophysiologic basis of disease, genetic basis of disease and diversity & inclusion. The content is horizontally and vertically integrated into the curriculum to align with content taught in the clinical sciences.

MPAP 537: Foundations of Heath & Disease III
Credit: 1 hour
Foundations of Health and Disease-III is the third of five Foundation courses presented in the first year. This course covers important foundational and review content for organ system and disease-specific conditions: anatomy and physiology, approach to the patient, pathophysiologic basis of disease, genetic basis of disease and diversity & inclusion. The content is horizontally and vertically integrated into the curriculum to align with content taught in the clinical sciences.

MPAP 538: Foundations of Heath & Disease IV
Credit: 1 hour
Foundations of Health and Disease-IV is the fourth of five Foundation courses presented in the first year. This course covers important foundational and review content for organ system and disease-specific conditions: anatomy and physiology, approach to the patient, pathophysiologic basis of disease, genetic basis of disease and diversity & inclusion. The content is horizontally and vertically integrated into the curriculum to align with content taught in the clinical sciences.

MPAP 539: Foundations of Heath & Disease V
Credit: 1 hour
Foundations of Health and Disease-V is the last of five Foundation courses presented in the first year. This course covers important foundational and review content for organ system and disease-specific conditions: anatomy and physiology, approach to the patient, pathophysiologic basis of disease, genetic basis of disease and diversity & inclusion. The content is horizontally and vertically integrated into the curriculum to align with content taught in the clinical sciences.

Clinical Courses

MPAP 601 – Emergency Medicine
Credit: 5 hours
This 4-week rotation is located at one of our affiliated Emergency Departments. Students will participate in all aspects of emergency medical care. The student will interview, evaluate and examine patients presenting to the Emergency Department. Students will present all patients cared for to the precepting clinician. Emergency procedures and treatment will be guided by the clinical preceptor. Patient encounters must be logged with the PA program. Students will be graded on preceptor evaluations and final examination.

MPAP 602 – Family Medicine
Credit: 5 hours
This 4-week rotation introduces the student to the basics of family medicine. The student will participate in all aspects of care for patients of all ages. The student will interview, examine, and treat patients under the direction of the preceptor. Special emphasis is placed upon patient education, prevention, and health maintenance.

MPAP 603 – Internal Medicine
Credit: 5 hours
This 4-week rotation gives the student the opportunity to apply medical interventions for internal medicine patients in the inpatient setting. Under the direction a preceptor the student will analyze the patient chart, monitor the patient's progress, perform history and physicals, and plan therapeutic interventions. In the inpatient setting the student will round with the inpatient team. The student will learn to order specialty tests, write orders, and request specialty

consultation. They will also gain an appreciation for discharge planning and disposition regarding home care and follow up.

MPAP 604 – Surgery
Credit: 5 hours
This 4-week rotation is located at one of our affiliated general surgical units/practices. The student will learn pre-op, intra-operative, and post-operative patient care. The student will scrub into surgical cases and assist the surgeon as indicated. The student will participate in the management of the surgical inpatient, and assist with discharge planning. The student may be assigned to an on-call team and respond to emergency in the ED and OR with the team.

MPAP 605 – Pediatrics
Credit: 5 hours
This 4-week rotation will expose the student to the clinical practice of pediatric medicine. Rotations will be at an affiliated inpatient or outpatient practice. Students will care for infants, children and adolescents. Duties will include routine health maintenance, physical exams, acute care, and patient education. The student will recognize normal development and appreciate common abnormalities of growth and development. Students will become familiar with the evaluation and treatment of common pediatric disorders. Emphasis will be on preventive care and family dynamics.

MPAP 606 – Psychiatry
Credit: 5 hours
This 4-week rotation enables students to see patients in either outpatient or inpatient mental health facilities. The student will develop skill counseling patients with psychiatric and psychosocial disorders. Under the direction of the preceptor the student will become familiar with the use of psychotropic therapeutics. Students will learn to identify and refer "at-risk" patients.

MPAP 607 – Women's Health
Credit: 5 hours
This 4-week rotation in women's health provides the student with an opportunity to gain experience in common gynecological conditions. The student will learn about screening for breast and gynecologic cancers, normal and abnormal menstrual patterns, infectious diseases, and family planning. The student will participate in providing routine prenatal and postnatal care. The student may also have the opportunity to assist in GYN surgeries and with labor & delivery.

MPAP 608 – Primary Care
Credit: 5 hours
This 4-week rotation introduces the student to the basics of outpatient primary care medicine. The student may rotate in an internal medicine office, family practice, inpatient internal medicine group, geriatrics, inpatient pediatrics, or urgent care. The student will interview, examine, and treat patients under the direction of the preceptor. Special emphasis is placed upon patient education, prevention, and health maintenance.

MPAP 611 – Elective I
Credit: 5 hours
The student is given the option of electing 2 rotations of their choice. They may be medical and/or surgical electives. It is proposed to select electives that will fulfill the student's clinical interests and add to their experience preparing for the job market.

MPAP 612 – Elective II
Credit: 5 hours
The student is given the option of electing 2 rotations of their choice. They may be medical and/or surgical electives. It is proposed to select electives that will fulfill the student's clinical interests and add to their experience preparing for the job market.

MPAP 613 – Senior Seminar
Credit: 5 hours
This 5 credit hour seminar concludes professional practice training following completion of supervised clinical practice experiences (SCPEs). The seminar is required in order to successfully complete the clinical year. Seminar contents include a PANCE preparation course and practice examination; a self-assessment examination; summative clinical practical skills evaluations; a summative written examination, completion of a professionalism self-evaluation, and lecture and seminar content designed to prepare the graduating physician assistant for professional practice.

MPAP 614 – Contextualizing Health & Healthcare
Credit: 5 hours
This 4-week course in the clinical year builds upon evidence-based medicine and foundational primary care principles taught in the didactic curriculum. Using a hybrid learning teaching strategy, this course will educate students on how to integrate community-oriented primary care, the principles of patient-centered medicine, including the social determinants of health, and evidence-based medicine to determine the most appropriate treatment plan for their patients. This course is specifically designed to highlight the intersections of public health and the provision of healthcare.

Competencies for Graduates

In preparation for certification and professional practice as a Physician Assistant, the PA student must graduate from a competency-based, entry-level, and accredited PA program. Informed by the PA profession competencies developed in collaboration with the four national PA organizations and guided by the Standards for Physician Assistant Education as set forth by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), the Campbell PA Program has adopted the following set of competencies which must be attained by each student by the time of program completion.

1. Knowledge for Practice (KP)

Demonstrate knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. Campbell PA graduates should be able to:

KP1 – Identify signs & symptoms associated with commonly presenting disorders

KP2 – Apply clinical reasoning and problem-solving abilities to develop a differential diagnosis for commonly presenting complaints

KP3 – Order and interpret high-value laboratory and diagnostic tests based on patient-specific factors

KP4 – Appropriately and safely utilize clinical and therapeutic interventions

KP5 – Perform common clinical and technical skills

2. Interpersonal and Communication Skills (ICS)

Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. Campbell PA graduates should be able to:

ICS1 – Utilize effective communication skills with patients and families.

ICS2 – Deliver a concise, organized oral patient presentation

ICS3 – Record accurate and appropriately formatted medical documentation

3. Person-centered Care (PCC)

Provide person-centered care that includes patient- and setting-specific assessment, evaluation, and management and health care that is evidence-based,

supports patient safety, and advances health equity. Campbell PA graduates should be able to:

PCC1 – Practice a holistic approach to patient care

PCC2 – Obtain both a comprehensive and problem-focused history

PCC3 – Perform both a problem-focused and comprehensive physical exam

PCC4 – Develop a person-centered treatment plan, taking the patient context into consideration

4. Interprofessional Collaborative Practice (IPCP)

Demonstrate the ability to engage with a variety of other health care professionals in a manner that optimizes safe, effective, person- and population-centered care. Campbell PA graduates should be able to:

IPCP1 – Identify appropriate referrals and community resources to meet patients' social and medical needs

IPCP2 – Develop and engage in collaborative interprofessional relationships within the healthcare team

5. Professionalism and Ethics (PE)

Demonstrate a commitment to practicing medicine in ethically and legally appropriate ways and emphasizing professional maturity and accountability for delivering safe and quality care to patients and populations. Campbell PA graduates should be able to:

PE1 – Demonstrate awareness of appropriate professional behavior and insight regarding clinical practice limitations

PE2 – Practice cultural humility with patients and interprofessional team members

PE3 – Develop personal wellness and self-care patterns that support the provision of quality patient care

PE4 – Implement servant leadership practices and principles

PE5 – Advocate for the PA profession

6. Practice-based Learning and Quality Improvement (PBLQI)

Demonstrate the ability to learn and implement quality improvement practices by engaging in critical analysis of one's own practice experience, the medical literature, and other information resources for the purposes of self-evaluation, lifelong learning, and practice improvement. Campbell PA graduates should be able to:

PBLQI1 – Apply appropriate evidence-based health maintenance guidelines for prevention and screening based upon patient age and/or presentation

PBLQI2 – Utilize current evidence-based medicine in the care and management of patients

PBLQI3 – Use feedback to make performance improvements

PBLQI4 – Reflect on strengths and weaknesses of knowledge and practice and affect change to address deficiencies

7. Society and Population Health (SPH)

Recognize and understand the influences of the ecosystem of person, family, population, environment, and policy on the health of patients and integrate knowledge of these determinants of health into patient care decisions. Campbell PA graduates should be able to:

SPH1 – Provide equitable, inclusive and quality care to all patients

SPH2 – Identify and address social determinants that adversely affect access to care and the delivery of quality health care

SPH3 – Apply principles of epidemiology and public health to identify health problems, risk factors, treatment strategies, resources, and support disease prevention/health promotion efforts for communities

Public Health

Department of Public Health
Campbell University
College of Pharmacy & Health Sciences
Tracey F. Smith Hall
4150 U.S. Hwy 421 South
Lillington, NC 27546

Mailing Address
P.O. Box 1090
Buies Creek, NC 27506
Phone: (910) 814-5386
publichealth@campbell.edu

Academic Program

The Department of Public Health offers a master of science degree in public health providing students with a solid foundation in addressing health disparities in rural populations.

Mission Statement

With deep commitments to service learning and action research, the Campbell University Master of Science in Public Health program prepares students to be public health professionals by engaging rural communities as valuable and accessible partners in achieving health equity.

Policies & Procedures

The following list of policies can be found in the General Policies section of the CPHS academic bulletin:

- Accommodation
- Anti-Hazing
- Appeals
- Bias Incident Reporting
- Citizenship Status and Experiential Education
- Complaints/Grievances
- Counseling
- Criminal Background Check & Drug Screen
- Early Alerts
- Environmental Health and Safety
- Family Education Rights and Privacy Act (FERPA Financial Aid
- Grade Reports, Records, and Transcripts
- Health Insurance
- Immunization
- Incident Reporting
- Inclement Weather
- Meal Plan
- Parking
- Professional Liability Insurance
- Professional Policy for Student Meetings
- Refunds
- Safety and Emergency Preparedness
- Sexual Harassment
- Social Media
- Student Health
- Student Services
- Technology Devices
- Tuition & Fees
- Withdrawal & Temporary Separation

Admissions Policies

Admission Requirements

- Bachelor's degree from an accredited institution
- Recommended minimum cumulative GPA of 3.0

Application Process

1. Submit a complete application with required $50 fee by the July 1 deadline
2. Submit all official college transcripts
3. Submit GRE scores and TOEFL scores (if applicable)
4. Submit three letters of recommendation

It should be noted the Admissions Committee continues to review the results of pending coursework, test scores and behavior during the admissions and matriculation process. The Admissions Committee reserves the right to rescind the offer of admission due to poor performance or unprofessional behavior.

Financial Aid

For specific financial aid information, please contact the student financial planning office at (910) 893-1310.

Admission Criteria

The MSPH program typically operates on a fall semester enrollment, though exceptions can be considered for a Spring start. Admission is granted on a rolling basis therefore, applicants are strongly encouraged to apply early in the admissions cycle. An interview with department faculty and/or staff will be granted to applicants deemed eligible for admission upon faculty review of the completed application.

Transfer Credit

Transfer of credit from equivalent course work may be conditionally granted. Equivalent coursework must have been completed at or above a Master's level and at an accredited institution. When requesting a transfer of credit, a student must include the below:

1. Name of previous course
2. Date course was taken
3. Education institution from where the course was completed
4. Syllabus for the course
5. Official transcript with completed course grade

When transferring, the course director will make a recommendation regarding possible exemption directly to the Chair of the Department. The department will make final decisions regarding course exemptions. A maximum of 6 transfer credits will be granted per student.

International Applicants

- International applications are not eligible for provisional acceptance if a US student visa is required.
- International applications must also submit a certified copy of a financial or bank statement that shows sufficient funds to obtain a US student visa.
- International applications must complete their application for admission and all supplemental materials must be received by the April 1 deadline to be considered for admission.
- International applicants are required to provide a World Education Services evaluation of their credentials (at the cost of the applicant).

Academic Standards

Academic Probation

Academic probation is the initial action for a student failing to make satisfactory academic progress. A student will be subject to being placed on academic probation for any of the following reasons:

1. Failure to maintain a minimum overall 3.0 grade average
2. Failure of more than one didactic course (with a grade of less than a C)

Academic Dismissal

Students who are on academic probation will be subject to being dismissed from the Public Health program for any of the following reasons:

1. Failure to successfully remediate an initial course in which the student received a grade of less than C
2. Failure of a third repeated course
3. Two or more semesters with less than 3.0 grade average
4. Failure to complete all coursework within five years of entering the program

Any student dismissed from the program may seek re-entry by applying for readmission. If readmitted, the student will incur full tuition requirements for the program.

Graduation Requirements

Recommendation for graduation requires faculty approval and attainment of the following requirements:

1. Successful completion of all didactic coursework
2. Successful completion of research capstone project
3. Successful completion of practicum requirements
4. Satisfactory performance on the general public health knowledge tests
5. Completion of a portfolio with sufficient artifacts demonstrating mastery for each competency related to the practicum experiences
6. Successful completion of all coursework with a minimum cumulative 3.0 grade average for MSPH courses
7. The MSPH Program will not approve a request to participate in commencement ceremonies unless all credit hours have been completed

Honor Code

Please refer to the General Information section of the CPHS Bulletin for the Honor Code. All students are required to read and sign the Honor Code, attesting that they understand the Code, have read and understand the Bulletin, and will abide by each. A signed copy of the Honor Code will be kept in each student's file.

Curriculum

First Year

Semester 1 Courses	Credit Hours
PUBH 540 – Statistical Methods I	3
PUBH 525 – Overview of Rural Health	3
PUBH 542 – Community Health Assessment & Evaluation	3
PUBH 502 – Seminar in Public Health	1
PUBH 699 – Practicum in Public Health	1
Total	**11**

Semester 2 Courses	Credit Hours
PUBH 560 – Epidemiology	3
PUBH 520 – Health Education & Promotion	3
PUBH 580 – Health Policy & Management	3
PUBH 502 – Seminar in Public Health	1
PUBH 699 – Practicum in Public Health	1
Total	**11**

Second Year

Semester 3 Courses	Credit Hours
PUBH 550 – Environmental Health	3
PUBH 682 – Ethical issues in Public Health	3
PUBH 699 – Practicum in Public Health	1
Elective	2
Elective	2
Total	**11**

Semester 4 Courses	Credit Hours
PUBH 690 – Research Project	3
Elective	2
Elective	2
Elective	2
Total	**9**

Course Descriptions

PUBH 502 – Public Health Seminar
Credit: 1 hour
This seminar series is part of two semesters of seminars designed to provide insight into topical areas of public health. The seminar series provides a forum for interaction among students and faculty.

PUBH 520 – Health Education and Promotion
Credit: 3 hours
This course introduces students to an overview of conceptual theories that are the basis of social and behavioral sciences applied to public health, specifically health education. The course will also provide students with skills needed to understand individual and community behavior and change processes.

PUBH 525 – Overview of Rural Health
Credit: 3 hours
This course introduces students to an overview of the major issues in rural health. This course will also provide an understanding of the demographics, economics, policy and structure of the health care delivery systems in rural America, specifically North Carolina.

PUBH 540 – Statistical Methods
Credit: 3 hours
This course introduces students to an overview of biostatistics and its role in the disciple of public health with an emphasis on statistical reasoning and methods.
Prerequisite: College-level Statistics (i.e., Math 160) or the equivalent

PUBH 542 – Community Health Assessment and Evaluation
Credit: 3 hours
This course integrates the two important community health methods assessment and evaluation. The course is designed to introduce students to the concepts and techniques of community health improvement and the roles of assessment and evaluation. This course emphasizes the application of statistical reasoning and methods, specifically dealing with large databases.
Prerequisite: PUBH 540 Statistical Methods and PUBH 560 Epidemiology

PUBH 550 – Perspectives in Environmental Health
Credit: 3 hours
This course introduces students to an overview of basic concepts in environmental sciences, an understanding the health impact of various environmental exposures, and the public health approach to controlling and eliminating environmental health risks.

PUBH 560 – Principles in Epidemiology
Credit: 3 hours
This course introduces students to an overview of epidemiology and its application to public health. This course emphasizes an introduction to the application of epidemiological methods. The primary goal of this course is to orient students to the field of epidemiology and foster an appreciation for the methods used to do observational studies in "real world" settings.
Prerequisite: College-level statistics course.

PUBH 580 – Health Policy and Management
Credit: 3 hours
This course introduces students to the United States health care system and examines the structure of the health care system including the policy process, program management and evaluation.

PUBH 590 – Independent Study in Public Health
Credit: 1-3 hour(s)
This elective course is designed to provide students with an opportunity to enhance their public health knowledge and further explore issues or a set of issues related to a particular topic in public health. This course is not related to PUBH 690 Research Project I and/or PUBH 695 Research Project II. This course will involve a minimum of 40 hours per credit hour per semester. This course will be conducted under the guidance of a major professor with consultation with the course director.

PUBH 625 – Adolescent Health
Credit: 2 hours
This elective course examines the public health issues related to the adolescent or emerging adulthood stages of development. The course will combine lectures, a variety of texts, classroom discussions, exams, and individual papers to explore the population health dimensions of the biological and psychological distinctiveness of the adolescent population.

PUBH 650 – Public Health Surveillance
Credit: 3 hours
This course introduces students to principles and practices of public health surveillance. Public health practice is all about decision making and implementation of sustainable interventions to reduce morbidity and mortality and to improve health. We need information to make good judgment, and surveillance provides that information. This course will introduce students to the principles that govern surveillance including planning, developing, and implementation of a surveillance system in response to the rapidly changing field of public health.

PUBH 661 – Epidemiology of Chronic Disease
Credit: 2 hours
This elective course is designed to provide students with an overview of prevalence and risk factors for chronic diseases in the U.S. population and other countries. Both general and specific methodological approaches to the epidemiology of chronic diseases will be discussed.
Prerequisite: PUBH 560 Principles of Epidemiology

PUBH 665 – Applications of Pharmacoepidemiology to Pharmacovigilance
Credit: 3 hours
This elective is designed for Master Students in Public Health. The purpose of the course is to introduce students to the core concepts of Pharmacoepidemiology and the challenges for a proactive pharmacovigilance system. Emphasis will be placed on applying these concepts to public health skills and practice. In addition, the course will provide an opportunity for students to develop skills / resources for further developing ad understanding of the complexity of a pharmacovigilance program.

PUBH 671 – Public Health and Infectious Disease
Credit: 2 hours
This elective course provides a broad overview of the effects infectious diseases have on Public Health. This course focuses on the biological aspects of various vector based pathogens that have an impact on global and rural health.
Prerequisite: PUBH 501 Introduction to Public Health and permission of instructor

PUBH 682 – Ethical Issues in Rural Public Health
Credit: 3 hours
This elective public health science course assumes an understanding of the principles of community, justice, and equity. The goal of protecting the health of a population also raises fundamental questions including when to restrict the freedom of individuals in order to protect the health of the community and the duties or obligations citizens owe back to the larger community. However, when generating public health policy these principles and duties can be difficult to interpret or apply. These challenges are further compounded by the specific realities of community health in rural settings. This course examines where public health research and policy intersects with ethical issues and ethical dilemmas. The course involves weekly "case studies" as practical scenarios that highlight the real world 'grey areas' that exist between doing right and doing wrong in the context of public health. Prerequisite: PUBH 525 Overview of Rural Health and PUBH 580 Health Policy & Management

PUBH 690 – Research Project
Credit: 3 hours
This course will serve as a capstone experience for public health students. Prerequisite: All other required public health courses. PUBH 550 Perspectives in Environmental Health may be a co-requisite.

PUBH 699 – Practicum in Public Health
Credit: 1-3 hour(s)
This required course is designed to provide students with an opportunity to enhance their public health knowledge by gaining valuable skills and tacit knowledge through practical, hands-on application of content from other coursework in a real-world public health context. This course will involve a minimum of 60 hours per credit hour per semester. This course will be conducted under the guidance of a public health faculty and consultation with the preceptor.

IPE 530: Global Health Awareness
Credit: 1 hour
This course introduces students to an overview of global health. It provides the knowledge base necessary to prevent, protect against, control and provide a public health response to the international spread of disease. It provides students with an understanding of ethics and its applications in global health, an understanding and critical evaluation of different health systems, and an understanding and appreciation of public health practice, globally.

Dual Degree Programs

The College of Pharmacy & Health Sciences offers nine dual degree programs to provide students with specialized training.

PharmD/MBA

The College of Pharmacy & Health Sciences (CPHS) offers a PharmD/MBA dual degree in partnership with the University's Lundy-Fetterman School of Business.

The MBA curriculum prepares future pharmacists for the business complexities related to pharmacy and healthcare. The business track trains students for careers in health sector management, leadership and policy, as well as owning an independent pharmacy.

The objective of the MBA program is to develop the student's analytical skills, critical thinking, problem solving and decision making capabilities and to provide the basic knowledge needed for the solution of business problems. The MBA curriculum exposes students to a variety of subjects including economics, organizational behavior, marketing, accounting, finance, management and ethics.

Students interested in pursuing the dual degree must be accepted into both programs. Upon acceptance into the PharmD program, the applicant submits an application to the MBA program and a written request to forward his or her PharmD application to the business school. Students are not required to take the GMAT, the PCAT score will be considered in lieu of the GMAT score. The MBA degree will not be conferred until the PharmD requirements are completed.

Students in the dual program may apply up to nine credit hours from the PharmD curriculum toward their MBA. Dual degree students can also apply up to eight credit hours from the MBA program to the PharmD curriculum as didactic elective credit. Please see the Transfer of Credits section to view the list of transferable courses.

Students have the option to complete a research project in a health care administration area. This allows the student to apply pharmacy and business principles to a managerial health care problem. This option is not available to students pursuing separate pharmacy and business degrees.

Prerequisites

The following is a list of undergraduate prerequisites for the MBA program:

Courses	Credit Hours
Accounting	3
Economics	3
Statistics	3

This requirement may be satisfied in a variety of ways:

a. Completing and passing a three-credit undergraduate course in each of the subject areas. Such courses may be completed at any accredited college or university;
b. Obtaining the equivalent credit(s) by passing a competency exam such as CLEP, or;
c. Completing and passing one or more self-paced non-credit online courses offered through the Campbell Business School. These courses consist of a pretest, several lessons, practice quizzes and a posttest. Students who score 80% or more will satisfy the prerequisite requirement in the relevant subject area. Students will have three opportunities to achieve this score. The fee for each course is $200. Students may sign up for courses by paying the relevant fee online through our Graduate Prerequisite Modules Payment Center. Once purchased, please email mba@campbell.edu. The Office of Graduate Programs will verify your payment and place your order once payment is confirmed. You will then receive an email with a link to your module.

Program Requirements

A minimum of 37 credit hours must be completed to earn a MBA degree.

Courses	Credit Hours
MBA 700 –Leadership & Professional Development	1
MBA 710 – Accounting for Decision Making	3
MBA 720 – Applied Economics for Business Leaders	3
MBA 730 – Finance and Capital Management	3
MBA 740 – Comm. & Critical Thinking for Ethical Decision Making	3
MBA 750 – Organizational Culture in a Changing Environment	3
MBA 760 – Business Analytics	3
MBA 770 – Digital and Contemporary Marketing Strategies	3
MBA 780 – Global Supply Chain Management	3
MBA 790 – Strategic Management "Live Case" Seminar (21 hour pre-requisite)	3

MBA Electives Courses

Find all MBA elective courses with descriptions on this webpage: *https://business.campbell.edu/graduate-programs/master-of-business-administration/curriculum-and-course-descriptions/*.

Transfer of Courses

Students may substitute up to nine hours of PharmD courses as elective courses to the MBA program. Up to eight hours from the MBA program can be applied to the PharmD curriculum as didactic elective credit.

Courses	Credit Hours
PHRD 512 – US Health Care	1.5
PHRD 635 – Law & Ethics I	2
PHRD 645 – Law & Ethics II	2
PHRD 715 – Operations I	2
PHRD 725 – Operations II	1
Research Project – TBD	1-3

PharmD/MS in Clinical Research

The PharmD/MSCR Dual Degree Program provides pharmacists with additional qualifications and a broad understanding of clinical research. Students expand their clinical skills with an in-depth understanding of the fundamentals required to produce and interpret medical evidence which may be utilized in a variety of practice settings. This program allows an individual to differentiate themselves in the competitive pharmacy field by expanding career opportunities including positions in clinical development, medical affairs, investigational drug pharmacy, medical information, health economic & outcomes research, pharmacovigilance, product safety, and academia.

Graduates are well prepared for careers in the pharmaceutical and biotechnology industries, Food and Drug Administration, and Centers for Disease Control and Prevention, as well as academic careers in pharmacy and medical education.

Students pursuing the dual degree are allowed to apply certain courses to both program requirements, including elective hours.

Students interested in pursuing the dual degree must be accepted into both programs. View the Clinical Research section of the Academic Bulletin for admissions requirements. The MSCR degree will not be conferred until the PharmD requirements are completed.

Program Requirements

The following MSCR courses must be taken prior to the start of the PharmD curriculum for the fulfillment of the dual program:

MSCR Courses

CLNR 505 – Principles of Clinical Research
CLNR 515 – New Product Development
CLNR 517 – Biostatistical Literacy
CLNR 518 – Biostatistics II*
CLNR 520 – Advanced Data Management
CLNR 525 – Medical Ethics
CLNR 530 – Regulatory Affairs
CLNR 535 – Clinical Trial Operations
CLNR 552 – Scientific Communications
CLNR 566 – Advanced Study Design & Analysis I
CLNR 567 – Advanced Study Design & Analysis II*
CLNR 606 – Clinical Research Seminar
CLNR 690 – Research Project I
CLNR 691 – Research Project II
CLNR 694 – Research Project III*
CLNR 695 – Research Project IV*
*Recommended electives

PharmD/MS in Pharmaceutical Sciences

The MS in pharmaceutical sciences curriculum (MSPS) alone is two years and the PharmD curriculum alone is four years. The PharmD/MS in Pharmaceutical Sciences dual degree program allows elective courses to count in both programs so that both degrees can be completed in five years.

Admissions Requirements

Students interested in pursuing the dual degree must gain acceptance into both programs. Applicants must complete all requirements for both programs to qualify for the PharmD/MS in Pharmaceutical Sciences. The dual degree program is open to accepted and enrolled pharmacy students. Interested pharmacy students must complete a separate application. Neither GRE nor PCAT scores are required to apply. Official college transcripts will transfer over from the PharmD application.

Program Requirements

Year 1 (M1 Year): 19.5 credit hours, is the same as for students completing only the MSPS degree; please see the MSPS Section.

As students complete the Doctor of Pharmacy Program, the following courses are needed to complete the MSPS program:

PSCI 610 – Research proposal	1.5
PSCI 611 – Co-op or PSCI 690 – Research Project	3.0-4.0
IPE 515S – New Product Development	2.0
Electives	8.0-9.0

Each program requires 8 credit hours of electives. Students will be able to count the 8 credit hours of electives they take in both the MSPS and Doctor of Pharmacy programs, decreasing the overall course load for the two programs by 8 credit hours. Student must complete at least 4 credits that are approved as electives for the MSPS program (at least 5 if they complete a 3-credit Co-op instead of a 4-credit Co-op) and at least 4 credits of elective that are approved for the PharmD program, and IPE 515, which is required for the MSPS degree, counts as 2 of the electives credits required for the PharmD degree. The 3-4 hours of the PSCI 611 Co-op and/or PSCI 690 Research Project could be completed by one of the following ways:

1. Co-op in the pharmaceutical industry in the 3 months between M1 and P1 years (3 credits) + 1 hour of additional electives to be completed at any time before graduation. Students must apply to the Co-op site for these positions.
2. Completion of a 1-2 month rotation working in an Industrial setting during the fourth year of the Doctor of Pharmacy program (4 credits for PSCI 611 Co-op).
3. A 4-credit lab-based research project (PSCI 690) with a Campbell faculty member. This would typically be done during the summers.

PharmD/MS in Public Health

The PharmD/MSPH dual degree program will give students an opportunity to pursue both clinical and public health training so they can function not only as clinicians but also contribute as community health leaders, educators and policy makers, affecting the local, state and national health care systems.

The dual degree program is open to accepted and enrolled pharmacy students. This additional one-year program provides 32 credit hours of public health courses, and both the PharmD and MSPH degrees are awarded after five years of study.

Interested pharmacy students must complete the dual degree PharmD/MSPH application to receive dual degree status. GRE scores will be waived for students who have a letter of acceptance from the PharmD program.

Students who are pursuing the PharmD/MS in Public Health will complete one year of public health study prior to beginning courses within the pharmacy curriculum The year as an MSPH student will be solely devoted to public health curriculum.

Program Requirements

A minimum of 32 credit hours of core courses must be completed by all students to earn a MSPH degree.

Fall

PUBH 540 – Statistical Methods I
PUBH 525 – Overview of Rural Health
PUBH 580 – Health Policy & Management
PUBH 502 – Seminar in Public Health
PUBH 699 – Practicum in Public Health

Spring

PUBH 560 – Epidemiology
PUBH 520 – Health Education & Promotion
PUBH 541 – Community Health Assessment & Evaluation
PUBH 502 – Seminar in Public Health
PUBH 699 – Practicum in Public Health

Summer

PUBH 682 – Ethical Issues in Public Health
PUBH 550 – Environmental Health
PUBH 690 – Research Project
PUBH 699 – Practicum in Public Health

Electives

In addition to the above core credits, students are required to complete 10 hours of electives from the pharmacy curriculum. The following six courses (6 credit hours) are required electives toward the MSPH degree:

- PHRD 532 – Medical Literature Evaluation I
- PHRD 542 – Medical Literature Evaluation II
- PHRD 612 – Health Outcomes & Informatics I
- PHRD 622 – Health Outcomes & Informatics II
- PHRD 712 – Research Topics in Pharmacy I
- PHRD 722 – Research Topics in Pharmacy II

Optional Electives

Students may choose four credits from other elective courses within the pharmacy curriculum. Previously approved courses are listed below. PharmD /MS in Public Health dual degree students may apply for elective credit for completing other courses, participating in faculty-directed public health research independent studies, or completing experiential learning experiences in which there is some clear public health relevance. If students wish to have

additional learning experiences considered for MSPH elective credit, the student must submit an online application that articulates the manner in which the experience offers the opportunity to demonstrate at least three CUPHP competencies (Foundational and/or Rural Health). Also, the student must submit the manner in which assignments will be modified or tailored to emphasize the public health relevance of the coursework.

- PHRD 674 – Multicultural Health Practices Health Disparities
- PHRD 651 – Special Research in Pharmaceutical Sciences (must be Public Health related research)
- PHRD 652 – Special Research in Pharmacy Practice
- PHRD 657 – Spanish for Pharmacists
- PHRD 687 – Smoking Cessation
- PHRD 667 – Pharmacy Christian Missions
- PHRD 664 – Drugs of Abuse
- PHRD 660 – Medication Errors

MPAP/MS in Public Health

The Master of Physician Assistant Practice/MS in Public Health dual degree program gives students an opportunity to pursue both clinical and public health training so they can function not only as clinicians but also contribute as community health leaders, educators, and policy makers, affecting the local, state and national health care systems.

The dual degree program is open to accepted and enrolled physician assistant students. This additional one-year program provides 32 credit hours of public health courses. Interested PA students must complete a separate application for the public health program as well as an additional application to receive dual degree status.

Students will spend their first year completing the MSPH coursework (including fall, spring and summer semesters). The following year, students enter the PA Program to complete the required 24 month PA curriculum, in addition to their MSPH research project. The year as an MSPH student will be solely devoted to public health curriculum.

Program Requirements

A minimum of 32 credit hours must be completed to earn a MSPH degree.

Fall

PUBH 540 – Statistical Methods I
PUBH 525 – Overview of Rural Health
PUBH 580 – Health Policy & Management
PUBH 502 – Seminar in Public Health
PUBH 699 – Practicum in Public Health

Spring

PUBH 560 – Epidemiology
PUBH 520 – Health Education & Promotion
PUBH 541 – Community Health Assessment & Evaluation
PUBH 502 – Seminar in Public Health
PUBH 699 – Practicum in Public Health

Summer

PUBH 682 – Ethical Issues in Public Health
PUBH 550 – Environmental Health
PUBH 690 – Research Project
PUBH 502 – Seminar in Public Health
PUBH 699 – Practicum in Public Health

Electives

Ten hours of MSPH elective credit is awarded for completion of a MPAP clinical rotation in a public health setting (local health departments, Bureau of Prisons, USPHS clinics, Indian Health Services, rural health centers, etc.), completion of a Public Health elective rotation, and for completion of MPAP 614.

MS in Clinical Research/MBA

A joint offering with the Lundy- Fetterman School of Business, the MS in Clinical Research/MBA Dual Degree provides students who are interested in both the clinical research and business industries the opportunity to further develop their management skills, gain exposure to various areas of business, and expand their leadership and problem-solving abilities.

This program allows an individual to focus the application of both degrees in areas of medical affairs, sales & marketing, health economics & outcomes research, strategic development, leadership & management, and finance.

The objective of the dual MSCR/MBA program is to develop graduates who are well-versed in the understanding of clinical research, drug development and epidemiology, as well as competent in the business world. Students will be exposed to essential business practices including economics, organizational behavior, marketing, accounting, finance, management, and ethics.

Prerequisites

Prerequisites for the MSCR program can be found under the MSCR Admissions requirements.

The following is a list of undergraduate prerequisites for the MBA program:

Courses	Credit Hours
Accounting	3
Economics	3
Statistics	3

This requirement may be satisfied in a variety of ways:

a. Completing and passing a three-credit undergraduate course in each of the subject areas. Such courses may be completed at any accredited college or university;
b. Obtaining the equivalent credit(s) by passing a competency exam such as CLEP, or;
c. Completing and passing one or more self-paced non-credit online courses offered through the Campbell Business School. These courses consist of a pretest, several lessons, practice quizzes and a posttest. Students who score 80% or more will satisfy the prerequisite requirement in the relevant subject area. Students will have three opportunities to achieve this score. The fee for each course is $200. Students may sign up for courses by paying the relevant fee online through our Graduate Prerequisite Modules Payment Center. Once purchased, please email mba@campbell.edu. The Office of Graduate Programs will verify your payment and place your order once payment is confirmed. You will then receive an email with a link to your module.

Program Requirements

MSCR/MBA students will be required to complete the following MSCR core courses (24 credit hours):

CLNR 505 – Principles of Clinical Research
CLNR 515 – New Product Development
CLNR 517 – Biostatistical Literacy
CLNR 520 – Advanced Data Management
CLNR 525 – Medical Ethics
CLNR 530 – Regulatory Affairs
CLNR 535 – Clinical Trial Operations
CLNR 552 – Scientific Communications
CLNR 566 – Advanced Study Design & Analysis I
CLNR 606 – Clinical Research Seminar
CLNR 690 – Research Project I
CLNR 691 – Research Project II

MSCR/MBA students will be required to complete the required, core MBA courses (28 credit hours):

MBA 700 – Leadership & Professional Development
MBA 710 – Accounting for Decision Making
MBA 720 – Applied Economics for Business Leaders
MBA 730 – Finance and Capital Management
MBA 740 – Comm. & Critical Thinking for Ethical Decision Making
MBA 750 – Organizational Culture in a Changing Environment Management
MBA 760 – Business Analytics
MBA 770 – Digital & Contemporary Marketing Strategies
MBA 780 – Global Supply Chain Management
MBA 790 – Strategic Management "Live Case" Seminar (21 hour pre-requisite)

MSCR/MBA students will be required to complete 14 credit hours of elective courses. They may select from either the Lundy-Fetterman School of Business graduate advanced courses or the Department of Clinical Research electives.

MPAP/MS in Clinical Research

The dual MPAP/MSCR degree will help meet the need for trained healthcare providers proficient in conducting clinical research within the healthcare and clinical research industries. CPHS is the only school in the state offering this dual degree, allowing for a pathway to meet the aforementioned need by completing both programs with fewer total credit hours compared to completion of the degrees separately. This program allows an individual to differentiate themselves from other Physician Assistants by expanding practice opportunities in areas including academic medical centers, community-based investigative centers, clinical research industry, and academia. Students are required to complete a clinical research project in their final year of the program simultaneously with clinical rotations. The project can be patient-oriented research including epidemiological and behavioral studies, outcomes research, or health services research.

Students interested in pursuing this dual degree must meet the prerequisites and be accepted to each of the respective programs. View the Clinical Research and Master of Physician Assistant Practice Programs' sections of the Academic Bulletin for admissions requirements. Both degrees must be conferred simultaneously.

Program Requirements

Students begin the MSCR (100% online) coursework first. Upon successful completion (3.0* cumulative GPA or greater) of all courses except CLNR693, 696 – MPAP/MSCR Clinical Research Project II-III, students matriculate into the MPAP program for a fall semester start. Students complete CLNR693, 696 during the clinical rotation section of the MPAP program.

MSCR Courses

CLNR 505 – Principles of Clinical Research
CLNR 515 – New Product Development
CLNR 517 – Biostatistical Literacy
CLNR 518 – Biostatistics II*
CLNR 520 – Advanced Data Management
CLNR 525 – Medical Ethics
CLNR 530 – Regulatory Affairs
CLNR 535 – Clinical Trial Operations
CLNR 552 – Scientific Communications
CLNR 566 – Advanced Study Design & Analysis I
CLNR 567 – Advanced Study Design & Analysis II*
CLNR 606 – Clinical Research Seminar
CLNR 690-Research Project I
*Recommended Electives

MPAP

Core Courses (60 hours)
MPAP 531 – Anatomy and Physiology
MPAP 535 – Foundations of Health and Disease I
MPAP 536 – Foundations of Health and Disease II
MPAP 537 – Foundations of Health and Disease III
MPAP 538 – Foundations of Health and Disease IV
MPAP 539 – Foundations of Health and Disease V
MPAP 503 – Behavioral Medicine
MPAP 504 – Clinical Medicine I
MPAP 505 – Clinical Medicine II
MPAP 506 – Clinical Medicine III
MPAP 526 – Clinical Medicine IV
MPAP 528 – Clinical Medicine V
MPAP 510 – Emergency Medicine
MPAP 514 – Orthopedics
MPAP 515 – Pharmacotherapeutics I
MPAP 516 – Pharmacotherapeutics II
MPAP 517 – Pharmacotherapeutics III
MPAP 527 – Pharmacotherapeutics IV
MPAP 530 – Pharmacotherapeutics V
MPAP 519 – Health Policy
MPAP 521 – Surgery
MPAP 522 – Clinical Skills I
MPAP 523 – Clinical Skills II
MPAP 524 – Clinical Skills III
MPAP 525 – Clinical Skills IV
MPAP 529 – Clinical Skills V

*A cumulative GPA < 3.0 could result in dismissal from the dual MSCR/MPAP program. Disciplinary actions will be addressed on a student-by-student basis.

Clinical Rotations

MPAP 601 – Emergency Medicine
MPAP 602 – Family Practice
MPAP 603 – Internal Medicine
MPAP 604 – Surgery
MPAP 605 – Pediatrics
MPAP 606 – Psychiatry
MPAP 607 – Women's Health
MPAP 608 – Primary Care
MPAP 611 – Elective Rotation 1
MPAP 612 – Elective Rotation 2
MPAP 613 – Senior Seminar
CLNR 693 – MPAP/MSCR Clinical Research Project II
CLNR 696 – MPAP/MSCR Clinical Research Project III*

MS in Public Health/MBA

A joint offering with the Lundy-Fetterman School of Business, the MS in Public Health/Master of Business Administration dual degree provides students with a set of complementary knowledge and skills in the research, clinical, policy and administrative domains. Graduates will be well prepared for leadership roles in healthcare administration.

The objective of the dual MSPH/MBA program is to develop graduates who are well-versed in the understanding of public health, local health care disparities, and development of local community health intervention and education programs. Graduates will also be competent in the business world. Students will be exposed to essential business practices including economics, organizational behavior, marketing, accounting, finance, management and ethics.

Prerequisites

The following is a list of undergraduate prerequisites for the MBA program:

Courses	Credit Hours
Accounting	3
Economics	3
Statistics	3

This requirement may be satisfied in a variety of ways:

a. Completing and passing a three-credit undergraduate course in each of the subject areas. Such courses may be completed at any accredited college or university;

b. Obtaining the equivalent credit(s) by passing a competency exam such as CLEP, or;
c. Completing and passing one or more self-paced non-credit online courses offered through the Campbell Business School. These courses consist of a pretest, several lessons, practice quizzes and a posttest. Students who score 80% or more will satisfy the prerequisite requirement in the relevant subject area. Students will have three opportunities to achieve this score. The fee for each course is $200. Students may sign up for courses by paying the relevant fee online through our Graduate Prerequisite Modules Payment Center. Once purchased, please email mba@campbell.edu. The Office of Graduate Programs will verify your payment and place your order once payment is confirmed. You will then receive an email with a link to your module.

Program Requirements

MSPH/MBA students will be required to complete all of the following Master of Science in Public Health Core courses (32 credit hours):

PUBH 540 – Statistical Methods
PUBH 525 – Overview of Rural Health
PUBH 580 – Health Policy and Management
PUBH 502 – Public Health Seminar
PUBH 699 – Public Health Practicum
PUBH 520 – Health Education and Promotion
PUBH 560 – Epidemiology
PUBH 542 – Community Health Assessment & Evaluations
PUBH 502 – Public Health Seminar
PUBH 699 – Public Health Practicum
PUBH 682 – Ethics in Rural Public Health
PUBH 550 – Perspectives in Environmental Health
PUBH 690 – Research Project
PUBH 699 – Public Health Practicum

MSPH/MBA students will be required to complete all ten of the required Core Curriculum MBA courses (28 credit hours).

MBA 700 – Orientation to Innovation, Design Thinking & the CU MBA
MBA 710 – Accounting for Decision Making
MBA 720 – Applied Economics for Business Leaders
MBA 730 – Finance and Capital Management
MBA 740 – Comm. & Critical Thinking for Ethical Decision Making
MBA 750 – Organizational Culture in a Changing Environment
MBA 760 – Business Analytics
MBA 770 – Digital and Contemporary Marketing Strategies
MBA 780 – Global Supply Chain Management
MBA 790 – Strategic Management "Live Case" Seminar

The MBA portion of the degree requires nine (9) credit hours of general elective courses. To satisfy this requirement, three specific courses taken in the MSPH portion of the dual degree may be transferred into the MBA elective curriculum. These courses are:

PUBH 540 – Statistical Methods (3)
PUBH 580 – Health Policy and Management (3)
PUBH 690 – Research Project (3)

The MSPH portion of the degree requires ten (10)* credit hours of general elective courses. To satisfy part of this requirement, three specific courses taken in the MBA portion of the dual degree may be transferred into the MSPH elective curriculum. These courses are:

MBA 740 – Comm. & Critical Thinking for Ethical Decision Making (3)
MBA 750 – Organizational Culture in a Changing Environment (3)
MBA 790 – Strategic Management "Live Case" Seminar (3)

**Students must take one additional PUBH elective to fulfill the MSPH elective requirement.*


CAMPBELL
UNIVERSITY
College of Pharmacy
& Health Sciences