الهيئة السعودية للتخصصات الصحية
Saudi Commission for Health Specialties

Saudi Pharmacist Licensure Examination (SPLE)

EXAMINATION CONTENT GUIDELINE

Note: Read this guide before submitting an application to test. At the time of application, you will be required to acknowledge that you have read and understood this guide and the policies and procedures contained within.

Contents

Licensure Exam Overview

Licensure examinations are standardized tests that candidates must pass to obtain a license to practice health professions. The exams are designed to assess the ability to apply knowledge, concepts, and principles that constitute the basis of safe and effective health care.

Exam Structure

The SPLE is conducted using computer-based testing. It consists of 200 questions divided into 2 parts (100 questions per part), each with a time allocation of 120 minutes. It may include up to 10% of pilot questions. There is a scheduled 30-minute break between the 2 parts. The questions have four options from which the candidate will choose the best answer. The examination shall contain recall questions that test knowledge and questions with scenarios that test other skills (interpretation, analysis, decision-making, reasoning, and problem-solving).

Test	# of Test Block(s)	Duration of Each Block
SPLE	2	120 min

Scoring System

The SCFHS conducted a rigorous standard-setting exercise with a diverse panel of Saudi pharmacists. Following the standard-setting exercise, the passing score was determined as 536 on the reporting scale of 200-800. This passing score was reviewed and approved by the Central Assessment Committee (CAC).

Results and Reports

Results are not provided instantly. During the window-closing period, psychometric analysis is conducted, and results are announced within 2-6 weeks of the end of a test window. Two reports will be provided to every candidate, a statement of results and a feedback report on performance compared to other test takers.

Application and Eligibility

To apply for the SPLE, you must have a recognized primary degree from an accredited health science program or commenced training during the internship year or a student who is one year away from graduation.

Applying for the SPLE

When applying for the examination, you must apply through the e-application. Once your application is processed, a scheduling permit with your eligibility period will be issued. You will receive an email with instructions for accessing your permit.

After obtaining the scheduling permit, you may visit the specified website to schedule a test date (Prometric). Scheduling may not be available for more than three months in advance. Refer to SCFHS for testing windows availability.

SPLE Practice Examination

To experience a test that resembles the actual test blueprint and sampled from the SPLE item bank, you can apply for the SPLE practice test from the SCFHS website. For more information, please visit the SCFHS website.

Important Instructions

What to Expect on Test Day?

- All test centers follow the same procedures and rules, which you should get familiar with before test day.
- Testing sessions for the Saudi Licensing Examinations are monitored by test center administrators (TCA) in person and through audio and visual recording. Staff are required to report any violations of assessment bylaws or test center rules.
- You must follow instructions from TCA throughout the examinations; failure to do so may result in a finding of irregular behavior.
- TCAs are not authorized to answer questions regarding registration, examination content or format, testing software, scoring, or retesting.

Registration on Test Day

SCFHS test centers open at 7:30 a.m. If you are late more than 30 minutes from the time noted on your admission ticket or absent on test day, you will not be allowed to sit for the test, and this will be considered an attempt unless an acceptable reason with required documentation is presented and accepted by the committee supervising the test as per the assessment rules and regulations.

- When you arrive at the test center, you must present your scheduling permit and the required identification. Acceptable forms of unexpired identification include:
  - Passport
  - National/Residence Identity Card (KSA Only)
- Your name, as it appears on your scheduling permit, must match the name on your form(s) of identification exactly.
- If you do not bring your scheduling permit on paper or electronically (e.g., via smartphone) and acceptable identification, you will not be admitted to the test and will be required to pay a fee to reschedule your test. Your rescheduled test date(s) must fall within your eligibility period.
- During check-in, test center staff will conduct the appropriate security check before entering the testing room to confirm that you have no prohibited items.
- You will be asked to repeat this process each time you return to the testing room after a break. Additionally, your photo ID and fingerprint may be scanned electronically, and you must sign the test center log.
- Before you enter the test room, TCA will give you laminated writing surfaces, erasers, and markers to use for making notes and/or calculations during the testing session. They should be used only at your assigned testing station.
- You must return laminated writing surfaces\e-tablets to test center staff at the end of the testing session. Do NOT write on anything other than the laminated writing surface\e-tablets (e.g., your hand, other body parts, tissue, etc.). Failure to comply may result in a finding of irregular behavior.
- TCA will escort you to your assigned testing station and provide brief instructions on using the computer equipment. A brief tutorial is available before each examination.
- Your test session is scheduled for a fixed amount of time, and the computer keeps track of the time allocated for each block and break.
- Once you begin a testing block, the block time continues to run even if you leave the testing room (e.g., for a personal emergency).
- If you leave during the block without permission from the test proctor, the test center will file a report of the incident. Additionally, the unauthorized break screen, described in the

examination tutorial, will appear on the monitor after a defined period of inactivity.

Breaks between Test Blocks

- Each time you leave the testing room, you are required to sign out and sign in when you return. You must present your identification each time you sign in.
- If you take too much break time and exceed the allocated break time, the next test block will start automatically, and the excess time will be deducted from your testing time.
- Ensure you arrive 10-15 minutes before the start of your next block to allow time for sign-in as the signing process may take around 10 minutes based on testing capacity.
- Repeated or lengthy departures from the test room for unscheduled breaks will be reported by the TCA.

End of Test

- The test session ends when you have started and exited all blocks or the total test time expires. You will receive a notice during checkout that you have appeared for the test.
- After you start taking an examination, you cannot cancel or reschedule that examination. If you experience a computer issue during the test, notify the test center staff immediately. The testing software is designed to restart the test at the point that it was interrupted.
- You will maintain the confidentiality of the materials, including, but not limited to, the multiple-choice items. You will not reproduce or attempt to reproduce examination materials through recording, memorization, or by any other means.

Instructions for examination day

- Any clothing or jewelry items allowed to be worn in the test room must remain on your person at all times. Removed clothing or jewelry items must be stored in your locker.
- You must conduct yourself in a civil manner at all times when on the premises of the testing center.
- To protect the privacy of all testers, the TCA can neither confirm nor deny if any particular individual is present or scheduled at the test center.
- You must return all materials issued to you by the TCA at the end of your test.
- Persons not scheduled to take a test are not permitted to wait in the test center.

Notes

- Saudi university/college students can sit for SPLE during the final year of undergraduate studies.
- Scheduling the allowed test attempts during the year is the sole responsibility of the candidate.
- SCFHS is not responsible for delaying the test attempts until the end of the year and not finding a test spot.
- Candidates can test in any SCFHS approved Prometric testing center locally and internationally as locations appear upon scheduling.
- A candidate is not allowed to sit for the test twice in the same testing window. In this instance, the result of the first dated test will be announced, and the second will be considered an attempt and result invalid.
- All candidates must review the applicant guide before taking the test.
- All eligible candidates may take SPLE up to four times a year, starting from the first attempt to obtain a pass score.
- SCFHS classification and registration rules and regulations apply to candidates who fail the SPLE for 2 years after the graduation date.
- After obtaining a passing score in the SPLE each candidate is eligible for 2 further attempts to improve their mark for the purpose of attaining a better opportunity for residency selection.

Prohibitions

Before the examination

- Seeking, providing, and/or obtaining unauthorized access to examination materials.
- Providing false information or making false statements on or in connection with application forms, scheduling permits, or other exam-related documents.
- Applying for an examination for which you are not eligible.

During the examination

- Taking an examination for someone or engaging someone to take an examination for you.
- Giving, receiving, or obtaining unauthorized assistance during the examination or attempting to do so.
- Making notes of any kind while in the secure areas of the test center, except on the writing materials provided at the test center for this purpose.

- Failing to adhere to any exam policy, procedure, or rule, including instructions of TCA.
- Verbal or physical harassment of test center staff or other examination staff or other disruptive or unprofessional behavior during the registration, scheduling, or examination process.
- Possessing any unauthorized materials, including photographic equipment, communication or recording devices, and cell phones, in the secure testing areas.
- Any other electronic communication device, not herein mentioned, are prohibited in the examination hall irrespective if they are turned off, and no provision will be made to store them.

After the examination

- Altering or misrepresenting examination scores.
- Any reproduction by any means, including, but not limited to, reconstruction through memorization and/or dissemination of copyrighted examination materials by any means, including the internet.
- Communicating or attempting to communicate about specific test items, cases, and/or answers with another examinee, potential examinee, or formal or informal test preparation group at any time before, during, or after an examination.
- Failure to cooperate fully in any investigation of a violation of the SCFHS rules.

SPLE Blueprint

A test blueprint is a document that reflects the content of a specialty licensure examination and is the plan used for "building" the exam. The purpose of the blueprint is to ensure that questions related to what is expected to be known are included.

Section	(%)		Competency The practitioner is expected to be able to do the following.
Basic Biomedical Sciences	10%	**1.1**	**Physiology**
		1.1.1	Explain the functions of the major body systems and homeostatic impact at organ and system levels.
		1.2	**Biochemistry**
		1.2.1	Describe the chemistry and utilization of biomacromolecules (proteins, lipids, carbohydrates, nucleic acids), intermediary metabolism of energy, and nutritional molecules.
		1.2.2	Explain the function of enzymes and coenzymes, and identify the factors that affect enzyme kinetics.
		1.2.3	Explain cell chemistry and signal transduction pathways.
		1.2.4	Describe the principles of DNA and RNA structures and functions, including their role in the process of protein synthesis.
		1.3	**Microbiology Related to Human Diseases**
		1.3.1	Explain the characteristics, classification, structure, metabolic processes, functions and genetic makeup of microorganisms.
		1.3.2	Describe the various pathogenic microorganisms that infect humans and their modes of transmission.
		1.4	**Immunology**
		1.4.1	Compare and contrast innate and adaptive immunity.
		1.4.2	Explain the principles of antibody actions.
		1.4.3	Explain hypersensitivity and types of reactions.
		1.4.4	Apply principles of molecular genetics, genomics, proteomics, and metabolism to explain the concepts of pharmacogenomics and the genetic basis of disease.
Pharmaceutical Sciences	35%	**2.1**	**Medicinal Chemistry**
		2.1.1	Apply physicochemical properties of drugs to drug absorption, distribution, metabolism, and excretion (ADME).
		2.1.2	Evaluate the chemical basis of drug action.
		2.1.3	Describe the fundamental principles of pharmacophores in drug design.
		2.1.4	Explain how chemical structure modifications affect receptor interactions.

		2.1.5	Describe the major chemical pathways involved in drug metabolism.
		2.1.6	Evaluate the applicability of structure-activity relationships in making effective drug therapy decisions.
		2.1.7	Explain the steps involved in the drug development process.
		2.2	**Pharmacology and Toxicology**
		2.2.1	Know the mechanisms of action of drugs of various categories including biologics.
		2.2.2	Describe the principles of pharmacodynamics and drug response.
		2.2.3	Classify drugs into their appropriate classes and approved indications.
		2.2.4	Know the adverse effects, side effects, contraindications and teratogenicity of the different drugs.
		2.2.5	Describe the different mechanisms involved in drug-drug interactions.
		2.2.6	Explain the stages of drug discovery and development.
		2.2.7	Identify acute and chronic toxicities associated with drugs and chemicals, including overdose situations and available antidotes.
		2.3	**Pharmacognosy and Dietary Supplements**
		2.3.1	Describe the concepts of crude drugs, semi-purified, and purified natural products.
		2.3.2	Classify naturally active products based on their pharmacological activity.
		2.3.3	Evaluate the efficacy and safety of various dietary supplements (vitamins, minerals, and herbals), considering their potential benefits and risks.
		2.4	**Pharmaceutics/Biopharmaceutics**
		2.4.1	Explain the biopharmaceutical principles of drug delivery using various dosage forms (liquids, solids, semisolids, controlled-release, patches, implants).
		2.4.2	Explain the materials and methods used in the preparation of various drug dosage forms.
		2.4.3	Apply knowledge of physicochemical properties of the different dosage forms on drug delivery.
		2.4.4	Explain the principles of drug and dosage form stability, including factors that contribute to chemical degradation and physical instability.
		2.4.5	Apply principles of biotechnology to design a novel drug delivery system.
		2.4.6	Explain the principles of drug dosage form administration, including different routes of administration and their implications.
		2.5	**Pharmacokinetics**
		2.5.1	Apply basic principles of in-vivo drug kinetics (linear and nonlinear).
		2.5.2	Apply the principles of bioavailability and bioequivalence to compare different drug formulations.
		2.5.3	Outline physiologic determinants of drug onset and duration, including the influence of disease and diet on absorption, distribution, metabolism, and excretion.
		2.6	**Sterile and Nonsterile Compounding**
		2.6.1	Identify key aspects of International Pharmacopeia guidelines related to sterile

			and nonsterile compounding, hazardous drugs, and compounding regulations.
		2.6.2	Apply appropriate techniques and principles to prepare and dispense extemporaneous prescriptions and chemotherapy agents, ensuring accurate labeling and dating.
		2.6.3	Perform pharmaceutical calculations with accuracy.
		2.6.4	Describe sterile admixture techniques, including procedures to ensure stability, adherence to clean-room requirements, sterility testing methods, and proper dating.
Social/ Behavioral/ Administrative Sciences	20%	**3.1**	**Health Care Delivery Systems and Public Health**
		3.1.1	Know the role of the different organizations involved in healthcare delivery in KSA.
		3.1.2	Identify key social, political, and economic factors influencing healthcare delivery in Saudi Arabia.
		3.1.3	Apply public health principles to develop strategies for health promotion and prevention for specific chronic and infectious diseases within a given population and how demographic, physical, social, and environmental factors contribute to disease.
		3.2	**Population-Based Care and Pharmacoepidemiology**
		3.2.1	Identify common data sources and analytic tools used to assess the probability of beneficial or adverse effects of medications in large populations.
		3.2.2	Implement appropriate epidemiological study designs to investigate a specific research question related to drug use and outcomes in a large population.
		3.2.3	Describe the various methods used for monitoring adverse drug events and other safety concerns related to medication use in large populations.
		3.2.4	Apply pharmacovigilance principles and strategies to improve medication safety.
		3.3	**Pharmacoeconomics and Humanistic Outcomes of Health Care Delivery**
		3.3.1	Explain the different types of pharmacoeconomic analyses and how they are used to inform healthcare resource allocation decisions.
		3.3.2	Describe humanistic outcomes and their applications to inform healthcare resource allocation.
		3.4	**Pharmacy Practice Management**
		3.4.1	Explain how management principles (planning, organizing, directing, and controlling) are applied in different practice settings to improve efficiency and patient outcomes.
		3.4.2	Describe marketing strategies for pharmaceutical products and services, including product versus service pricing, distribution methods, and promotional techniques.
		3.4.3	Apply accounting, budgeting, and financial management principles in pharmacy settings.
		3.5	**Pharmacy Law and Regulatory Affairs**
		3.5.1	Explain how legal and regulatory principles are applied to various aspects of pharmacy practice, including dispensing, professional services, and drug use control.
		3.5.2	Describe administrative, civil, and criminal liability regulations for pharmacists.
		3.5.2	Explain how the authority, regulatory agencies, and health institutions' policies govern pharmacy practice, particularly concerning prescriptions, controlled

			substances, and nonprescription medications.
		3.6	**Biostatistics and Research Design**
		3.6.1	Compare and contrast different research study designs used in medical research.
		3.6.2	Apply appropriate statistical tests to analyze and interpret data obtained from various data collection instruments.
		3.7	**Ethical Decision Making**
		3.7.1	Apply the principles of biomedical ethics relevant to healthcare practice.
		3.7.2	Identify common ethical dilemmas encountered in patient-centered care, including conflicts of interest, end-of-life decision-making challenges, and the application of codes of ethics and oaths.
		3.7.3	Apply ethical principles when designing and conducting research.
		3.8	**Professional Communication**
		3.8.1	Apply effective communication techniques, including verbal, nonverbal, visual, and written communication, empathy, and health literacy tools, when interactine with patients and caregivers.
		3.8.2	Apply principles of communication skills when interacting with other health care providers.
		3.8.3	Use assertiveness and problem-solving techniques to resolve difficult social and professional conflicts and situations.
		3.8.4	Utilize health literacy assessment tools when communicating with patients in different pharmacy settings.
		3.8.5	Use cultural competency principles to provide respectful and responsive pharmacy care to diverse populations.
		3.9	**Social and Behavioral Aspects of Pharmacy Practice**
		3.9.1	Apply behavior modification principles to develop strategies for improving health and illness behaviors in patients.
		3.9.2	Use different intervention to assess and improve patients' adherence to treatment plans.
		3.10	**Medication Dispensing and Distribution Systems**
		3.10.1	Describe systems for the safe and effective preparation and dispensing of medications in various practice settings.
		3.10.2	Describe the role of automation and technology, including pharmacy informatics and information management, in improving pharmacy practice.
		3.10.3	Describe continuous quality improvement (CQI) programs and protocols used to enhance the medication-use process, including methods for identifying and preventing medication errors and establishing error reduction programs.
		4.1	**Drug Information and Evidence-based Practice**
		4.1.1	Evaluate the quality and applicability of drug information and evidence-based practice guidelines to make informed patient care decisions.
		4.1.2	Apply drug-information skills to optimize medication therapy management and improve patient outcomes.
		4.1.3	Evaluate the reliability of various sources of medication information
		4.1.4	Interpret guidelines as they apply in a clinical setting.
		4.1.4	Utilize basic science principles in the development and/or implementation of

Clinical Sciences	35%		drug treatment protocols and clinical practice guidelines.
		4.2	**Clinical Pharmacokinetics**
		4.2.1	Identify common drugs that require therapeutic drug monitoring and utilize appropriate monitoring pharmacokinetic parameters to avoid toxicity and maintain efficacy.
		4.3	**Clinical pharmacogenomics**
		4.3.1	Utilize basic pharmacogenomics information to individualize drug therapy.
		4.4	**Disease Prevention and Population Health**
		4.4.1	Recognize the proper use of nonpharmacologic therapies, including complementary and alternative medicines.
		4.4.2	Describe measures to promote wellness and disease prevention.
		4.4.3	Identify the role of immunizations in disease prevention and health promotion.
		4.5	**Patient Assessment**
		4.5.1	Describe techniques for obtaining a comprehensive patient history.
		4.5.2	Describe how to perform patient physical assessments.
		4.5.3	Differentiate between normal physical assessment findings and modifications caused by common disease states and drug therapy.
		4.5.4	Identify and prioritize drug related problems.
		4.5.5	Interpret common clinical laboratory values and diagnostic tests.
		4.5.6	Perform calculations related to patient assessment.
		4.6	**Clinical Pharmacology and Therapeutic Decision Making**
		4.6.1	Apply concepts of pathophysiology to clinical decision-making.
		4.6.2	Make therapy recommendations based on dosage calculations, specific uses and indications of drugs, and nutritional and support therapy.
		4.6.3	Assess pharmacotherapy considering contraindications, therapeutic duplications, dietary interactions, adverse drug reactions and interactions, and allergies.
		4.6.4	Triage and identify when to refer patients to other health professionals.
		4.6.5	Design patient-centered, culturally relevant treatment plans.
		4.6.6	Apply evidence-based decision making to patient care.
		4.6.7	Recommend nonprescription and natural product therapies.
		4.6.8	Identify and manage drug side effects, toxicity, drug-induced diseases, and drug misuse or abuse.
		4.6.9	Monitor drug therapy for safety, effectiveness, non-adherence, misuse, and/or abuse.
		4.6.10	Explain how pharmacogenomics guides personalized medicine by considering genetic variations affecting drug action and metabolism, incidence of adverse effects and disease risk.
		4.6.11	Counsel and educate patients in the different settings on all types of pharmaceutical agents to ensure safe and proper use of medications, storage and proper administration.
		4.6.12	Apply knowledge of pharmacotherapy to develop safe and effective medication plans for special populations such as neonates, pregnant women, lactating mothers, and geriatrics.

Note: Blueprint distributions of the examination may differ up to +/-5% at each level.

Exam Sections' Description

10% → Basic Biomedical Sciences

Basic Biomedical Science encompasses the foundational knowledge of human body systems and biological processes essential for understanding health and disease. It covers physiology, focusing on the functions of major body systems and homeostasis, and biochemistry, which examines the chemistry and utilization of biomacromolecules, enzymology, cell signaling, and the molecular basis of DNA/RNA structure and protein synthesis. In addition, it covers microbiology which explores the classification, structure, metabolism, genetics, and pathogenicity of microorganisms, including their transmission and role as disease agents. Immunology covers innate and adaptive immunity, antibody actions, hypersensitivity reactions, and the application of molecular genetics, genomics, proteomics, and metabolism to pharmacogenomics and the genetic basis of disease.

35% → Pharmaceutical Sciences

Pharmaceutical sciences covers the essential knowledge in medicinal chemistry, pharmacology, pharmacognosy, and pharmaceutics. It addresses various aspects of drug properties, physicochemical characteristics, development, structure, pharmacodynamics, and pharmacokinetics. It also covers drug classifications, active natural products, indications, mechanisms of action, and side effects. Furthermore, this area incorporates the principles of drug delivery, formulation processes, various dosage forms, and both sterile and non-sterile compounding techniques.

20% → Social/Behavioral/Administrative Sciences

Social, behavioral, and administrative sciences are focused on different areas related to pharmacy practice and the impact of pharmacy on public health. This section also focuses on the different social, behavioral, and administrative applications of pharmacy in different fields within any institution. This includes but is not limited to the healthcare system, pharmacy practice management, pharmacy law and ethics, health outcomes, and drug information and medication use process system.

35% → Clinical Sciences

Clinical sciences encompasses knowledge of drug information and the effective use of resources. It also includes patient assessment and identification of drug-related problems. This section focuses on the fundamentals of pharmacokinetics and pharmacogenomics, as well as performing calculations related to patient assessments and drug dosing. Additionally, the section addresses disease prevention and population health, highlighting the role of nonpharmacological therapies, disease prevention strategies, and immunization. Furthermore, this section evaluates students' therapeutic knowledge and their ability to provide patient-centered recommendations, which include monitoring and patient education. Such recommendations should consider principles of pathophysiology, patient-related factors, drug properties, evidence-based clinical practice guidelines, and characteristics of specific populations, all within the professional scope of pharmacy practice.

References and Exam Preparation Resources

- Dick R. Gourley , James C. Eoff III, The APhA Complete Review for Pharmacy, the American Pharmacists Association.
- William E Paul. Fundamental Immunology, Philadelphia, USA, Lippincott Williams & Wilkins.
- Lippincott's Illustrated Reviews: Biochemistry.
- Lippincott Illustrated Reviews: Pharmacology.
- Leon Shargel, Alan H. Munick, Paul F. Souney, Larry N. Swanson. Comprehensive Pharmacy Review
- Goodman & Gilman's: The Pharmacological Basis of Therapeutics.
- Shargel, Applied Biopharmaceutics & Pharmacokinetics, the Middle East Observer, USA: Appleton and Lange.
- Howard C. Ansel, Mitchell J. Stoklosa, Pharmaceutical Calculations.
- Aulton, M., E., Pharmaceutics: The Science of Dosage Form Design, London Churchill Livingstone.
- Karen E. Stine, Thomas M. Brown, Principles of Toxicology.
- Karen Rascati. Essentials of Pharmacoeconomics. Lippincott Williams & Wilkins.
- Brian L. Strom. Textbook of Pharmacoepidemiology.
- Chisholm-Burns, Allison M. Vaillancourt, Marv Shepherd. Pharmacy Management, Leadership, Marketing, and Finance.
- Nathaniel M. Rickles, Albert I. Wertheimer, Mickey C. Smith. Social And Behavioral Aspects of Pharmaceutical Care.
- Rajender R. Aparasu and John P. Bentley. Principles of Research Design and Drug Literature Evaluation.
- James E. De Muth. Basic Statistics and Pharmaceutical Statistical Applications.
- Josef T. Dipiro Pharmacotherapy: A Pathophysiologic Approach
- Koda-Kimble and Young's Applied Therapeutics: The Clinical Use of Drugs
- Rhonda M. Jones , Raylene M. Rospond, Patient Assessment in Pharmacy Practice.
- Karen J. Tietze, Clinical Skills for Pharmacists
- Daniel L. Krinsky, Stefanie P. Ferreri, Brian Hemstreet, Anne L. Hume, Gail D. Newton, Carol J. Rollins and Karen J. Tietze, Handbook of Nonprescription Drugs: An Interactive Approach to Self-Care.
- Drug list in KSA:

- https://www.sfda.gov.sa/en/drug/search/Pages/default.aspx
- إجـراءات وضوابـط المواد المخدرة والمؤثرات العقلية الهيئة العامة للغذاء والدواء
- MOH list of required immunizations: https://www.moh.gov.sa/en/Ministry/Rules/Pages/default.aspx
- https://www.sfda.gov.sa/ar/drug/drug_reg/DocLib/anti_drugs.pdf
- Lexicomp (handbook or online). Ohio: Wolters Kluwer Clinical Drug Information, Inc; Latest Edition.

Note: This list is intended for use as a study aid only. SCFHS does not intend the list to imply endorsement of these specific references, nor are the exam questions necessarily taken from these sources.

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