

Regis School of Pharmacy Curriculum Sequences			
P-1	P-2	P-3	P-4
Experiential Introduction to Pharmacy Practice, Introductory Pharmacy Practice Experience (P-1, P-2, P-3), and Advanced Pharmacy Practice Experience (Summer P-3, P-4)			
Integrated Pharmacotherapy Integrated Pharmacotherapy 1 - 12			
Pharmacy Skills Drug Information and Biomedical Literature Evaluation, Inquiry and Research in Pharmacy Practice, Integrated Lab 1 – 6 (Extemporaneous and Sterile Product Compounding, Prescription Preparation and Dispensing, Communication, Patient Assessment, DI/Medical Informatics, Calculations)			
Public Health Law and Policy, Healthcare Ethics, Self-Care, Service Learning, Faith Traditions in Healthcare			
Pharmacy Systems Healthcare Systems, Pharmacoeconomics, Pharmacy Leadership and Management			
	Course Electives Advanced Topics in Integrative Medicine, Drugs of Abuse, Drug Interactions, Advanced Pharmacokinetics, Pharmacogenomics and Biotechnology Drugs, Advanced Topics in Drug Delivery, Palliative Care/End of Life, Applied Statistics		

Experiential Sequence

Students are introduced to fundamental aspects of practice in Introduction to Pharmacy Practice. In addition, training in cardiopulmonary resuscitation and pharmacy-based immunization delivery will be completed by students in this course, providing them with skills useful throughout the experiential sequence. Introduction to Pharmacy Practice will not count towards experiential hours. Introductory pharmacy practice experiences begin in the spring semester of professional years 1 and continue through fall and spring semesters of professional years 2 and 3.

Integrated Pharmacotherapy Sequence

The integrated pharmacotherapy sequence contains 12 courses spanning professional years 1, 2, and 3, and integrates content from the biological, pharmaceutical, and clinical sciences. In addition, the skills learned in the Integrated Laboratory courses in the Pharmacy Skills sequence have been designed to parallel the content and concepts learned in the Integrated Pharmacotherapy sequence. The first course in the sequence, Integrated Pharmacotherapy 1, provides a foundation for students in several biological and pharmaceutical science content areas necessary for progression into the remaining Integrated Pharmacotherapy courses. The biological, pharmaceutical and clinical science content in Integrated Pharmacotherapy 2 – 8 (professional years 1 and 2) is organized by diseases (e.g., hypertension) within major disease categories (e.g., cardiovascular diseases). Content in Integrated Pharmacotherapy 9 – 12 is delivered in the context of complex patient cases in which new material will be covered and previous material will be reviewed. Rather than cover all content for each major disease category in one block, diseases within major disease categories are placed into each year of the Integrated Pharmacotherapy sequence. For example, cardiovascular diseases are covered in professional years 1 and 2 (Integrated

Pharmacotherapy 2 and 5, respectively) and then reviewed as part of the complex patient format of Integrated Pharmacotherapy 9-12.

Pharmacy Skills Sequence

This sequence contains eight courses: Drug Information and Biomedical Literature Evaluation, Inquiry and Research in Pharmacy Practice, and a series of six integrated laboratory courses spanning professional years 1, 2, and 3. The laboratory course series will integrate skills-based content including extemporaneous compounding, prescription preparation and dispensing, sterile product preparation, pharmacy calculations, communications, drug information, medical informatics, and patient assessment. In addition, the content of the integrated laboratory series will parallel, when possible, content covered by the Integrated Pharmacotherapy course series. For example, Integrated Pharmacotherapy 10 will involve a complicated pediatric patient case to deliver course content and Integrated Laboratory 5, taught concurrently, will develop skills in pediatric physical exams and prescription compounding.

Public Health Sequence

Designed to develop students as professionals committed to serving others, the public health sequence contains four courses and a service learning component. Two courses in this sequence, Therapeutic Principles of Self-Care and Law and Policy will be taught in the fall semester of the first professional year, providing students a foundation in therapeutic concepts and pharmacy law content especially important for progression through the experiential sequence. Two additional courses, Faith Traditions in Healthcare and Healthcare Ethics and Advocacy for Pharmacists, will build the ethical thinking and behavior of students and provide content in a variety of faith traditions, which is consistent with the tenets of Jesuit education. The service learning component of this sequence will span all four professional years to provide a longitudinal experience in service to others.

Pharmacy Systems Sequence

This sequence provides students with the understanding and skills necessary to function in the healthcare systems relevant to the practice of pharmacy. The first course in this sequence, Healthcare Systems, will give students an understanding of how health care is accessed on a local, national and global level and will cover the roles of healthcare agencies and their related policies in the first professional year. The impact of economics on the healthcare system and the use of economics to drive healthcare change as it applies to pharmacy will be covered in Pharmacoeconomics during professional year 2. Pharmacy Leadership and Management will provide students with an opportunity to further build leadership skills and to learn knowledge and skills necessary for the management aspect of pharmacy practice.

Course Elective Sequence

Students will be able to choose from a variety of elective course offerings beginning in spring semester of the second professional year and continuing throughout the third professional year. Eight electives have been proposed, spanning most of the curricular sequences. Additional electives will be developed as faculty are hired.