

**UNIVERSITY OF UTAH**

**COLLEGE OF PHARMACY**

**ORIENTATION GUIDE**

**DOCTOR OF PHARMACY**

**PROGRAM**

**CLASS OF 2013**

*University of Utah College of Pharmacy Professional Program  
is accredited by the Accreditation Council for Pharmacy Education*

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The information in this guide is current as of the time of printing, but is subject to change. Reasonable notice is given regarding changes in requirements or course work for the Pharmacy Professional Programs.

July, 2008

University of Utah  
College of Pharmacy  
Office of Student Affairs

## Mission Statement

To support the academic enterprise and the professional growth and development of all students

## Core Values

**S**tudents are why we're here

**E**xcellence is the goal

**R**espect diversity of thought and perspective

**V**alue teamwork

**I**ntegrity

**C**ompetence, communication, and civility

**E**valuate and reevaluate

## PLEDGE OF PROFESSIONALISM\*

As a student of pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor. This development, a vital process in my education, will help to ensure that I am true to the professional relationship I establish between myself and society as I become a member of the pharmacy community. Integrity will be an essential part of my everyday life, and I will pursue all academic and professional endeavors with honesty and commitment to service.

To accomplish this goal of professional development, as a student of pharmacy I will:

- A. **DEVELOP** a sense of loyalty and duty to the profession by contributing to the well-being of others and by enthusiastically accepting responsibility and accountability for membership in the profession.
- B. **FOSTER** professional competency through lifelong learning. I will strive for high ideals, teamwork, and unity within the profession in order to provide optimal patient care.
- C. **SUPPORT** my colleagues by actively encouraging personal commitment to the *Oath of a Pharmacist* and the *Code of Ethics for Pharmacists* as set forth by the profession.
- D. **DEDICATE** my life and practice to excellence. This will require an ongoing reassessment of personal and professional values.
- E. **MAINTAIN** the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical caregiver.

The profession of pharmacy is one that demands adherence to a set of ethical principles. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather, it begins with my membership in this professional college community. Therefore, I will strive to uphold this pledge as I advance toward full membership in the profession. I voluntarily make this pledge of professionalism.

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• Adapted from the University of Illinois College of Pharmacy's Pledge of Professionalism, 1993. Developed and adopted by the American Pharmaceutical Association Academy of Students of Pharmacy and the American Association of Colleges of Pharmacy Council of Deans Task Force on Professionalism on June 26, 1994. This Pledge is offered as a model for adaptation by each school and college of pharmacy's faculty and students for use and reference in the professionalization of developing members of the pharmacy profession.

## **DOCTOR OF PHARMACY COMPETENCIES AND OUTCOMES**

1. Incorporate principles of evidence-based medicine (including patient- and population-specific data, quality improvement strategies, medication safety and error reduction programs, and data from clinical trials and retrospective studies) when designing, evaluating or modifying pharmacy care plans.
2. Consider patients' health literacy, cultural diversity, and behavioral psychosocial issues when designing, evaluating or modifying pharmacy care plans.
3. Accurately and safely compound drugs in appropriate dosage forms, including sterile products for parenteral injection.
4. Coordinate the accurate, safe and efficient distribution of medications.
5. Safely and appropriately administer vaccines and/or other medications to patients as appropriate.
6. Describe pharmacy management in various practice settings.
7. Be able to establish and manage a successful patient-centered practice (including aspects such as marketing and being compensated for medication therapy management and patient care services rendered).
8. Demonstrate expertise in informatics as it relates to the practice of pharmacy.
9. Maintain professional competence by identifying and analyzing emerging issues, products, and services.
10. Employ the principles of personalized medicine including pharmacogenetics when designing patient-specific therapeutic regimens.
11. Gather and use specific information (e.g. patient histories, medical records) to identify patient medication-related problems.
12. Develop a patient care plan to manage each medication-related problem.
13. Work with the health care team to implement the patient care plan.
14. Document the pharmaceutical care activities.
15. Interpret epidemiologic data relevant to specific diseases and their management.
16. Interpret pharmaco-economic data relevant to specific diseases and their management.
17. Develop medication use criteria.
18. Conduct and analyze medication use reviews.
19. Identify and use risk reduction strategies to minimize medication errors.
20. Communicate with patients, patients' agents, and health care providers.
21. Exhibit professional attitudes and behaviors.
22. Provide patient care in accordance with legal, ethical, social, economic, and professional guidelines.
23. Assess the cost-effectiveness of a clinical service in a patient care setting.

24. Work with other stakeholders (e.g. patients and other health professionals) to engender a team approach to assure appropriate use of health care resources in providing patient care.
25. Assure that medication use systems minimize medication errors.
26. Assure that medication use systems optimize patient outcomes.
27. Interpret and apply drug use policy and health policy.
28. Work with other stakeholders (e.g. patients and other health professionals) to identify and resolve problems related to medication use.
29. Promote wellness and disease prevention services.
30. Practice pharmacy in interprofessional and collaborative practice settings.
31. Retrieve, evaluate and manage professional information and literature.
32. Reflect critically on personal skills and actions and make plans to improve when necessary.
33. Accept and respond to constructive feedback

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## INTRODUCTION

The Doctor of Pharmacy is a professional degree offered through the University of Utah Graduate School and the College of Pharmacy. Students are admitted into the Doctor of Pharmacy (Pharm.D.) Program by the Graduate School upon the recommendation of the College of Pharmacy Admissions Committee. Admission is competitive and recommendations for admission are based on the written applications, academic records, and interviews. The Pharm.D. Program is administered by the College of Pharmacy through the Dean's Office.

The Pharm.D. Program integrates didactic course work and experiential education to enable each student to acquire the necessary foundation to provide pharmaceutical care to patients throughout their professional careers. The concepts and philosophy of patient-oriented pharmaceutical care in interdisciplinary health care systems are hallmarks of the program.

Students acquire advanced knowledge and skills in the pharmaceutical sciences to enable them to provide drug information to patients and health professionals, practice effectively on interdisciplinary health care teams, conduct drug usage evaluations, participate in drug management decisions and promote rational therapeutics in various health care settings. Clerkships provide experiential training in general and specialized practice sites within hospitals, ambulatory clinics and other health care institutions, as well as in various community settings. Students gain an understanding of how a clinical pharmacy service interrelates with other pharmacy services and health care services as well as promoting effective health, wellness, and disease preventing services and health policy. The knowledge and clinical skills acquired during the Program enable graduates to design and implement innovative, effective and cost-effective pharmaceutical care for their patients, and to effectively communicate with other health care professionals and patients to assure their patients receive high quality health care.

**DOCTOR OF PHARMACY  
PROGRAM**

# PROFESSIONAL CURRICULUM

## Requirements for Class of 2013\*

### Curriculum subject to revision

\*Students must complete the curriculum that is current for their class.

#### FIRST PROFESSIONAL YEAR (2009 - 2010)

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##### Fall Semester

- \_\_ Physiological Chemistry I (MD CH 5110) (4)
- \_\_ Intro to Pharmacotherapy (PCTH 5112) (3)
- \_\_ Intro Practice Experience (PCTH 5113) (2)
- \_\_ Basic Pharm Sci (PHARM 5113) (3)
- \_\_ Social Foundations (PCTH 5114) (2)
- \_\_ Elective(s) (2)
- \_\_ Cultural Competency/Mutual Respect (UUHSC 5500) (1)  
(Must be taken fall or spring semester during the P-1 year)

Semester Credit Hours: 16-17

##### Spring Semester

- \_\_ Physiological Chemistry II (MD CH 5120) (3)
- \_\_ Pathophysiology (PH TX 5121) (5)
- \_\_ Drug Lit Evaluation I (PCTH 5122) (2)
- \_\_ Community Agency Practicum (PCTH 5124) (3)
- \_\_ Dosage Forms/Drug Delivery Sys (PHCEU 5125) (4)

Semester Credit Hours: 17-18

#### SECOND PROFESSIONAL YEAR (2010 - 2011)

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##### Fall Semester

- \_\_ Medicinal Chemistry I (MD CH 5210) (2)
- \_\_ Pharmacology I (PH TX 5211) (4)
- \_\_ Pharmacy Management (PCTH 7123) (2)
- \_\_ Drug Lit Evaluation II (PCTH 5213) (4)
- \_\_ Pharmacy Law & Ethics (PCTH 7313) (3)
- \_\_ Elective(s) (2-3)

Semester Credit Hours: 17-18

##### Spring Semester

- \_\_ Medicinal Chemistry II (MD CH 5220) (2)
- \_\_ Pharmacology II (PH TX 5221) (4)
- \_\_ Disease & Drug Therapy I (PCTH 5222) (5)
- \_\_ Pharmaceutical Compounding & Drug Delivery Systems (PCTH 5226) (3)
- \_\_ Elective(s) (2-3)

Semester Credit Hours: 16-17

##### Summer Semester

- \_\_ Core Community Clerkship\*\* (PCTH 7401) (4)
- \_\_ Core Institutional Clerkship\*\* (PCTH 7402) (4)
- \_\_ Elective(s) (2-3)

Semester Credit Hours: 8-11

\*\* Core Community Clerkship (PCTH 7401) and Core Institutional Clerkship (PCTH 7402) will be taken either during Summer 2011 or Summer 2012.

### **THIRD PROFESSIONAL YEAR (2011 - 2012)**

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#### **Fall Semester**

- \_\_\_ Community Practice (PCTH 7314) (3)
- \_\_\_ Pharmacokinetics (PHCEU 7315) (2)
- \_\_\_ Disease & Drug Therapy II (PCTH 7312) (6)
- \_\_\_ Clinical Toxicology (PCTH 7315) (2)
- \_\_\_ Clinical Seminar (PCTH 7100) (1)
- \_\_\_ Electives (2-3)

Semester Credit Hours: 16-17

#### **Spring/Summer Semesters**

- \_\_\_ Intro to Clinical Clerkships (PCTH 7321) (3)
- \_\_\_ Applied Clinical Pharmacokinetics (PCTH 7325) (2)
- \_\_\_ Disease and Drug Therapy III (PCTH 7322) (5)
- \_\_\_ Adult Assessment & Hlth Promotion (NURS 6020)(2)
- \_\_\_ Herbal Medicines (PCTH 7201) (2)
- \_\_\_ Clinical Seminar (PCTH 7200) (2)
- \_\_\_ Electives (2-3)

Semester Credit Hours: 17-18

### **FOURTH PROFESSIONAL YEAR (2012 - 2013)**

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#### **Summer Semester**

- \_\_\_ Adult Medicine Clerkship (PCTH 7403-7406) (6)
- \_\_\_ Ambulatory Care Clerkship (PCTH 7510 or 7511) (6)
- \_\_\_ Advanced Community Clerkship (PCTH 7601)

Semester Credit Hours 18

#### **Fall Semester**

- \_\_\_ Medical Information Services Clerkship (PCTH 7410, 7460 or 7857) (6)
- \_\_\_ Advanced Institutional Clerkship (PCTH 7602)
- \_\_\_ Clinical Seminar (PCTH 7200) (2)

Semester Credit Hours 14

#### **Spring Semester**

- \_\_\_ Elective Clerkship (one) (6)
- \_\_\_ Elective Clerkship (one) (6)
- \_\_\_ Clinical Seminar (PCTH 7100) (1)

Semester Credit Hours 13

\* Curriculum subject to revision. Students must complete the curriculum that is current for their class.

# PROFESSIONAL CURRICULUM

## FIRST PROFESSIONAL YEAR

### FALL SEMESTER

17 semester credit hours

#### **Medicinal Chemistry 5110**

**4 credit hours**

Physiological Chemistry I: *An introduction to acid-base theory; amino acid structure and metabolism; enzymes and coenzymes; carbohydrate and lipid structure and metabolism; nutrition.*

#### **Pharmacotherapy 5112**

**3 credit hours**

Introduction to Profession of Pharmacy: *Introduction to the roles of pharmacists, the prescription process, legal, regulatory and ethical issues, terminology, methodology and dosage forms. Taught as Writing Emphasis.*

#### **Pharmacotherapy 5113**

**2 credit hours**

Introduction to Practice Experience: *An introduction to the concepts of pharmacy practice through practiced, simulated, and actual community practices. Must have a valid intern's license. Counts towards experiential hours.*

#### **Pharmacy 5113**

**3 credit hours**

Basics in Pharmaceutical Sciences: *Course introduces and integrates basic concepts in medicinal chemistry, pharmacology, pharmaceuticals and drug therapy. Emphasizes understanding the fundamental concepts in the basic pharmaceutical sciences and their impact on drug therapy and pharmaceutical care.*

#### **Pharmacotherapy 5114**

**2 credit hours**

Social Foundations of Pharmacotherapy: *Profession of pharmacy, its position and purpose in the health care system and its responsibility to patients. Taught as Writing Emphasis.*

#### **UUHSC 5500**

**1 credit hour**

**Cultural Competence/Mutual Respect:** *Course will address fundamental issues of creating accountability for understanding cultural and behavioral aspects of working in healthcare and ultimately build effective communication strategies for the benefit of all those we will work with and ultimately the patients we serve. The course is comprised of four (4) modules*

#### **Electives**

**2 credit hours**

### SPRING SEMESTER

18 semester hours

#### **Medicinal Chemistry 5120**

**3 credit hours**

Physiological Chemistry II: *Continuation of MD CH 5110. Structure of nucleosides, nucleotides, and nucleic acids, nucleic acid and protein synthesis, genetic engineering, molecular biology, pharmaceutical biotechnology.*

#### **Pharmacology and Toxicology 5121**

**5 credit hours**

Pathophysiology: *Pathological processes of common diseases amenable to drug therapy. Review of structure and function of major organ systems.*

**Pharmacotherapy 5122**

**2 credit hours**

Drug Literature Evaluation I: *Fundamental basis of statistical inference, randomization, sampling and analysis of data with an emphasis on the design and analysis of clinical trials.*

**Pharmacotherapy 5124**

**3 credit hours**

Community Agency Practicum: *A continuation of Pharmacotherapy 5114 implementing patient care responsibility by the pharmacist.*

**Pharmaceutics and Pharmaceutical Chemistry 5125**

**4 credit hours**

Dosage Forms and Drug Delivery Systems: *Physicochemical approach to stability and performance of pharmaceutical dosage forms. Mathematics, thermodynamics, colligative properties, solubility, chemical equilibrium and kinetics. Emphasis on interfacial phenomena as applied to pharmaceutical dosage forms including suspensions, emulsions, creams, ointments and advanced delivery systems.*

**UUHSC 5500 (If not taken Fall semester)**

**1 credit hour**

## SECOND PROFESSIONAL YEAR

### FALL SEMESTER

17-18 semester credit hours

#### **Medicinal Chemistry 5210**

**2 credit hours**

Medicinal Chemistry I: *Chemical and physical properties, structure-activity relationships of organic medicinal compounds.*

#### **Pharmacology and Toxicology 5211**

**4 credit hours**

Pharmacology I: *Pharmacological effects of drugs selected for their clinical significance. Physicochemical principles that influence drug effects; drugs affecting the autonomic and central nervous systems; anticonvulsant and analgesic agents.*

#### **Pharmacotherapy 7313**

**3 credit hours**

Pharmacy Law and Ethics: *Federal, state and local pharmacy regulations and laws. Ethical principles with practical examples.*

#### **Pharmacotherapy 7123**

**2 credit hours**

Pharmacy Management: *Personal, personnel and pharmaceutical distribution management in various Pharmacotherapy settings.*

#### **Pharmacotherapy 5213**

**4 credit hours**

Drug Literature Evaluation II: *Taught as Writing Emphasis. Introduction to drug information systems, drug literature evaluation, drug study design, and biostatistics; experience in receipt and response to actual drug information questions.*

#### **Electives**

**2-3 credit hours**

### SPRING SEMESTER

16-17 semester credit hours

#### **Medicinal Chemistry 5220**

**2 credit hours**

Medicinal Chemistry II: *Continuation of MD CH 5210. Chemical and physical properties, structure-activity relationships of organic medicinal compounds.*

#### **Pharmacology and Toxicology 5221**

**4 credit hours**

Pharmacology II: *Continuation of PH TX 5211. Anticonvulsant and analgesic agents and drugs acting on cardiovascular and renal systems; antibiotics, drugs acting on endocrine systems, and cytotoxic agents.*

#### **Pharmacotherapy 5222**

**5 credit hours**

Disease and Drug Therapy I: *Taught as Writing Emphasis. Introduction to pathophysiology of disease states and their treatment with drugs.*

**Pharmacotherapy 5226**

**3 credit hours**

Pharmaceutical Compounding & Drug Delivery Systems: *Principles and techniques of sterile and non-sterile compounding, record keeping, and patient counseling.*

**Electives**

**2-3 credit hours**

**SUMMER SEMESTER**

**8-11 semester credit hours**

**Pharmacotherapy 7401\***

**4 credit hours**

Core Community Clerkship: *Practice-based experience at a community site.*

**Pharmacotherapy 7402\***

**4 credit hours**

Core Institutional Clerkship: *Practice-based experience at an institutional site.*

**Electives**

**2-3 credit hours**

\* Pharmacotherapy 7401 (Core Community Clerkship) and 7402 (Core Institutional Clerkship) must be taken during Summer Semester 2010.

## THIRD PROFESSIONAL YEAR

### FALL SEMESTER

16-17 semester credit hours

**Pharmacotherapy 7312**

**6 credit hours**

Diseases and Drug Therapy II: *Continuation of PCTH 5212. Taught as Writing Emphasis.*

**Pharmacotherapy 7314**

**3 credit hours**

Community Practice: *Delivery of pharmaceutical services to the community; didactic material and case studies involving patient profiles, compliance, over-the-counter medications, prescription accessories, and patient counseling.*

**Pharmacotherapy 7315**

**2 credit hours**

Clinical Toxicology: *Understanding the principles involved in the general approach to the poisoned patient including emergency stabilization, physical assessment, decontamination, hastening elimination, antidotes, and toxicology laboratory.*

**Pharmaceutics 7315**

**3 credit hours**

Pharmacokinetics: *Design of dosage regimens in selected disease states. Role of pharmacokinetics in individualized drug therapy.*

**Pharmacotherapy 7100**

**1 credit hour**

Clinical Pharmacy Seminar: *Seminars in pathophysiology, drug therapy of specific disease states and other topics relevant to clinical practice. Students observe this semester.*

**Electives**

**2-3 credit hours**

### SPRING SEMESTER

18 semester credit hours

**Pharmacotherapy 7321**

**3 credit hours**

Introduction to Clinical Clerkships: *Fundamentals of reviewing patient medical records, establishing patient data base, constructing drug-therapy problem list, designing and recommending a pharmaceutical care plan, monitoring care plan.*

**Pharmaceutics 7325**

**2 credit hours**

Applied Clinical Pharmacokinetics: *Application of principles of pharmacokinetics and pharmacodynamics to the individualization of pharmacotherapy.*

**Pharmacotherapy 7322**

**5 credit hours**

Disease and Drug Therapy III: *Continuation of PCTH 7312. Taught as Writing Emphasis.*

**Nursing 6020**

**2 credit hours**

Adult Assessment and Health Promotion: *Advanced health assessment emphasizing the processes and techniques of general screening and evaluating health status of asymptomatic adult clients, including risk assessment, risk reduction, and wellness promotion. Communication techniques, health maintenance protocol, and effect of support systems, personal health beliefs and lifestyle as*

*determinants of health status considered.*

**Pharmacotherapy 7201**

**2 credit hours**

*Herbal Medicines: General principles of natural products chemistry and herbal medicines including regulatory situation, public perceptions, etc. Survey of top 20 herbal products including chemical constituents, historical and current uses, clinical pharmacology and potential adverse events.*

**Pharmacotherapy 7200**

**2 credit hours**

*Clinical Pharmacy Seminar: Seminars in pathophysiology, drug therapy of specific disease states and other topics relevant to clinical practice. Present your first seminar.*

**Electives**

**2 credit hours**

## **FOURTH PROFESSIONAL YEAR (SAMPLE SCHEDULE)\***

In general, core clerkships are completed during summer and fall semesters. Elective clerkships may also be completed during this time. Any remaining core or elective clerkship requirements are completed spring semester of the final year. Each student must sign up for 3 clerkships in Summer, Semester and 2 clerkships in Fall and Spring Semesters.

### **SUMMER SEMESTER (Example only)**

**18 semester credit hours**

#### **Pharmacotherapy 7403 – 7406**

**6 credit hours**

Acute Medicine Clerkship: Advanced clinical clerkship emphasizing drug-related problems and their management in an inpatient setting.

#### **Pharmacotherapy 7510 – 7511**

**6 credit hours**

Ambulatory Care Clerkship: Advanced clinical clerkship emphasizing drug-related problems in chronic disease states in outpatients.

#### **Pharmacotherapy 7601**

**6 credit hours**

An advanced core community clerkship required for doctor of pharmacy students who have completed the core community clerkship.

### **FALL SEMESTER (Example only)**

**14 semester credit hours**

#### **Pharmacotherapy 7602**

**6 credit hours**

An advanced core institutional clerkship required for doctor of pharmacy students who have complete the core institutional clerkship

#### **Pharmacotherapy Clerkship 7410 – 7411**

**6 credit hours**

Medical information retrieval: An advanced clerkship that emphasizes the retrieval, analysis and dissemination of medical information to patients and healthcare professionals.

#### **Pharmacotherapy 7200**

**2 credit hours**

Clinical Pharmacy Seminar: Seminars in pathology, drug therapy management, therapeutic controversies and other topics relevant to clinical practice. *Students will present their second seminar.*

### **SPRING SEMESTER (Example only)**

**14 semester credit hours**

#### **Pharmacotherapy Elective Clerkship (two)**

**6 credit hours (each)**

Subspecialty clerkship: An advanced clerkship in a variety of clinical settings, that builds upon already established skills and knowledge.

#### **Pharmacotherapy 7100**

**1 credit hours**

Clinical Pharmacy Seminar: Seminars in pathology, drug therapy management, therapeutic controversies and other topics relevant to clinical practice. *Students advise P-3 students who will be presenting their first seminar. \* Also includes the interdisciplinary clinical experience component.*

\*Curriculum subject to revision. Students must complete the curriculum that is current for their class.

## **DOCTOR OF PHARMACY / DOCTOR OF PHILOSOPHY PATHWAY**

The Departments of Medicinal Chemistry, Pharmaceutics & Pharmaceutical Chemistry, Pharmacology and Toxicology together with the Dean's Office, College of Pharmacy, have developed a pathway for students who are interested in simultaneously pursuing a Pharm.D and a Ph.D. in Pharmaceutics. This program is intended for students who are interested in a career in basic or clinical research in the area of drug delivery. It is constructed to intersperse the core curriculum requirements of the Ph.D. program into the curriculum of the Pharm.D. program, making course substitutions were feasible. In doing this, we minimize curriculum redundancy between the two programs while ensuring that the student is adequately prepared for the demands of both degree programs.

During the joint program pathway, students undertake research in the summers between their P1-P3 years. Students are also expected to use at least one clerkship rotation for research. The program is structured so that students can take their Ph.D. qualification exams during their P3 year and their pharmacy licensure exam at the normal time after completion of the P4 year. Following P4 year, the students engage in full time research to complete the Ph.D. program.

Students who are interested in pursuing this pathway should apply to both programs simultaneously. However, the student must first gain admission to the College of Pharmacy Pharm.D. program before they can be accepted into the joint program pathway. Students are accepted into the Ph.D. program if the student meets the program admissions criteria and there is appropriate research mentoring and support for the student. Interested students should contact the Director of Graduate Admissions in the chosen department for application procedures and information.

# **PROFESSIONAL EXPERIENCE PROGRAM (PEP)**

## **Introductory Pharmacotherapy Experiences**

### **OVERVIEW**

Your instruction in the College of Pharmacy can be divided into two broad areas, didactic instruction (classroom) and pharmacy practice experiences (clerkships). Student surveys indicate that students highly value experiential opportunities early in the curriculum to better prepare them for their future practice, to learn of the opportunities in the profession, to gain experience interacting with patients and other health care professionals and to become familiar with some of the more common drugs. Students have indicated that learning about some of the more common drugs early in the curriculum is particularly valuable to them working as interns in pharmacies. In addition, the ACPE Standards that the College is guided by has directed that pharmacy students receive experiences as soon as possible in the curriculum; that these experiences build upon what is learned in the didactic curriculum, and that they are longitudinal. The College of Pharmacy experiential program has introduced more practice experiences early in the curriculum to better meet these needs of the students.

The College Professional Experiential Program (PEP) may be thought of as a continuum of educational activities beginning with the Introductory Pharmacy Practice Experiences (IPPE) that are tied to various courses and provide students the opportunity to achieve the professional competencies necessary for the Advanced Pharmacy Practice Experiences (APPE). The latter experiences consist of full-time clerkships in a variety of settings in the last professional year.

The success of students in the professional experience program, and in the curriculum as a whole, also requires proficiency in various computer competencies including word processing, spread sheets and data analysis, internet browsers, e-mail, graphics and presentation software and reference and citation management software. These competencies are described more fully in another portion of the orientation manual.

### **PHARMACY PRACTICE EXPERIENCE LEARNING OUTCOMES**

There are a number of competencies and outcomes that the College of Pharmacy strives to have students achieve. The entire set of these outcomes can be reviewed on page iv, just before the Table of Contents. The introductory practice experiences are designed to help students achieve a specific number of these outcomes as outlined below:

1. Consider patients' health literacy, cultural diversity, and behavioral psychosocial issues when designing, evaluating or modifying pharmacy care plans.
2. Accurately and safely compound drugs in appropriate dosage forms, including sterile products for parenteral injection.
3. Coordinate the accurate, safe and efficient distribution of medications.
4. Describe pharmacy management in various practice settings.
5. Be able to establish and manage a successful patient-centered practice (including aspects such as marketing and being compensated for medication therapy management and patient care services rendered).
6. Demonstrate expertise in informatics as it relates to the practice of pharmacy.

7. Maintain professional competence by identifying and analyzing emerging issues, products, and services.
8. Gather and use specific information (e.g. patient histories, medical records) to identify patient medication-related problems.
9. Develop a patient care plan to manage each medication-related problem.
10. Work with the health care team to implement the patient care plan.
11. Document the pharmaceutical care activities.
12. Identify and use risk reduction strategies to minimize medication errors.
13. Communicate with patients, patients' agents, and health care providers.
14. Exhibit professional attitudes and behaviors.
15. Provide patient care in accordance with legal, ethical, social, economic, and professional guidelines.
16. Assure that medication use systems minimize medication errors.
17. Work with other stakeholders (e.g. patients and other health professionals) to identify and resolve problems related to medication use.
18. Promote wellness and disease prevention services.
19. Retrieve, evaluate and manage professional information and literature.
20. Reflect critically on personal skills and actions and make plans to improve when necessary.
21. Accept and respond to constructive feedback.

## **COURSES**

The instructional design of the IPPE involves a series of experiences along with didactic courses that begin in the first semester of the first professional year and continue each semester thereafter until the student begins the APPE Program. The specific courses containing components of the IPPE and a description of how they address the above competencies are described below.

### **Introduction to Profession of Pharmacy (PCTH 5112)**

This course is taught in the first semester of the first professional year. The class includes didactic lectures on a variety of topics, and self-directed learning. The history of pharmacy is discussed including major milestones and contributions to the practice of pharmacy.

The students are introduced to opportunities in Pharmacotherapy through the didactic portion of the class. Several class periods are devoted to presentations made by practitioners from diverse practice settings. An emphasis is on pharmacists in non-traditional roles. The purpose of this activity is to introduce to students the breadth of career options for pharmacists. Officers of the state chapters of the American Pharmacists Association and the American Society of Health-Systems Pharmacists lead a discussion in one class period on the importance of professional organizations. Several class periods are devoted to a discussion of ethics. A lawyer (who is also a pharmacist) and a medical ethicist provide the students with case examples and lead a discussion on the importance of ethical principles in practice. Students are responsible for interviewing two pharmacists in diverse practice areas and are required to submit a paper comparing and contrasting the two practice areas. One class period is devoted to a discussion of the papers and what the students learned during that project. Professionalism is also emphasized by faculty didactic discussions and by community volunteers who share their experiences.

Students are responsible for learning about medical terminology and the Top 200 drugs outside the classroom. They are given 15 quizzes over the course of the semester that test their knowledge of the brand name, generic name and major therapeutic category of these drugs as well as medical terminology. Some classroom time is spent reviewing pharmaceutical calculations, but the majority of this topic is self-taught outside of the classroom.

### **Social Foundations of Pharmacotherapy (PCTH 5114)**

This class also is taught in the first semester of the first professional year. The class includes a student-centered, problem-based approach to learning through the use of didactic lectures, group discussions and case studies. Reading assignments from current news events area designed to enable students to integrate class information with real life experiences with the human side of the health care system. Lectures focus on the social, political, historical, economic and epidemiological aspects of financing the provision of health care to diverse populations in the US. The course begins on the macro level with a focus on how health care in the US is financed, both currently and historically, with specific emphasis on understanding issues such as Medicare, Medicaid and private insurance impacts on access to health care and prescription drugs for diverse populations. The social role of the US pharmaceutical industry in development and affordability of prescription drugs is also incorporated. The inter-relationships between government (federal and state), health insurers and the pharmaceutical industry and their impact on providers and the practice of health care are explored. Pharmaceutical care is discussed, not as a definition, but more as a way of practice to assume ethical and moral responsibilities on behalf of patients. Numerous traditional and non-traditional practice areas are reviewed, each with their own unique contribution to the practice of pharmaceutical care. Theories of patient behavior in the use of Western medical care are also discussed, with an emphasis on incorporation of non-western and other cultural methods of health care practices. Quality of life issues related to chronic and terminal illness are also discussed with an emphasis on caring when curing is not possible.

Quizzes are used to insure that students remain current on class readings and discussions.

### **Community Agency Practicum (PCTH 5124)**

This course is taught in the second semester of the first professional year as a follow-up to PCTH 5112 and PCTH 5114, and provides 30 hours toward the 300 curriculum-required Introductory Pharmacy Practice Experience (IPPE) hours.. Students will be encouraged to apply skills learned in PCTH 5112 and PCTH 5114 in real life situations as part of hands-on experiences with community agencies and their clients that will help you to become a successful pharmacist. This course will also help you to become aware of agencies in the community that may help you serve your patients as a practicing pharmacist. In PCTH 5114, students are taught in principle about diversity and patient preferences related to various medical and health care system needs; in PCTH 5124, students act on these principles first-hand.

Students select a student partner and community agency with whom to work for the semester. Agency partners will guide you and your classmate in understanding the medical and social needs of their clientele. In a reciprocal fashion, students will learn the relevance of pharmacy practice nuances from both clients and agency representatives. This course also builds on principles of communication skills and the introductory ability to work with patients that was introduced in PCTH 5112, because students

must utilize communication skills in order to be successful working with a community agency and their clients.

Compared to many other first year pharmacy courses, this class and the experience you will have is unique both nationally and at the University of Utah. This course is taught using Service-Learning as its foundation. Service-Learning is an innovative method of instruction that assumes your life experience is the foundation for how you learn. The life experiences you brought with you to the Pharmacy curriculum are essential to recognize and build upon as you become a pharmacist and caring health professional. In this course, students learn through active participation in thoughtfully organized partnerships with community-based agencies. As such, service experiences have been mutually developed by the College of Pharmacy and a number of community-based social and health service agencies to be conducted in and meet the needs of you, the community agencies' clients, and the curriculum.

The required weekly lecture and reflection opportunities will integrate outside and inside class experiences. In addition to the coursemaster, guest lecturers will be invited to present information about unique areas of community need, service, and the relationship between agencies and clients who potentially benefit from their services. Client populations encountered as part of this course include a diverse group in the context of their community. For example, agency clients with chronic diseases such as diabetes, cancer, blindness, may also be classified as "low-income" or a member of an immigrant culture. Your experience will an individual will help you to better understand how to provide pharmaceutical care that is relevant, meaningful, and appropriate in the context of the community. In groups, students will also present information about their community partner and assigned client(s) to their peers. Weekly lectures will also encourage thoughtful student participation.

Students are given ample time to reflect upon their experiences throughout the course, and journals serve as one method of documenting what you are learning. At the end of the semester, all students write a final reflective, analytical report that identifies what was learned that will change how you approach professional practice as a pharmacist relative to patients in your community. Several times during the semester, students will also have the opportunity as part of class to meet with community agency representative to discuss successes and concerns that may arise in the course of the student/client interactions.

In summary, this course is designed to enable students to better understand how community agencies meet community-determined, patient-centered needs and may also serve as a referral base and professional partner for you as a pharmacist. Students will leave the class with:

- Increased confidence about their communication skills;
- A better understanding of the role of community agencies in supporting the role of the pharmacist in the community;
- An increased sense of civic responsibility and personal experience with pharmacist-health care professional service expectations from patients;
- The hands-on, demonstrated ability to work with and understand the needs of diverse populations in the context of their community; and
- The ability to recognize and recommend various community agencies to future patients.

### **Drug Literature Evaluation I (PCTH 5122) and II (PCTH 5213)**

These courses are taught during the second semester of the first professional year and the first semester of the second professional year, respectively. The goal of the series is to give students the skills necessary to retrieve and evaluate the medical literature, and apply the information to solving patient specific and other clinical problems. This course series helps fulfill the University requirements for writing intensive courses and quantitative intensive courses within the student's major.

The first course deals with research design and how understanding the basic concepts pertaining to commonly used statistics can provide the knowledge base to answer specific research questions and help develop skills useful in evaluation of the appropriateness of selected statistics. Worksheets relating to specific drugs in clinical trial situations are utilized in which students are required to consider the study design and the statistical analysis utilized, and comment upon whether the correct statistical analysis was employed in the trial. This course also discusses epidemiology research and study designs and lays the foundation for evaluating the medical literature.

The second course provides students with the opportunity to retrieve, evaluate and manage professional information. Students learn about the commonly used drug information references and how to efficiently retrieve information. Students are able to conduct a computerized search of the medical literature, compare and contrast online resources to printed resources, and use and evaluate drug information resources on the Internet. Students critically evaluate the validity of the information retrieved. Evaluation of study designs builds on the epidemiology studies discussed in the first course and continues by introducing experimental study designs and outcome studies. Students are able to read an article from the medical literature and analyze the strengths and weaknesses of the study based on the methods, statistics used, and evaluation of the results. Examples used in the course provide students with current information on how drugs are used for specific disease states and how we obtain information on new drugs. This provides the foundation for making decisions about appropriate drug therapy for individual patients later on in the curriculum. Students develop their written communication skills by preparing patient education materials, providing written critiques of biomedical literature, and developing information for health care practitioners. Students also demonstrate their verbal communications skills by making class presentations.

Both courses discuss the ethical principles applied to clinical research. In the second course, ethical issues involved in publishing and writing and in providing information to patients and health care practitioners are discussed. Economic, clinical and humanistic outcomes are addressed when discussing clinical research, especially outcome studies.

### **Pharmaceutical Compounding and Drug Delivery Systems (PCTH 5226)**

This course is an important component in helping students develop the pharmaceutical compounding knowledge and skills outlined above and in preparation for the institutional and community clerkships. The class consists of two lectures and one three-hour laboratory session each week.

Over the years the class has evolved from a rudimentary compounding class to one that now teaches contemporary pharmacy compounding, including sophisticated parenteral dosage forms. Several lectures are devoted to pharmacy calculations dealing with both sterile and non-sterile products. The non-traditional sequence of lectures in this class is a result of student evaluations and requests to schedule the "hard" material early in the semester. The evolution of the class also includes a significant number of lectures on sterile products and sterile compounding. Lecture topics precede the laboratory

in which the students compound the dosage form which maximizes the learning opportunity. Students are required to know the basics of intravenous drug administration, aseptic technique, and devices (e.g. piggy-back, CRIS, syringe pump, etc., and intravenous catheters). This knowledge allows students to communicate with other health care professionals regarding the best method of administering intravenous drugs. The students are required to pass a written exam dealing with USP <797> Pharmaceutical Compounding Sterile Preparations and a media-fill test before any institutional externship.

The second part of the laboratory deals with basic compounding skills of traditional dosage forms, (e.g. suppositories, ointments, suspensions, troches, capsules, etc). The students are instructed on how to read compounded prescription orders and how to prepare the product so that bioavailability is maximized. An emphasis is placed on the science of compounding rather than the art of compounding. Traditional Latin abbreviations used in prescription writing are being replaced with common terminology to reduce medication errors. Students are required to prepare the products and to counsel the teaching assistants as if they were the patient. The class teaches the use of open-ended questions when counseling to elicit more involvement from the simulated patient.

## **PHARMACY PRACTICE EXPERIENCES**

All Pharm.D. students must complete a minimum of nine (9) pharmacy practice experiences, three (3) of which are introductory pharmacy practice experiences. All clerkships, except for the core community and institutional clerkships are graded by letter grade. The introductory core community and institutional clerkships are graded credit/not credit.

### **Introductory Practice Experience PCTH 5113**

This course is the experiential component of PCTH 5112. It provides the student with an introduction to the profession of pharmacy through a variety experiences within the laboratory and community settings. The focus of this course is to provide the students with the foundational skills for interviewing and counseling patients, to promote the role of pharmacists as stewards of public health, and to introduce students to problem-solving and critical thinking analysis. Students participate in both simulated and actual experiences to practice and build their skills. The first part of the semester is spent in the dispensing laboratory where students learn basic counseling concepts and are provided with an introduction to compounding and dispensing. In addition, students are taught basic information on physical assessment and patient interviewing skills. This along with the top 200 drugs will be the focus of the simulated patient labs. During the latter half of the semester, students visit Salt Lake County Aging Senior Centers and a community pharmacy site where they observe and participate in brown bag sessions, medication histories, dispensing activities, and have a variety of assignments. Both the simulated and actual experiences will be reflective of didactic lectures from the Intro to Pharmacy Practice course. Information taught and learned in this course will be used in the quizzes given in the Intro to Profession of Pharmacy course.

### **Second Professional Year: Community Clerkship and Institutional Clerkship (PCTH 7401 and PCTH 7402)**

Students will take the core community (PCTH 7401) and core institutional clerkship (PCTH 7402) the summer after completing their second professional year. These are a continuation of the introductory pharmacy practice experiences started in the first professional year. Students are placed in community

and hospital pharmacy sites for 4-week blocks in which they further apply the skills and knowledge learned throughout their first two professional years. The Community Clerkship is a practiced-based experience either at a chain pharmacy setting or an independent-owned pharmacy. The Institutional Clerkship is a practiced-based experience within a hospital setting. While these experiences continue to develop the student's clinical problem solving skills, the main focus of these rotations is to teach the student about drug distribution systems, law requirements and safe medication practices that are unique to these settings. Students build on verbal communication skills learned in PCTH 5112 and 5113 by interacting more extensively with health care providers and patients in both the institutional and community settings under the guidance of faculty preceptors. Students' written communication skills are continued to be developed as well during these clerkships. Students perform medication histories and document the provision of medication therapy management services during the community clerkship. Most students are asked to make a formal in-service presentation to nursing and/or pharmacy staff during their institutional clerkship.

### **Advanced Pharmacy Practice Experiences (PCTH 7000 series)**

**Students must have satisfactorily completed their IPPEs and their third professional year coursework as discussed in the "Academic Standards" section before they can advance into the Advanced Pharmacy Practice Experience Program.**

The final professional year consists of seven advanced pharmacy practice experiences\* in a variety of ambulatory, acute care and other clinical practices. The emphasis is becoming proficient in direct patient care and problem-solving skills. In addition, students will complete a medical information retrieval clerkship as one of the required seven experiences.

**The seven advanced pharmacy practice experiences include five clerkships in the following areas:**

1. **Adult Medicine Clerkship** (one clerkship from PCTH 7000 series): *Advanced clinical clerkship emphasizing the identification of drug-related problems and the management of disease states in an inpatient setting.*
2. **Ambulatory Care Clerkship** (one clerkship from PCTH 7000 series): *Advanced clinical clerkship emphasizing the identification of drug-related problems and the management of disease states in an outpatient setting.*
3. **Medical Information Services Clerkship** (one from list below):
  - a. PCTH 7410 - Drug Information Clerkship: *Advanced clerkship emphasizing providing comprehensive drug information;*
  - or**
  - b. PCTH 7411 - Clinical Toxicology Clerkship: *Advanced clinical clerkship emphasizing the management of poisonings;*
  - or**
  - c. PCTH 7857 - Pregnancy Risk Line Clerkship: *Advanced clinical clerkship emphasizing the management of drug exposures during pregnancy or lactation.*
4. **Advanced Community Clerkship** (PCTH 7601): *Advanced clinical clerkship within a community practice that emphasizes the delivery of safe medication practices.*

5. **Advanced Health-Systems Clerkship (PCTH 7602):** *Advanced clinical clerkship within various health-systems that emphasizes management issues of the system.*

**AND**

**Two (2) elective experiences are also required. These may include:**

1. **Pharmacotherapy (7000 series)**  
Advanced Sub-Specialty Clerkship: *Advanced clerkship emphasizing Pharmacotherapy in a specific sub-specialty.*
2. **Pharmacotherapy (7000 series) Acute Medicine Clerkship/Ambulatory Care Clerkship (up to three from series):** *Advanced clinical clerkship emphasizing drugs in management of disease states seen in an inpatient setting. **Site must be different from that of the required APPE above.***

Clinical independent study and/or research experiences may be scheduled in lieu of one of the elective clerkships. Non-research, independent study elective clerkships are six (6) week experiences that can be developed by the student to allow them to pursue an area of study that is not offered by the College. This clerkship must be preapproved by the Asst. Dean of Experiential Education. A research-based elective clerkship may also be scheduled as a six (6) week experience within other departments of the College (Pharmaceutics, Med Chem), subject to pre-approval of the instructor.

\*Curriculum subject to revision. Students must complete the curriculum that is current for their class.

**STUDENT RESPONSIBILITIES DURING CLERKSHIPS**

1. Students should assume increasing responsibilities for care of patients on their clinical clerkships as they progress through the experiential program.
2. Students are expected to actively participate in the team meetings, rounds and other interdisciplinary conferences that occur on the clinical services of their rotations.
3. Students are expected to identify therapeutic problems as well as present seminars and lectures to the medical, nursing and pharmacy staffs on these problems.
4. Students, with preceptor oversight, should report to the Drug Information Center any medication errors, adverse drug reactions, drug defects, unusual occurrences involving drugs and incidents involving drugs that occur on services designated as inpatient or outpatient clerkship sites at the University Hospital. These reports will be completed according to the current procedures of the Department of Pharmacy Services of the University Hospital. For clerkships at other institutions please complete reports according to their procedures.
5. Attendance at the clerkship site is expected typically Monday - Friday; however, weekends may be required by faculty preceptors. Acceptable reasons for absences include illness, injury, or family funeral. Students should verbally contact faculty preceptors in advance or as soon as possible to explain the circumstances for their absence. The faculty preceptor will determine the course of action for making up missed time.
6. Written requests are required for any absence exceeding two days during any clerkship, with verbal notification as early as possible. Students must submit the written request including the reason(s) for the absence and the course(s) of action for making up missed time as agreed to by the faculty preceptor to the Assistant Dean of Experiential Education. Any unauthorized absences from clerkships may result in academic sanctions by the Scholastic Standards Committee in consultation with the faculty preceptor.

7. Students requesting time away from clerkships for residency, fellowship or employment interviews or meetings during the clerkship must discuss the dates of the anticipated absence with their respective faculty preceptors as soon as possible during the academic year. The faculty preceptor will determine the course of action necessary to make up the time.
8. All clerkships are a minimum 40 hours per week (no more than 10 hours/day). Please note that holidays are not included in the 40 hours. Students should adjust the clerkship hours for the remainder of the week accordingly. Students often opt to schedule “library time” or “project time” on the holiday, depending upon the clerkship’s requirements.
9. At the beginning of the clerkship, after meeting with the faculty preceptor, students will complete a **Student Calendar** that lists hours/days on the clerkship and goals for that clerkship. Students will also complete the **Student Self-Assessment of Skills and Clinical Knowledge** at the beginning and end of the clerkship. These forms are found in the Professional Experience Program manual, given out at the end of your second professional year. The completed forms should be filed with the PEP office by Thursday of the first week of the clerkship
10. At the conclusion of the clerkship, students will complete an evaluation form for that experience (i.e., regarding the clerkship and faculty preceptor). Evaluations are emailed out electronically upon completion of the clerkship to the students. Students who do not receive an evaluation should contact either Mike Cameron for APPE Clerkships or Jennifer Leo of IPPE Clerkships. **It is the student’s responsibility to contact these individuals if they do not receive the evaluation. Students not completing an evaluation will be given a grade of an incomplete for that clerkship.**
11. **At the mid point and at the conclusion of the clerkship, students are responsible for scheduling a meeting with the faculty preceptor to discuss their progress and evaluation by the preceptor.** The faculty preceptor then completes the written student evaluation, which should be provided to PEP office within seven (7) days of completing the clerkship. Every effort should be made to complete this evaluation by the last day of the clerkship. Students are responsible for assuring that all required evaluation forms have been turned in. Incompletes (I) will be assigned for clerkships until all evaluations are received.

## PAGERS

Pharm.D. students are provided a pager prior to starting APPEs at no cost to the student. Students are expected to use the pagers during their clerkships and answer pages as soon as is possible. Students are responsible for lost pagers. The purpose of having a pager is primarily to become more accessible to healthcare providers at the clerkship site and to the faculty. Unless it is an emergency, receiving and answering pages during classroom or clerkship time should be avoided. Students may give out their private cell phone numbers, if they prefer.

## CERTIFICATION

BLS (Basic Life Support) Certification is required prior to starting clerkships. BLS certification courses are offered at affiliated hospital through the Salt Lake Valley. Scheduling the BLS course is left to the student during the second year of the program (Fall or Spring semester). Students register for no formal classes, but must provide their certification card to the Student Affairs Office so that a copy of the card can be placed in their student file. Students must keep this certification current through their course of study at the College of Pharmacy.

## THE HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

All students are required to provide “Certification of Completion of UUHSC HIPAA Privacy and Security Training” by 5:00pm September 8, 2009 to Jennifer Leo, 5515A HSEB. **Students must complete the U’s HIPAA, even if they have done one from their employer.**

### Required Immunizations

All students beginning clerkships must be current on the following immunizations:

<b>Vaccine</b>	<b>Dose</b>	<b>Frequency</b>	<b>Comments</b>
Tetanus/diphtheria/Pertussis (combined booster – Tdap)	One booster	See comments	Tetanus booster every 10 years; Pertussis is only once. If it has been over two years since your last tetanus booster, please get the Tdap booster.
Hepatitis B	Three doses @ 0, 1-2, 4-6 months	Once	Begin series upon admission to COP.
MMR	Two doses after 12 mos. of age given 1 month apart if after 1970	Once	If after 1957, another dose of MMR required. Before 1957 is considered immune.
PPD (Tb) skin test	“Two-step test” initially, then one	Annually or current to one month before start of clerkships	If PPD is positive, then a copy of most recent chest x-ray is required.
Varicella (Chicken pox)	Two doses	Once	Immunity must be proved by providing age when you had the disease, or documentation of a positive antibody test.
Influenza*	One	Annually	Recommended all for clerkships in an institutional setting.

\*Recommended

Please provide updated information to Jennifer Leo or Mike Cameron, Academic Coordinators. Students who do not have the required immunizations completed one month prior to starting on their clerkships will not be allowed to participate on the clerkship. The Student Health Service can provide any required immunization or antibody titer testing. Please call them at 581-6431 for cost information.

## **ELECTIVE REQUIREMENTS**

### **TOTAL OF 9 SEMESTER CREDIT HOURS OF APPROVED ELECTIVES**

1. A total of nine (9) semester credit hours of approved elective courses (5000 or above) are required for the Doctor of Pharmacy Program. A minimum of four (4) hours need to be in the College of Pharmacy. Up to three (3) hours of an approved elective course completed with a satisfactory grade before admission into the Professional Program may be used towards fulfilling the elective requirement. The course must have been completed within one year prior to admission to the Professional Program and not used in fulfillment of another degree or major. Students must petition, in writing, the Scholastic Standards Committee to accept such course work. The letter should include the benefits achieved from the course that can be applied to enhance the student's understanding of pharmaceutical sciences and/or delivery of pharmaceutical care. Evidence of satisfactory completion of the course should be enclosed with the petition.
2. One camp experience, 2 credit hours each, (choose from: PCTH 5644 Diabetes Camp, PCTH 5645 Cancer Camp, PCTH 5646 Asthma Camp) may be taken towards partial fulfillment of the elective requirement.
3. Elective credit may be received for independent study, research, or special projects through the PCTH 5950, 7950 and 7970, and MD CH 5990, PHCEU 5960, 6960 and 7960 and/or PH TX 5990, 6910, 6920, 7910 and 7920 courses. The student and instructor determine the objective and specific aims of the project that are to be achieved and the representative credit hours to be received. Credit hours may range from 1 to 3 semester credit hours. Proposals must be submitted to the Scholastic Standards Committee for approval at least one month prior to registration for the course.
4. Courses not included on the approved elective course listing may be considered for elective credit by the Scholastic Standards Committee. *Such courses must be 5000 or higher and contribute to the student's knowledge of pharmaceutical sciences and/or enhance his/her ability to deliver pharmaceutical care.* Students must petition the Scholastic Standards Committee, in writing, to consider additional courses for elective credit. The petition should include the course title, course number, credit hours as well as a description of how the course will expand the student's knowledge in the pharmaceutical sciences and/or ability to deliver pharmaceutical care. Students should petition the Committee at least one month prior to registering for the course.

## COLLEGE OF PHARMACY ELECTIVES

**PCTH 5115 (2) *Introduction to Pharmacy Information Systems*** Sem: F.

**PCTH 5230 (1-2) *Service Learning Elective*** Sem: F/S/U. Prereq.: Instructor Consent

**PCTH 5950 (2 to 4) *Special Problems in Pharmacotherapy*** Sem.: F/S/U. Prereq.: Instructor Consent.

**PCTH 5640 (2) *Continuing Education*** Sem.: S/F/U. Prereq.: Professional Pharmacy student. (See next page for course description)

**PCTH 5641 (2) *Introduction to Nuclear Pharmacy*** Sem: S. Prereq: Professional Pharmacy student.

**PCTH 5644 (2) *Diabetic Camp*** Sem.: U. Prereq.: Instructor Consent.

**PCTH 5645 (2) *Cancer Camp*** Sem.: U. Prereq.: Instructor Consent.

**PCTH 5646 (2) *Asthma Camp*** Sem.: U. Prereq.: Instructor Consent.

**PCTH 7150 (2) *Pharmacotherapy Outcomes Research Elective*** Sem.: S. Prereq: Third Year Pharmacy Student or Graduate Student in Health Sciences

**PCTH 7430 (2) *Advanced Law Seminar*** Sem: S. Prereq: PCTH 7313.

**PCTH 7434 (2) *Palliative Care: An Interdisciplinary Approach*** Sem: S. Prereq: Third or fourth year pharmacy student.

**PCTH 7436 (2) *Ethical Dilemmas*** Sem: F. Prereq: Professional Pharmacy or Graduate Student.

**PCTH 7447 (1 or 2) *Outreach Poison Prevention Education***. Sem.: F/S. Prereq.: Professional Pharmacy student.

**PCTH 7XXX (6) *Core Clerkships***. Sem.: F/S/U. Prereq.: Please contact Dr. Elizabeth Young, Assistant Dean for Experiential Education.

**MD CH 5990 (1 to 4) *Special Problems in Medicinal Chemistry***. Sem.: F/S. Prereq.: Instructor Consent.

**PH TX 5990 (1 to 3) *Special Problems in Pharmacology*** Sem.: S. Prereq.: Instructor Consent.

**PH TX 7100 (2) *Advances in Endocrine Pharmacology*** Sem.: F. Prereq.: Pathophysiology, pharmacology

**PHCEU 5960 (1 to 3) *Special Problems in Pharmaceutics*** Sem.: F/S. Prereq.: Professional Pharmacy student.

**PCTH 5640** (Continuing Education) is offered to facilitate the student in developing a pattern of behavior which seeks to improve one's professional base of information outside the classroom and to reinforce the concept of lifelong learning. It is hoped that students will be able to obtain experience preparing reports on continuing education programs attended, discuss information and gain insight about a number of topics which are not normally covered in other classroom activity, interact with practitioners who have a high regard for maintaining and improving their professional expertise, and understand the role which continuing education and continuing professional development plays in the practice of pharmacy. The course is graded on a credit/no credit basis.

To help achieve these goals, students are required to attend 30 contact hours of **"LIVE"** continuing education sponsored by the College of Pharmacy or other American Council on Pharmaceutical Education (ACPE) approved providers. Online or reading based programs are not acceptable for credit in this course. At least 15 of the 30 contact hours must be obtained by attending College of Pharmacy programs. For a College of Pharmacy program, the student must complete and turn in a written summary of the program content which outlines each speaker's presentation and what they learned from the speakers. When a student wishes to receive credit for attending a program that is not sponsored by the University of Utah College of Pharmacy but is sponsored by another ACPE approved provider (i.e., Utah Society of Health-Systems Pharmacists (USHP), American Society of Health System Pharmacists (ASHP) or the American Pharmaceutical Association (APhA), the student must show verification of attendance (i.e., a Statement of Credit from the program provided) and write a paper in the same manner as for UU CPE programs. The summary is to be written as if they are going to present the information from the program to their peers in a work environment.

For further information please contact:

Karen Gunning, Pharm.D, BCPS., Coursemaster; and Director of Continuing Pharmacy Education.  
[Karen.Gunning@pharm.utah.edu](mailto:Karen.Gunning@pharm.utah.edu).

## **PREAPPROVED ELECTIVE COURSES OUTSIDE THE COLLEGE OF PHARMACY**

Up to five (5) semester hours from departments or colleges outside of the College of Pharmacy may be used to fulfill the elective requirement. Electives taken while enrolled in the Pharm.D. Program must be graduate level (5000-7000) courses.

### **FAMILY AND PREVENTIVE MEDICINE**

**FP MD 6300** (3) *Introduction to Epidemiology*

**FP MD 6304** (2) *Pharmacoepidemiology*

**FP MD 6401** (2) *Health Policy and Managed Care*

**FP MD 6405** (2) *Health Services Research*

**FP MD 6500** (2) *Introduction to Public Health*  
Prereq.: FP MD 6100 and 6300.

**FP MD 6502** (2) *International Public Health Issues*

**FP MD 6505** (1) *Preventive Medicine: Policy and Implementation*

**FP MD 6506** (2) *Nutrition and Health Lifestyles*

**FP MD 6700** (2) *Environmental Health Problems*

**GERON 5001** (3) *Introduction to Gerontology*

**GERON 5002** (3) *Service Agencies and Programs for the Elderly*

**GERON 5003** (3) *Research Methods in Aging*

**GERON 5004** (3) *Adult Transitions*

**GERON 5005** (3) *Race, Ethnicity, and Aging*

**GERON 5050** (3) *Survey of Gerontology*

**GERON 5140** (3) *Communication and Aging*

**GERON 5220** (3) *Caregiving and Aging Families*

**GERON 5320** (3) *Death, Dying, and Bereavement*

**GERON 5370** (3) *Health and Optimal Aging*

**GERON 5390** (2) *Geriatric Care Management*

### **NUTRITION**

**NUTR 5260** (3) *Geriatric Nutrition*  
Recommended Prereq: NUTR 1020 or 2440.

**NUTR 5320** (3) *Nutrition for Exercise and Sport*  
Recommended Prereq: NUTR 1020 or 2440 and either ESS 3091 or 4300/3094.

**NUTR 5340** (3) *Nutrition and Women's Health*  
Recommended Prereq: NUTR 1020 or 2440.

**NUTR 5350** (3) *Eating Disorders: Prevention and Treatment*. Cross listed as H EDU 5350.

**NUTR 5360** (3) *Weight Management*  
Recommended Prerequisite: NUTR 1020 or 2440 and ESS 2791 and H EDU 4250.

**NUTR 5380** (3) *Understanding Dietary Supplements*. Recommended Prereq: NUTR 1020, 2440, or 3010.

### **HEALTH PROMOTION AND EDUCATION**

**H EDU 4180** (3) *Prevention: Substance Abuse and Violence*

**H EDU 4790** (3) *Health Service Administration*

**H EDU 5050** (3) *Health Concerns in the Developing World*

**H EDU 5100** (3) *Health Care in the United States*

**H EDU 5190** (3) *Drug Abuse Prevention for Multiethnic Youth*

**H EDU 5200** (2) *Emergency Preparedness*

**H EDU 5300** (3) *Diversity and Health* Satisfies Diversity Requirement.

**H EDU 5370** (3) *Health and Optimal Aging* Cross listed as GERON 5370.

**H EDU 5450** (3) *Health Care Financial Management*

### **GERONTOLOGY**

**H EDU 5480** (2) *Seminar-Alcohol & Drugs*  
Summer workshop for community leaders and those interested in drug issues. *Extra assignment required. See Dr. Nichols, 581-7564.*

**H EDU 7020** (3) *Transpersonal Health: An Ongoing Journey of Discovery.* Online elective.

**H EDU 7040** (3) *Resilience and Resiliency: Practical Applications for Youth.* Online elective.

**H EDU 7060** (3) *Prevention Research.* Online elective.

### **MEDICAL INFORMATICS**

**MD INF 6100** (2) *Introduction to Biostatistics*

**MD INF 6200** (3) *Health Information Systems*  
Prereq.: MD INF 6000.

### **ONCOLOGICAL SCIENCES**

**ONCSC 6510** (1.5) *This course is organized around specific diseases, using advances in each area to highlight various principles.*

## **\*\*Student Information Sheet\*\***

The College of Pharmacy supports the University of Utah Health Sciences Center Drug Testing Policy (<http://www.admin.utah.edu/ppmanual/2/2-12-1.html>) and the University Drug-Free Workplace Policy (<http://www.admin.utah.edu/ppmanual/2/2-12.html>). Faculty, staff, and students in the College are informed of these policies with the understanding that individuals working in a patient-sensitive area may be subjected to a drug test if there is reasonable suspicion of a drug loss or diversion event. Be aware that you may affiliate with clinical settings other than the University of Utah that have a drug testing policy that differs from the University of Utah Health Sciences Center Drug Testing Policy. However, if you are on university business (for example, clinical rotations), whether you are on or off campus, you are subject to the University of Utah Health Sciences Center Drug Testing Policy.

### **Policy**

It is the policy of the University of Utah Health Sciences Center and the College of Pharmacy to maintain a drug-free workplace to establish, promote, and maintain a safe and healthy environment for patients and a safe and healthy working and learning environment for employees, students, and volunteers. It shall be a violation of this policy for any covered individual to engage in the unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance at the workplace, including being under the influence or impaired at the workplace, while engaged in university business on or off campus, or in any manner that violates criminal drug statutes. Unauthorized use or possession of alcohol at the workplace, including being under the influence or impaired by alcohol at the workplace, or while engaged in university business on or off campus is also prohibited. By establishing a program to determine whether covered individuals are engaged in substance abuse, the University of Utah Health Sciences Center and the College of Pharmacy seek to prevent the risks associated with such abuse.

### **Application**

This policy applies to University of Utah Health Sciences Center faculty, staff, students, and volunteers who are in patient-sensitive positions. *Patient-sensitive position* is defined as "...a position involving patient contact, patient diagnostic or therapeutic functions, or a position in which the individual works in or has job- or education-related access to patients or patient care areas." These individuals are referred to as "covered individuals."

### **Process**

Faculty, staff, and students that fulfill the requirements of a covered individual will be subject to a drug test when a situation of reasonable suspicion of a policy violation exists or a drug loss or diversion event occurs. Specific steps must be followed to carry out the drug test. All information relating to a drug test will be maintained separately from a student's academic file.

### **Disciplinary Action for Students**

Students failing a drug test will discontinue all job- or education-related patient contact. Action by the Associate Dean for Academic Affairs will be based on the results of an investigation and on existing university policies and procedures. A failed drug test may result in sanctions including suspension in accordance with UU-PPM 8-10 (Code of Student Rights and Responsibilities; <http://www.admin.utah.edu/ppmanual/8/8-10.html>). The complete University of Utah Health Sciences Center Drug Testing Policy is available from the Dean's Office upon request.

## **Faculty Mentorship Program for Professional Students**

A formal mentorship program is in place to assist each professional student in understanding the Pharm.D. Professional Program, learning about the pharmacy profession, and as a guidance source for any aspects of their life that may affect their professional studies or pharmacy career.

Each P1 and P2 student will be assigned a mentor that they will be expected to meet with, at least **once**, per fall and spring semesters. The mentor will remain the same throughout the course of the student's professional studies. The Student Affairs Office will aid in setting up the meeting between the mentor and the student in the Fall semester of their P1 year. After the meeting date and time has been arranged, the student is expected to attend the meeting. If the student is not able to make the meeting they are expected to contact the mentor directly to arrange another date and time. The Student Affairs Office will only set up a meeting one time each semester. **These meetings are mandatory during the first two years of the professional program. Thereafter, they are at the discretion of the student.**

If the student wishes to meet with their mentor more than once per semester they are welcome to take advantage of this opportunity. Any subsequent meetings after the first meeting will need to be set up by the student with the mentor.

If a student wishes to change mentors they must state their reasons why in writing to the Associate Dean for Academic Affairs. Efforts will be made to accommodate these requests.

Each student should come to the meeting with his or her mentor prepared to talk about his or her experience in the professional program or any pharmacy related matters.

## **Criminal Background Checks for All Professional Students**

The Division of Professional and Occupational Licensing (DOPL) requires that all professional pharmacy personnel (Pharmacists, Interns, and Technicians) submit fingerprint cards in a form acceptable to the Division at the time of licensure application and consent to a fingerprint background check by the Utah Bureau of Criminal Identification and the Federal Bureau of Investigation regarding the application.(Utah Code: 58-17b-307).

This DOPL background check will occur at the time of admission to the College of Pharmacy for the purposes of receipt of a pharmacy internship license. The State of Utah Pharmacy Internship License is mandatory for formal acceptance into the University of Utah College of Pharmacy and to begin coursework in the professional program.

If a student has been accused or convicted of a felony or misdemeanor in the past five years, the student should discuss this issue **immediately** with the Associate Dean for Academic Affairs.

Criminal background checks will also occur during the P2 year for participation PCTH 5124 (Community Agency Practicum), and for participation in institutional clerkships, and in the P3 and P4 year for participation in the Advanced Pharmacy Practice Experiences. If a student has been accused or convicted of a felony or misdemeanor during their professional career at the University of Utah they should discuss this issue **immediately** with the Associate Dean for Academic Affairs.

## Weapons on Campus

The Campus Security Task Force was appointed by President Young to address concerns regarding campus safety in the face of news reports about violence and weapons on college campuses. One of its charges was to provide some guidance to the campus community regarding weapons.

With two exceptions, the University of Utah does not allow lethal weapons on campus – that policy applies to firearms, knives, explosives, or other items whose central purpose is inflicting harm on others. The two exceptions to this policy are the firearms carried by law enforcement officers and concealed weapons carried by lawful permit holders. Those persons who have a permit to carry a concealed weapon must keep their weapons concealed while on campus.

Faculty, staff, or students may become aware of the presence of a weapon in their immediate vicinity either by happenstance as when a concealed weapon is momentarily visible or through deliberate action of the possessor. In either event, the advice of law enforcement experts is the same – stay calm and avoid confrontation whenever possible.

Nobody other than an official law enforcement officer should ask the possessor of a weapon whether he/she has a concealed carry permit. Trained peace officers are the right people to deal with this issue.

In all situations – **STAY CALM – AVOID CONFRONTATION** if at all possible

1. If a weapon is not being brandished in a threatening manner, there is no reason for you to become directly involved with the weapon. This is true whether it is openly visible or only briefly exposed. If you have any concern about the weapon's presence, then
  - a. make note of the identity of the possessor
  - b. call 585-2677 (5-COPS) or 9-911
  - c. do not ask the possessor for a weapon permit
  
2. If a weapon is being brandished in a threatening manner or the possessor seems unstable, then
  - a. **STAY CALM** – do not make the situation worse by confrontation if it can be avoided
  - b. call 585-2677 (5-COPS) or 9-911
  
3. If you are threatened directly or if violence erupts, then
  - a. **STAY CALM**
    - i. take evasive action
    - ii. do not enter any area without knowing what is there
    - iii. use self-defense methods only to the extent that you are familiar or comfortable with them
    - iv. look for the most solid protection available (e.g., prefer solid wood furniture over drywall)
  - b. call 585-2677 (5-COPS) or 9-911

## **Student Complaints Relating to ACPE Standards**

The University of Utah College of Pharmacy provides each professional student the ability to lodge complaints about the professional program regarding the Accreditation Council on Pharmacy Education (ACPE) Standards. Any professional student can provide a written complaint to the College about any accreditation standard (<http://www.acpe-accredit.org/deans/standards.asp>), student rights to due process, or any other unresolved issue. The College of Pharmacy is committed to resolving all complaints by due process in a timely manner.

Policy: The College of Pharmacy has an obligation to conduct its affairs with honesty and frankness. Any student enrolled in the College of Pharmacy's professional programs has the right to lodge a complaint against the College or the pharmacy program that is related to ACPE standards, policies, or procedures. Student complaints will be taken seriously and will be responded to by the College in a timely manner following a process that is fair and equitable to all parties and consistent with University policy. Copies of the ACPE standards are available to all College personnel in the Dean's Office or can be accessed on-line at <http://www.acpe-accred.org/>.

Procedures: There are two methods to register complaints; the first is an on-line submission at <http://www.pharmacy.utah.edu/studentinfo/complaints/>, and the second a written complaint submission is available at complaint boxes located in the Pharmacy Student Lounge in HSEB, outside the Student Affairs Office on the 2<sup>nd</sup> floor of Skaggs Hall, and outside the computer laboratory on the 2<sup>nd</sup> floor of Skaggs Hall. Anonymous or identified complaints are acceptable. The complaint will be reviewed by the Associate Dean for Academic Affairs, who will acknowledge in writing receipt of the complaint and establish a file for the complaint within two (2) business days. The file will be kept separate from student academic records or faculty/staff personnel records. If a complaint is filed anonymously, it should be understood that addressing the complaint may be difficult without providing enough detail in the complaint to allow the College of Pharmacy to adequately understand the complaint. We therefore strongly encourage providing your name.

The Associate Dean will promptly initiate an investigation and determine the facts surrounding the complaint by whatever means are appropriate to the specific complaint. This may include, but is not limited to, interviewing students, faculty, faculty preceptors, teaching assistants, administrators, and/or staff; gathering written forms of evidence; eliciting a written response from knowledgeable individuals or those involved in the complaint; accessing records; meeting with faculty committees; consulting with University General Counsel or other university personnel. Requests for confidentiality by the complainant will be respected to the extent any such information is not necessary for the resolution of the complaint. Based on this investigation, the Associate Dean will make a determination about the validity of the complaint and respond to the complainant in writing. If the complaint is viewed as invalid, the complaint will be terminated. If the complaint is viewed as valid, the Associate Dean will propose one or more steps to resolve the situation. The steps for resolution will be clearly articulated with specific time lines for completion and must be agreed to in writing by the complainant and all individual parties, if any, involved in the resolution. Unless exceptional circumstances exist, the time frame for investigation and resolution will be no more than six (6) months from the date of the original written complaint.

The determination of validity or the steps for resolution may be appealed to the Dean by any party

involved in the complaint or in the resolution. A written appeal will be submitted to the Dean within fifteen (15) business days from the date of the written response from the Associate Dean. The Dean will review documents and procedures and decide on the outcome of the complaint within thirty (30) days from the date of the written appeal. The Dean's decision is final.

Records: A complete file will be maintained for each complaint that contains the written complaint, a written record of each step taken to investigate and resolve the complaint, and the outcome of the complaint, except as otherwise prohibited by state or federal law. The complaint files will be made available for inspection by the ACPE during on-site evaluations or otherwise at ACPE's written request.

The Associate Dean for Academic Affairs also meets with all respective P1-P4 SAC leaders on a semester basis. All complaints, including accreditation standards issues, can be registered with the SAC leaders to be addressed with the Associate Dean.

## **COLLEGE OF PHARMACY**

### **WHAT TO EXPECT WHEN TAKING AN EXAM**

Maintaining the integrity of all written examinations in the College of Pharmacy is an important responsibility for faculty and students alike. Below are common sense guidelines that faculty will follow when giving exams and that students should expect when taking them. The objective of these guidelines is to provide a positive and secure testing environment where the opportunity for cheating or disruption is minimized and the opportunity for best performance is maximized.

In order to establish a positive, secure, and respectful testing environment, here are some practices for students to expect when taking exams in the College of Pharmacy:

1. Expect your professors to clearly articulate testing policies and procedures early in the semester and before each exam. If you have a question, ask!
2. Many exams will be held in the auditorium because it gives more space to spread out. Regardless of where an exam is given, you should spread out as much as possible, leaving open seats between each student, as well as open rows if possible, which helps the instructor get to you when you have questions. Expect instructors to ask you to move around a bit to maximize spacing or for special needs.
3. Be prepared to put all backpacks, book bags, purses, briefcases, notebooks, and other personal items in the front, back, or sides of the room. Nothing should remain in the seating area. This includes bulky coats, scarves, gloves, and baseball caps or other hats. A light jacket or sweater may be kept with you in case the room temperature changes, but don't take it personally if an instructor asks about it.
4. Arrive no later than 5 minutes after the scheduled time of the examination to minimize disruption. If a student arrives later than 5 minutes after the start of the test (tests in the hands of all students), the course-master has the discretion to allow the student to take the test, adjust the test score as he/she deems appropriate, or deny the student the ability to take the test, assigning a grade of "0".
5. Don't expect to rummage around in your personal belongings during an exam. Be prepared with whatever you might need (extra pens/pencils, water bottle, medication, scratch paper if permitted) at the start.
6. Turn off all electronic devices, including cell phones, pagers, PDAs, radios, CD or MP3 players, calculators, and computers, to avoid disruption during the test. Secure the devices in your backpack or coat; do not leave them in your pockets or on surrounding seats.
7. Calculators may be required or permitted for an exam. Depending on the nature of the exam, you may be able to use any calculator of your choice. Other times, you may be provided a simple, standard model. Your professor will provide precise information about the use of calculators well in advance of the exam.
8. Expect to see one or more proctors during an exam. These individuals will be moving quietly and continuously around the room. If you have a question, raise your hand and someone will come to you.
9. Keep your test papers flat and follow other good test-taking behaviors.
10. Turn in your exam before collecting your personal belongings. Do this quietly if the exam is still in progress to minimize disruption.
11. If you have a documented learning (or other) disability that affects test taking, talk with your instructor

ahead of time about required accommodations. Disabilities must be established through appropriate channels at the Center for Disability Services (<http://disability.utah.edu/>) and must be documented in writing. Any information about disabilities and/or testing accommodations will be kept strictly confidential. Instructors will not discuss the situation with other faculty (unless required for educational purposes) or in front of other students. Talk with your instructors early in the semester so that appropriate arrangements can be made.

12. If you have a medical condition or unusual circumstances that require special arrangements during an exam, talk with the instructor before the exam date. Do not appear at an exam and surprise the instructor with special requirements or demands.
13. The Associate Dean for Academic Affairs is your resource in the Dean's Office for questions or concerns.

The bottom line: Your professors should discuss testing policies and procedures early and often with you to avoid any surprises and to provide expectations. If you have special needs or unusual circumstances for an exam, talk with your instructor ahead of time. Again, the point is to provide a positive and secure testing environment where the opportunity for cheating or disruption is minimized and the opportunity for best performance is maximized.

## Competencies in Personal Computing, IT<sup>1</sup>, Information Literacy, and Informatics

Informatics competencies and expertise for pharmacy students are characterized in the following manner by the ACPE 2007 standards<sup>2</sup>; see page 19, footnote 13.

*“Competencies in informatics include basic terminology (data, information, knowledge, hardware, software, networks, information systems, information systems management); reasons for systematic processing of data, information and knowledge in health care; and the benefits and current constraints in using information and communication technology in health care. (Adapted from recommendations of the International Medical Informatics Association)”*

Professional Pharmacy students must move beyond being amateurish in their attitudes, knowledge, skills, and demonstrable expertise in Pharmacy Informatics and its underpinnings. E.g., students should be able to demonstrate expertise in skills and abilities in the following digital domains in regards to educational endeavors, duties, communications, classes, study, research, and pharmacy praxis (e.g., professional experience as a student) upon graduation.

- IT skills including personal computing and software literacy
  - personal computer systems
  - electronic spreadsheet, word processing, and presentation software
  - sending and receiving email with attachments
  - computer system security
  - personal identity protection and safety in the electronic domain
  - internet searching with a search engine
  - elementary database knowledge
- information security/data security in the healthcare domain
  - HIPAA<sup>3</sup> including the security privacy rule in the electronic domain such as electronic health records
- General information literacy<sup>4</sup>
- Pharmacy and allied information systems in clinical, community, and pharmacy care and practice. These systems include but are not limited to CPOE<sup>5</sup>/eRx<sup>6</sup>, medication safety, e-iatrogenesis (e.g., electronic based system induced pharmacy errors and adverse reactions).
- Pharmacy Informatics

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<sup>1</sup> *i.e.*, Information technology

<sup>2</sup> ACPE Guideline 12.1 (Accreditation Council for Pharmacy Education; see [http://www.acpe-accredit.org/pdf/ACPE Revised PharmD Standards Adopted Jan152006.pdf](http://www.acpe-accredit.org/pdf/ACPE_Revised_PharmD_Standards_Adopted_Jan152006.pdf))

<sup>3</sup> HIPAA, from Health Insurance Portability and Accountability Act; see [http://en.wikipedia.org/wiki/Health\\_Insurance\\_Portability\\_and\\_Accountability\\_Act](http://en.wikipedia.org/wiki/Health_Insurance_Portability_and_Accountability_Act)

<sup>4</sup> “Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." see <http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>

<sup>5</sup> *i.e.*, computerized provider order entry or synonymously computerized physician order entry.

<sup>6</sup> *i.e.*, electronic prescribing

If students do not have the necessary basic knowledge and skills with a personal computer and more elementary IT and information literacy skills, they should develop these as part of their educational experience during their tenure as a student, starting in the first semester of the first year with workshops and online self-paced learning via services offered by the Eccles Health Science Library<sup>7</sup> (in the Health Sciences) and Marriott Libraries<sup>8</sup> (main campus). Each library offers elementary and basic classes in the above subjects and topics at no charge. Honing these skills and acquiring more sophisticated IT and informatics skills in the healthcare and pharmacy setting will occur in the curriculum and activities that the students participate. Further students should acquire higher practice skills with IT systems and informatics in their practicums. Integration of these skills, knowledge, and abilities should occur throughout their time as a student and professional.

The College offers an elective course in pharmacy informatics in the fall of each year to first and second year pharmacy students. Informatics and advanced information literacy skills are covered in the informatics course building upon IT and general computer/information literacy skills. Other pharmacy courses and the experiential program will capitalize on what is learned in this course.

As students become skilled with the basics, students are expected to extend their skills and knowledge to IT and pharmacy informatics oriented domains, from the general to more specific purposes for the practice of pharmacy. For example, based on a patient's medical history, family history, and current medical condition(s) students at the end of their tenure should be able to formulate a safe and sound pharmacotherapy regimen or make correction(s) in therapy, given one or more pharmacologically adverse events. In such cases, many informatics principles and information resources will be employed in the required critical therapeutic thinking and planning, and the data and information garnered integrated into a concise and clear clinical description: *e.g.*, using an electronic drug information resource, using a pharmacy information system to manage/administer a pharmacy and acquire pertinent clinical or genomic patient information, perhaps using a computer decision support system, ePrescribing or CPOE or other pharmacy information system. Further, developing sound, effective, and economical pharmaco-therapeutic practices, along with improving public health informatics practices, or developing a novel thesis by using data mining, pharmaco-economic, statistical, and visualization techniques to support and demonstrate the validity and merit of the thesis will also be important abilities in a student's or pharmacists pharmaco-informatics armamentarium for this modern age we live.

The following provides a more in-depth discussion of basic or elementary IT and information literacy software skills that students should acquire before graduation.

### **Basic Personal Computer System Skills**

Basic personal computer system knowledge and skills can be learned using various personal computer platforms running one of the following operating systems: Microsoft (MS) Windows XP Pro, Apple MacOS X, or a Linux/Unix variant such as Red Hat Linux. Safe computing knowledge and practice is a foundation upon which all the other digital domain skills should be built, *especially* in information technology and pharmacy informatics. Personal computing technology is very

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<sup>7</sup> see <http://registration.med.utah.edu/classes.cfm?textonly=false>

<sup>8</sup> see <http://www.lib.utah.edu/portal/site/marriottlibrary/>

dynamic and changes quickly. Students are strongly encouraged to stay apprised of important changes and ramifications. The depth and breadth of Internet pharmacy resources that change and evolve is a primary example. *The reader will get a good sense of basic computer/IT knowledge and skills for academics, electronic communications, and time management from the following descriptions.*

#### Basic Skills with Personal Computer Operating Systems: the User Interface.

Typical user operations with the computer system interface are necessary in order to perform system duties or tasks. Typical operations are: turning a system on/off, user-interface operations (e.g., navigating a directory structure or directory tree to find and use files, saving files to a specified location, installing/uninstalling common software, changing user preferences), changing passwords, basic mouse/keyboarding and similar skills. *It is expected that students will use USB memory key drives, CD or DVD disks (including burning data to this type of media) and available network storage to save their academic project data and document files.* Students cannot overestimate the importance in backing up data. Learn how back-up your data so your personal work will not be compromised. Look for network storage that meets your needs on campus.

Safe and Secure Computing. Students should practice safe and secure computing to protect private and/or confidential data and information. This starts with each student ensuring that their personal computer system is as safe and secure as possible from data compromise by computer viruses, worms, other malware, other computers, other users, or other cyber-threats. Use an acceptable and appropriate backup practice regularly.

Safe and secure computing or its parent domain, information security, entails protecting data from unwarranted or malicious data alteration or destruction. The following list describes responsibilities.

1. Students are responsible and accountable for their actions and behavior when using any University of Utah Information resources (e.g., networks, computers, software, servers, email, electronic documents, web sites, etc).
2. Each Student must use sensible and professional etiquette when using official University of Utah Information systems or resources, e.g., email communications.
3. In all matters official in a student's tenure here in the College, students should practice professionalism, proper decorum, civility, and responsible interactions with others in physical and digital domains. Remember, if something is written or recorded in the digital domain, it's always from a practical practice, a matter of a written historical record. Use caution, good sense, and assessment<sup>9</sup> before you send an email, or perform an electronic social networking activity.
4. Students are responsible for any official data files or documents in their care, or which they create or manage. Students should back-up important digital files in a timely fashion and faithfully. To do this, students can either use server storage (provided by the College of Pharmacy), CD/DVD writable disks, ZIP disks or USB memory keys or other permanent storage devices. Students should backup their data frequently to multiple sources.
5. Distributing or sharing intellectual property without legal and documented permission is forbidden.

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<sup>9</sup> What might be the negative consequences of what you write? Are you acting in a professional manner in your social networking "biography", tweet, blog, or text message? What does the world know about you from Facebook™, MySpace™, LinkedIn®, and other social networking sites? Do I expose myself to future risks?

This includes music, movies, images, ideas, text or other electronic files. *Electronic plagiarism is against the College of Pharmacy and the University of Utah academic policies and back by serious punitive actions.*

6. Students should install all the newest updates or patches for their personal computer operating system and software applications, thus hardening the operating system and applications against cyber compromise. Additional system hardening includes the following two points:
  - a. Students should use a modern and up-to-date anti-virus program (AVP) to protect their personal computer from information compromise by known computer viruses and worms; auto-protect enabled. Anti-virus updates should be performed routinely, often once or more times per week can be required. Incoming and outgoing email should be scanned automatically by the AVP to prevent infection and spreading of computer malware.
  - b. Students should use anti-spyware on their personal computers. Keep the anti-spyware updated as required and auto-protect enabled.
7. If a student has been assigned one or more official computer accounts each with a password, then the student should not divulge the userID<sup>10</sup> or password to anyone else, including University of Utah IT technical staff, students, faculty, or others. It is against University policy to ask, or divulge<sup>11</sup> any official password to anyone or allow someone else to use your account.
  - a. Typical account examples are: student portal, University email, HSC<sup>12</sup> ITS network and servers, Campus Information Systems<sup>13</sup>, or HSC ITS PowerChart<sup>®</sup> accounts.
  - b. The University considers email coming from a student's official University of Utah email accounts as signed by the student. Protect the accounts. Don't divulge your password.
  - c. Use "strong passwords" (made up of a combination of letters, numbers, or other special characters such as those appearing above the number keys) for all University of Utah official computer accounts.; use a minimum of 8 characters.
8. Students must conform to official University of Utah and the Health Sciences Information Security Policies, especially as these relate to HIPAA. Students must also conform to local, state, and federal statutes and guidelines in using digital resources.
  - a. Failure by the student to comply with these policies and standards may result in academic and/or legal action, depending upon the scope and what entity has jurisdiction.
  - b. Students should familiarize themselves with these policies available on the HSC and University of Utah web pages. The College of Pharmacy Computing Systems Services<sup>14</sup> can also provide advice or guidance to students.

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<sup>10</sup> *aka e.g., as user name, account name*

<sup>11</sup> There is one exception. When you call to reset a password, it can be divulged by official staff to you or made known to you through official email (usually encrypted).

<sup>12</sup> Health Sciences Center, University of Utah; includes College of Pharmacy, College of Nursing, Eccles Health Sciences Library, HSEB, University Hospital, and other buildings.

<sup>13</sup> often students will see this abbreviated to CIS or the Campus CIS.

<sup>14</sup> *aka CPCSS*

Word Processing software. Software examples include Open Office, Microsoft Word, Corel WordPerfect, or Apple Pages. A student should be able to: 1) type at least 40 words or more per minute with high accuracy, 2) create, modify, copy electronic files or fragments of files from one application to another, 3) format text to conform to accepted styles for letters, memos, tables, reports, and manuscripts, 4) use spell-checking (including medical dictionaries) and thesaurus functions of the word processing software, 5) perform automated functions such as search and replace, generation of outlines, and footnotes with automatic numbering.

Reference, Citation or Equivalently Bibliographic Management software. Learn to manage your research papers and evidence based pharmacy references if you are going to use them in papers you write or for future reference in your practice. Examples of bibliographic software include: Endnote, ProCite<sup>®</sup>, or Reference Manager. Managing and incorporating references into documents is an important skill. The student should be able to: 1) use citation software to create and manage reference lists that can be incorporated into documents that conform to specific journal styles; 2) use the citation software interface to incorporate and manage citations in a word processing application; 3) download citations from the output of electronic literature searches (such as PubMed) into your reference manager data file and incorporate these new references into the user's citation library. Students should also be able to utilize document templates offered by the reference and citation software, if available.

Spreadsheets, Databases, Data Analysis and Visualization. Spreadsheet software applications include Microsoft Excel, Quattro Pro, or Lotus 123. Data visualization and statistical analysis software includes spreadsheets such as MS<sup>15</sup> Excel, or packages especially created for these tasks such as Deltagraph<sup>®</sup>, Kaleidagraph<sup>®</sup>, GraphPad Prism<sup>®</sup>, and SPSS<sup>®</sup> or SAS (e.g., JMP<sup>®</sup>). Personal computer database management software includes Microsoft<sup>®</sup> Access or Filemaker<sup>®</sup>.

Each student should be able to choose the appropriate software from the above list and be able to: 1) create and set up a spreadsheet or database system based on specified parameters such as size and data types; 2) input data into a spreadsheet or database; 3) perform statistical analysis and basic data curve-fitting with a spreadsheet or statistical package; 4) perform mathematical operations using core functions or user-defined formulas, or perform trend analysis with linear regression or analysis of variance tools; 5) utilize the data in a spreadsheet or generate informative graphs such as line, bar, pie charts, pivot tables, etc.; and 6) import and export data and graphs from spreadsheets, databases, visualization, or statistical analysis software into a document created via a word processing or presentation program.

Web skills. Skills include viewing web pages, performing electronic searches, building web pages, and downloading/using files from the web into a document of their choice. Students should be able to use a web browser e.g., Internet Explorer<sup>®</sup>, FireFox<sup>®</sup>, or Safari<sup>®</sup> to view relevant information. Further, web search engines such as MSN Search, Yahoo, or Google should be used to find relevant information efficiently by using the logical operators provided by the particular search engine. Students should also be facile with the more specialized search tools for historical or recent pharmacological information from Entrez PubMed<sup>16</sup> or our local Health Sciences Library, Eccles Medical Library<sup>17</sup>. As appropriate, students should be able to build web pages to convey relevant information and/or knowledge to a target web audience. Typical web development tools include Adobe DreamWeaver<sup>®</sup>, FrontPage<sup>®</sup>, or development in HTML<sup>18</sup>

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<sup>15</sup> *i.e.*, Microsoft

<sup>16</sup> <http://www.pubmed.gov> or <http://www.ncbi.nlm.nih.gov/sites/entrez/>

<sup>17</sup> <http://library.med.utah.edu/>

<sup>18</sup> Hypertext Mark-up Language.

Email communication and personal information management. Typical email programs include MS Outlook, MS Entourage, Qualcomm Eudora, Thunderbird, and Apple Mail. Typical skills include creating and sending/receiving email, managing appointments, contacts and tasks with Outlook or Entourage, as well as sending, receiving, and opening attachments. However, since the University has standardized on the MS Exchange email service, students are encouraged to use MS Outlook (on WinXP and Pocket PC OS<sup>19</sup> computers) or MS Entourage (on MacOS X) for email, calendaring, contact and task management. Students are required to use their [studentname@pharm.utah.edu](mailto:studentname@pharm.utah.edu)<sup>20</sup> or [studentname@utah.edu](mailto:studentname@utah.edu) email account for all official College email correspondence. Offsite email for official use is strongly discouraged. Even so, students can elect to forward<sup>21</sup> from their official account to an account of their choosing external to the University email system.

Presentation and other Specialized software. Presentation software includes Microsoft PowerPoint and Apple Keynote. Photo or image editing software includes Adobe PhotoShop®, Adobe Acrobat® (Reader, Standard or Professional versions), and Windows Imaging. Often ChemDraw® or similar software will be used to create and display chemical structures. The student should be able to: 1) open, modify, save and transfer graphics files in a number of different formats, 2) create, modify, and utilize chemical structures using chemical drawing software, 3) create slides or computer-based presentations, 4) utilize peripheral devices such as scanners, digital cameras, DVD, CD-ROM, USB memory keys to synthesize/store data, format and incorporate graphics into word processing, spreadsheet, web pages, email, and presentations.

In closing, students are expected to develop the above basic computer and IT skills to create and manage documents developed using the various software packages above to display, analyze, visualize, or present information and knowledge of consequence in their classes, communications, and/or research activities along with developing skills and being experts in information technology and pharmacy informatics. These same sets of knowledge, skills, and abilities, are at the core of advanced information and informatics systems they will use in their more advanced training in the clinical arena and future profession.

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<sup>19</sup> *aka* operating system

<sup>20</sup> the usual formulation is *firstname.lastname@pharm.utah.edu*, but often many people will have the same first and last names, so in such cases an initial is often to distinguish between different individuals. The same applies in the case of *studentname@utah.edu*.

<sup>21</sup> Contact CPCSS (x5-3193) and set an appointment if you need assistance in setting up email forwarding.

## Pharmacy Informatics Competencies

Currently AACP or ACPE have not approved a list of core competencies. However there is a draft of Pharmacy Informatics competencies proposed by Terry Seaton of the AMIA Working Group for Pharmacoinformatics Leadership Committee<sup>22</sup> to AACP in 2007. These competencies should be viewed at this time as a list of general guidelines in your development and refinement as a pharmacist in terms of foundational and applied knowledge and skill set. The proposed competencies are as follows:

REVISED Informatics Competency Statements  
From Terry Seaton, November 29, 2007

Entry-level Pharm.D. graduates should be able to use information technology to:

1. Store, retrieve, and analyze health information.
  - a. Discuss the benefits and limitations of systematically processing data, information, and knowledge in healthcare.
  - b. Discuss the impact of data quality on health outcomes.
  - c. Describe the structure and key elements of an electronic health record.
  - d. Describe measures used to ensure the privacy, security, and confidentiality of health information.
  - e. Discuss legal and ethical issues pertaining to health information.
  - f. Discuss standards for interoperability related to medications, diagnoses, communication, and electronic data interchange.
  - g. Discuss key issues affecting human-computer interaction.
  - h. Differentiate between spreadsheets, databases, and user interfaces.
2. Optimize the medication prescribing/ordering process.
  - a. Describe the structure and key elements of computerized provider order entry and electronic prescribing processes.
  - b. Describe the impact of provider order entry and electronic prescribing on healthcare outcomes.
3. Aid in clinical decision-making.
  - a. Demonstrate efficient and responsible use of clinical decision support tools to solve patient-related problems.
  - b. Apply principles of evidence-based-medicine to the medication use process.
  - c. Discuss the development of electronic decision support tools and their strengths and limitations.
  - d. Discuss the impact of alerts on workflow and healthcare outcomes.
  - e. Identify common clinical decision support tools.
4. Automate the medication delivery process.
  - a. Discuss technologies used to automate the medication delivery process.
  - b. Discuss the value of barcode and radiofrequency identification for medication distribution and administration.
5. Facilitate pharmacy management.
  - a. Describe the role of information systems in healthcare management.
  - b. Collaborate with other healthcare professionals to optimize informatics projects.
  - c. Apply project and change management principles and methods to informatics projects.
  - d. Document and report healthcare quality benchmarks.

**NOTE:** These statements assume pre-existing basic computer knowledge and skills upon which to build further informatics-related competencies.

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<sup>22</sup> AMIA Pharmacoinformatics Working Group Leadership Committee – Seaton T, Fox B, Kapusnik J, Poikonen J, Hope C, Albright F, Mitchell S (AMIA Pharmacoinformatics Working Group Chair).

## Helpful Information and Web Links

- **CPCSS** (*i.e.*, College of Pharmacy Computing Systems Services) – accepts appointments to provide computer service by registering an online trouble ticket, a phone call, or email. Service via an appointment is the preferred means to provide computer support.
  - Enter a computer trouble ticket or equipment reservation via the College’s home web page, via the webpage frame on the left side.
    - <http://www.pharmacy.utah.edu>
  - To make an appointment call the Help Line: 805.585.3193
  - Location: room 4, Skaggs Hall, north end of the basement, near the stairs.
  - Emergency support: contact CPCSS. A staff person will work with you to either answer the call immediately (true emergency) or set an appointment.
  
- **HIPAA**
  - quick unofficial overview from Wikipedia
    - [http://en.wikipedia.org/wiki/Health\\_Insurance\\_Portability\\_and\\_Accountability\\_Act](http://en.wikipedia.org/wiki/Health_Insurance_Portability_and_Accountability_Act)
  - Official US Gov webpage on the HIPAA Administrative Simplification from HHS CMS
    - <http://www.cms.hhs.gov/HIPAAGenInfo/>
  - Health Sciences, University of Utah HIPAA web pages, *i.e.*, the HIPAA Privacy Office
    - <http://intranet.uuhsc.utah.edu/privacy/index.html>
- **University of Utah Policies**, esp. Information Resources, IT, Network/Wi-Fi, Web, Email, and other digital domain policies. A link to an IT FAQ<sup>23</sup> is also found here.
  - <http://www.it.utah.edu/leadership/policies/index.html>

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<sup>23</sup> *i.e.*, *Frequently Asked Questions*

## FINANCIAL AID

### FEDERAL AID FOR PHARMACY STUDENTS

The Department of Health & Human Services offers the Health Professions Loan (HPL). Applications are in Skaggs Room 205, College of Pharmacy.

The U.S. Department of Education offers grants, low interest loans and College Work Study for students. For information about how to apply for federal aid, contact the Financial Aid Office: <http://www.sa.utah.edu/finance/> or email: [financialaid@sa.utah.edu](mailto:financialaid@sa.utah.edu)

### Financial Aid and Scholarships

#### 105 Student Services Building

<i>Aid Disbursement</i>	581-5780
<i>Applications</i>	581-6211
<i>Counselors</i>	581-6211
<i>Perkins Loans (NDSL)</i>	581-6581
<i>Scholarships</i>	581-8676
<i>Stafford Loans (GSL)</i>	581-6211
<i>Work-Study</i>	581-6581

***Brent Bailey, Professional Programs Advisor: 585-7572; bbailey@sa.utah.edu***

You will need to provide your parents' and/or your Federal Income Tax Return or Financial Information.

*Copies of Federal Income Tax Returns may be obtained by sending \$4.25 and completed Form 4506 to the IRS address where return was filed. Telephone the IRS (1-800-829-3676) for copies of Form 4506. Allow 6-8 weeks for delivery of copy.*

*Tax account information (filing status, exemptions claimed, adjusted gross income, taxable income, taxes paid, etc) may be obtained by telephoning the IRS (1-800-829-1040 or local telephone directory listing). Allow 15 days for delivery of account information.*

### EMERGENCY LOAN PROGRAM

Pharmacy students in need of financial aid may obtain emergency loans from the College at no interest. Application may be made at any time. Students should contact the Associate Dean for Academic Affairs for more information.

**STUDENT STANDARDS  
OF ACADEMIC AND PROFESSIONAL  
PERFORMANCE**

## STANDARDS OF PERFORMANCE

The College of Pharmacy is dedicated to the education of competent pharmacists who employ critical judgment skills and broad based knowledge in caring for their patients. Pharmacy is a demanding profession in which practitioners are asked to place the interests of patients above their own. It requires commitment to a life of service, dedication to continuous learning and high ethical standards. The Doctor of Pharmacy (Pharm.D.) Program is where students begin to acquire the foundation of knowledge, attitudes, skills and behaviors that are necessary for the practice of pharmacy throughout their careers.

All College of Pharmacy faculty members and students have responsibilities in assuring that graduates of the Professional Program have acquired the necessary foundation to provide pharmaceutical care to patients throughout their professional careers. The College of Pharmacy has an obligation to provide each student with a fair opportunity to meet the high standards of scholarship and integrity associated with the Pharm.D. degree and the profession of pharmacy. As professional students progress through their programs of study in the curriculum, the faculty members of the College of Pharmacy are obligated to evaluate whether students are qualified to receive the degree of Doctor of Pharmacy. However, it is ultimately the responsibility of each student to meet performance standards. In seeking these academic credentials, with the understanding that satisfactory performance is a prerequisite to the receipt of that credential, students are consenting to frank evaluation by those charged with the responsibility of supervising performance in both the didactic and experiential courses. Faculty members of the College of Pharmacy are qualified as professionals to observe and judge all aspects of a student's academic performance, including demonstrated knowledge, technical and interpersonal skills, attitudes and professional character, as well as ability to master the required curriculum.

In order to receive a professional degree in pharmacy, students must:

1. *Meet the academic requirements of each core and elective course.;*
2. *Meet the academic requirements of the Doctor of Pharmacy Program and the Graduate School.;*
3. *Uphold the University of Utah's and College of Pharmacy's standards of academic honesty, including, but not limited to, refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work and/or inappropriately collaborating.;* and
4. *Uphold the professional and ethical standards of the profession of pharmacy as set forth in the American Pharmacists Association Code of Ethics for Pharmacists. (See page 47) (<http://www.aphanet.org>)*

## ACADEMIC STANDARDS

As members of the College of Pharmacy academic community, professional students and faculty members must create and support an educational environment that optimizes academic and professional development. Each member should be treated with dignity and respect. Professional students should exercise their right to learn without infringing on the rights of others.

### REQUIREMENTS FOR THE PROFESSIONAL DOCTOR OF PHARMACY DEGREE

**Graduation Requirements of the University:** Pharm.D. candidates must satisfactorily complete the program of study current for their class.

**Professional Core Course Requirements:** Satisfactory grades must be obtained in all core courses. Satisfactory grades are defined as no grades lower than **C+ in any professional core or elective course, nor grades of I, EU, NC or W**. The credit/no credit option cannot be exercised by the students in these courses; however, courses graded only credit/no credit are acceptable.

**Minimum Grade Point Average Requirements:** A minimum cumulative or semester University and professional grade point averages of **2.75** must be maintained through the first two years of study and a grade point average of **3.00** must be maintained the last two years of the program of study. The cumulative professional grade point average is based on the grades obtained **from all attempts** at professional core and elective courses.

**Professional Elective Course Requirements:** Please see page 27. The credit/no credit option cannot be exercised by the students in these courses; however, courses graded only credit/no credit are acceptable.

### Waiver of Professional Programs of Study Requirements

The Scholastic Standards Committee may waive one or more specific requirements in extenuating circumstances for good cause. Students should consult with the Associate Dean for Academic Affairs concerning the process to be followed to obtain such waivers. In general, the Committee will waive requirements only if the student demonstrates that an equivalent of the requirement has been attained. All students admitted to the Professional Program are responsible for making their own arrangements for the time and resources required for meeting the requirements of the program. Requirements are not waived simply on the basis of reducing the usual time and/or expense required, nor for the purpose of altering schedules to coincide with extracurricular activities.

## ACADEMIC EVALUATION AND GRADES

College faculty evaluate the academic performance of professional students during their program of study and assign of grades for that performance. Grades received in professional courses are used to recognize students for academic excellence as well as a basis for academic sanctions for failure to maintain satisfactory academic progress in the Professional Program. Academic sanctions include placement on academic probation, suspension or dismissal from the Program.

The academic sanctions of probation, suspension and dismissal from the Pharm.D. Program based on academic evaluations and grades are imposed by the Scholastic Standards Committee. The Committee also establishes the requirements necessary to be released from academic probation or be reinstated following academic suspension. The guidelines governing academic sanctions and the appeals processes for appealing an academic evaluation or grade given by an instructor as well as academic sanctions and requirements imposed by the Scholastic Standards Committee are described in detail in subsequent sections of the Orientation Guide.

## ACADEMIC INTEGRITY

Maintaining academic integrity within the Professional Program is the responsibility of both the College students and faculty. The awarding of academic credentials by the College of Pharmacy to professional students for successfully completing their program of study assumes that the standards of academic integrity have been met. Students may receive academic sanctions including, but not limited to, academic probation, suspension or dismissal from the College of Pharmacy if they have failed to maintain academic integrity while applying to and enrolled in the Professional Program.

Academic integrity means that students refrain from cheating, plagiarizing, research misconduct, misrepresenting one's work and/or inappropriately collaborating. General definitions of these terms are provided in the University of Utah Student Code<sup>\*</sup> and include:

***Cheating*** - Unauthorized possession or use of information, materials, notes, study aids, etc., copying from another student's assignment or examination, submitting work for in-class examination that was previously prepared, violating the rules governing an exam, having another person complete assignments or take an examination; altering one's assignment or examination after the exercise has been evaluated and before resubmitting it for reconsideration with authorization of the faculty member; violating any rules relating to academic conduct of a course or the Professional Program.

***Misrepresentation of one's work*** - Submitting material prepared by another source as one's own work or submitting the same work in more than one course without prior permission of both faculty members.

***Plagiarism*** - The unacknowledged use or incorporation of another's work in or as the basis for one's work submitted for academic consideration, credit or public presentation. Common examples of plagiarism include the representation of another person's words, phrasing, ideas, sequence of ideas, information, or other content or modes of expression as one's original thoughts, words or ideas.

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\* [http://www.admin.utah.edu/ppmanual/8/8-10\\_pdfs/8-10\\_section\\_1.pdf](http://www.admin.utah.edu/ppmanual/8/8-10_pdfs/8-10_section_1.pdf)

***Fabrication or falsification*** - Obtaining or changing records, examinations or documents without authorization. Reporting of experimental observations, measurements, data or statistical analyses that were never performed, manipulating or altering experimental observations, measurements, data or statistical analyses to achieve a desired result, falsifying or misrepresenting background information, credentials or other academically relevant information, selective reporting or deliberate suppression of conflicting or unwanted data, etc.

Any person, student or faculty member who observes or discovers violations of academic integrity by professional students should discuss the matter first with the faculty member responsible for the course or the Associate Dean for Academic Affairs. The formal processes governing reporting, investigating and imposing sanctions as well as subsequent avenues of appeal involving alleged violations of academic integrity are outlined in subsequent sections of the Orientation Guide.

## PROFESSIONAL AND ETHICAL STANDARDS

Pharmacy students are seeking credentials in a profession that is highly regarded by other health care professionals as well as the public. As members of the academic and pharmacy communities, pharmacy students are expected to uphold the principles of integrity, honesty and fairness for which this profession is known. The development of professionalism requires that pharmacy students:

*Develop a sense of loyalty and duty to the profession of pharmacy by contributing to the well-being of others and enthusiastically accepting the responsibility and accountability for membership in the profession.*

*Foster professional competency through life-long learning, and strive for high ideals, teamwork and unity within the profession in order to provide optimal patient care.*

*Support professional colleagues by actively encouraging personal commitment to the “Code of Ethics for Pharmacists” as set forth by the profession.*

*Dedicate to excellence in one’s personal life and professional practice. Such dedication to excellence requires an ongoing reassessment of personal and professional values.*

*Maintain the highest ideals and professional attributes to assure and facilitate the covenantal relationship required of the pharmaceutical care giver.*

*Adapted from the “Pledge of Professionalism” adopted by the American Pharmaceutical Association Academy of Students in Pharmacy/American Association of Colleges of Pharmacy Council of Deans Task Force on Professionalism. (<http://www.aacp.org>)*

During their program of study, students interact with peers, faculty, other health care professionals and the public. Students are forming the foundations of knowledge and professionalism expected of them in their future careers as pharmacists. Pharmacy students are expected to uphold the high standards of integrity and ethics of the profession.

To enhance the professionalism, instill these attitudes early, plus building a strong bond between students’ family and the College of Pharmacy a White Coat Ceremony is held every October, on the Friday of National Pharmacy Week. Parents, spouses, students are all invited to attend this ceremony.

## APhA CODE OF ETHICS FOR PHARMACISTS

Pharmacists are health professionals who assist individuals in making the best use of medications. This Code, prepared and supported by pharmacists, is intended to state publicly the principles that form the fundamental basis of the roles and responsibilities of pharmacists. These principles, based on moral obligations and virtues, are established to guide pharmacists in relationships with patients, health professionals and society.

**1. A Pharmacist Respects the Covenantal Relationship Between the Patient and Pharmacist**

*Considering the patient-pharmacist relationship as a covenant means that a pharmacist has moral obligations in response to the gift of trust received from society. In return for this gift, a pharmacist promises to help individuals achieve optimum benefit from their medications, to be committed to their welfare and to maintain their trust.*

**2. A Pharmacist Promotes the Good of Every Patient in a Caring, Compassionate and Confidential Manner**

*A pharmacist places concern for the well-being of the patient at the center of professional practice. In doing so, a pharmacist considers needs of the patients as well as those defined by health science. A pharmacist is dedicated to protecting the dignity of a patient. With a caring attitude and a compassionate spirit, the pharmacist focuses on serving the patient in a private and confidential manner.*

**3. A Pharmacist Respects the Autonomy and Dignity of Each Patient**

*The pharmacist promotes the right of self-determination and recognizes individual self-worth by encouraging patients to participate in decisions about their health. The pharmacist communicates with patients in understandable terms, as well as respects personal and cultural differences among patients.*

**4. A Pharmacist Acts with Honesty and Integrity in Professional Relationships**

*A pharmacist has a duty to tell the truth and act with conviction of conscience. Pharmacists avoids discriminatory practices, behavior or work conditions that impair professional judgment, and actions that compromise dedication to the best interests of the patient.*

**5. A Pharmacist Maintains Professional Competence**

*A pharmacist has a duty to maintain knowledge and abilities as new medications, devices and technologies become available as health information advances.*

**6. A Pharmacist Respects the Values and Abilities of Colleagues and Other Health Professionals**

*When appropriate, pharmacists asks for the consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professionals may differ in the beliefs and values they apply to the care of the patient.*

**7. A Pharmacist Serves Individual, Community and Societal Needs**

*The primary obligation of a pharmacist is to individual patients. However, the obligations of a pharmacist may at times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.*

**8. A Pharmacist Seeks Justice in the Distribution of Health Resources.**

*When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.*

*Adopted October 27, 1994 by the American Pharmaceutical Association. (<http://www.asphanet.org>)*

## **PROFESSIONAL AND ETHICAL CONDUCT IN INSTRUCTIONAL SETTINGS**

Ensuring that classrooms and other instructional settings provide a proper and nurturing environment for teaching and learning is the responsibility of each student and faculty member. Student and faculty behavior should adhere to professional standards and contribute positively to the learning environment. Appropriate dress and personal appearance and hygiene are expected. Other behavior that may be interpreted as rude, disruptive or infringes on the rights of faculty and students are not tolerated by the College of Pharmacy.

Components of the Pharm.D. curriculum occur in many different settings other than the classroom including various practice settings during clerkship courses, camp settings, community program or private home settings during service learning experiences, as well as during continuing education programs. Attention to professional, ethical, legal and personal demeanor standards becomes even more critical as professional students interact with colleagues, preceptors, other health care professionals, and the public.

It is the responsibility of students, faculty members, and administration to assure that students are upholding the professional and ethical standards of pharmacy. Allegations of violations of such standards are taken seriously and must be made in writing to the Associate Dean for Academic Affairs of the College. Because pharmacy students interact extensively with other health care professionals and the public during their tenure in the Professional Program, allegations of professional or ethical misconduct may be brought to the College's attention from other sources such as professional colleagues in the health sciences, the Board of Pharmacy or the public.

Violations of professional or ethical conduct may result in academic sanctions including, but not limited to, academic probation, suspension or dismissal from the professional program. The formal processes governing reporting, investigation and imposing academic sanctions as well as subsequent avenues for appeals involving allegations of professional or ethical misconduct are outlined in subsequent sections of the Orientation Guide.

### **SUBSTANCE ABUSE AND OTHER UNPROFESSIONAL OR UNLAWFUL ACTS**

Students enrolled in the Pharm.D. Program are seeking credentials to be health care professionals. Therefore, they have unique responsibilities regarding substance abuse and chemical dependence issues. Students should be familiar with the physical, psychosocial and legal consequences of substance abuse and chemical dependency.

Students who have concerns that a peer, faculty member or preceptor may be impaired by substance abuse or chemical dependence should discuss their concerns with the Associate Dean for Academic Affairs. If impairment concerns regarding a health care professional or patient arise at an experiential setting (i.e., in the Professional Experience Program), they should be brought to the attention of the supervising faculty preceptor and the Assistant Dean for the Experiential Education or the Associate Dean for Academic Affairs.

Pharmacy students are entering a profession whose members are expected to possess high professional and ethical standards in their professional and personal lives. Professional students convicted of violations of local, state or federal laws or ordinances may be considered in violation of the Professional and Ethical Standards of the Professional Program. Academic sanctions resulting from such violations include, but are not limited to, probation, suspension or dismissal from the Professional Program. The formal processes governing reporting, investigating and imposing sanctions as well as subsequent avenues of appeal involving allegations of professional or ethical misconduct are outlined in subsequent sections of the Orientation Guide.

## **ACADEMIC SANCTIONS OF PROBATION, SUSPENSION AND DISMISSAL**

Students may be placed on academic probation, suspended or dismissed from the College of Pharmacy Pharm.D. Program by the Scholastic Standards Committee for not maintaining satisfactory academic progress or other academic misconduct. Academic misconduct includes violations of academic integrity, professional or ethical standards of pharmacy, or the University of Utah Student Code. The State of Utah enables pharmacy interns to be licensed only if they are currently enrolled in an accredited pharmacy program. At the Board of Pharmacy's request, the College of Pharmacy provides them with a list of students currently enrolled in the Program. Students must hold a current pharmacy intern license throughout the Pharm.D. Program. Therefore, suspension or dismissal from the Professional Program is a serious academic sanction.

### **PROBATION GUIDELINES**

#### **Reasons for Probationary Status**

Students may be placed on academic probation from the College of Pharmacy Pharm.D. Program for not maintaining academic, professional or ethical standards, or not complying with the University of Utah Student Code. The academic background of the student is taken into consideration when imposing this sanction in circumstances involving academic, professional or ethical misconduct.

**Deficient Grade Point Average or Grades:** Pharm.D. students are placed on *academic probation whenever the University and professional grade point average falls below 3.00 in the professional years or grades below C+ (or grades of I, NC, EU, or W) are received in a professional core or elective course in the Pharm.D. Program.* The cumulative professional grade point average is based on the grades obtained from all attempts at professional core and elective courses.

**Deviation from the Established Program of Study:** Pharm.D. students may be placed on probation for deviating from their class Program of Study *without prior written approval* of the Associate Dean for Academic Affairs and the Scholastic Standards Committee. *Students must obtain the Associate Dean for Academic Affairs' consent to not register for or withdraw from a professional core course.*

**Academic Misconduct:** Students may be placed on probation for *academic misconduct, which includes violations of academic integrity, professional or ethical standards of pharmacy, or the University of Utah Student Code.* The process for reporting, investigating, imposing academic sanctions and appealing alleged violations of academic integrity or professional and ethical standards are outlined in subsequent sections of the Orientation Guide.

#### **Imposing Academic Probationary Status**

Students will receive a written notice when placed on probation including the reason(s) for the probationary status, the academic terms when removal of probationary status will next be considered by the Scholastic Standards Committee and the requirements for removing the probationary status.

Students may be placed on academic probation by the Scholastic Standards Committee as the result of evaluations or grades in professional courses. This sanction is not imposed until any appeals

concerning the course evaluations and grades are completed. Thus, this sanction cannot be subsequently appealed. Although the academic sanction of probation cannot be appealed, students may appeal the conditions imposed by the Scholastic Standards Committee required for reinstatement resulting from academic grades or evaluations. The appeal processes are explained further in subsequent sections of the Orientation Guide.

Probationary sanctions resulting from alleged violations of academic integrity, professional or ethical standards of pharmacy, or the Student Code may also be imposed by the Scholastic Standards Committee following the recommendations of the Associate Dean for Academic Affairs or the Academic Misconduct Committee. These sanctions are not imposed unless they have been agreed to in writing by the student through mediation with the Associate Dean for Academic Affairs or until any appeals relating to the allegation or recommendations of the Academic Misconduct Committee are completed. Neither the academic sanction of probation, nor the terms regarding removal of probation can be further appealed when probationary status is imposed under these conditions.

### **Removal of Probationary Status**

The probationary status will be removed if (a) satisfactory academic progress is made during each academic semester of the probationary period and (b) the requirements specified by the Committee are accomplished as outlined in the letter imposing the probationary status.

*“Satisfactory progress”* in the Pharm.D. Program requires that the students *maintain a semester University and professional grade point average of 3.00 in the professional years, and receive no grades lower than a C+, nor any grades of E, EU, NC, I or W in any professional core or elective course.* The professional grade point average is based on all attempts of professional core and elective course work.

The College Scholastic Standards Committee reviews the academic progress of students on probationary status each academic term. The Committee will notify students in writing following the academic term when removal of probationary status is to be considered whether they are released from probation. *Those students who violate the terms of their probationary status or fail to maintain satisfactory progress throughout the remainder of their programs of study are subject to suspension or dismissal from the Professional Program.*

## **SUSPENSION GUIDELINES**

### **Reasons for Suspension from the Professional Program**

Students may be suspended from the Pharm.D. Program for not maintaining satisfactory academic progress or violations of the terms and conditions of their probationary status, professional or ethical standards, or the University of Utah Student Code. The academic backgrounds of students are taken into consideration when imposing this sanction in circumstances involving academic progress or violations of professional or ethical standards of pharmacy.

**Failure of Core or Elective Course:** Pharm.D. students may be suspended for *receiving the grade of E (or grade of EU or NC) in a professional core or elective course.* Students are usually **not allowed to**

**continue** in the professional curriculum until the course is **repeated with a C+ or higher (or grade of CR)**. Students may repeat a professional core or elective course once.

**Failure to Meet the Conditions and Terms of Probation:** Professional students on academic probation may be suspended for not maintaining satisfactory progress as well as other conditions outlined in their letter of notification by the Scholastic Standards Committee.

**Satisfactory progress** in the Pharm.D. Program is defined as maintaining a semester University and professional grade point average of **3.00** in the professional years as well as receiving **no grade lower than C+, nor any grades of E, EU, NC, I or W** in any professional pharmacy core or elective course. The cumulative professional grade point average is based on the grades obtained from all attempts at professional core and elective courses.

**Failure to Maintain Satisfactory Academic Progress During Any Academic Term Following One Probationary Period:** Students who have been placed on academic probation and subsequently released from probation are subject to suspension if they fail to maintain satisfactory academic progress during the remainder of their programs of study.

**Satisfactory progress** in the Pharm.D. Program is defined as maintaining a semester University and professional grade point average of **3.00** in the professional years as well as receiving **no grade lower than C+, nor any grades of E, EU, NC, I or W** in any professional pharmacy core or elective course. The cumulative professional grade point average is based on the grades obtained from all attempts at professional core and elective courses.

**Academic Misconduct:** Pharmacy students may be suspended from the Pharm.D. Program for academic misconduct, which includes violations of academic integrity, professional or ethical standards of pharmacy, or the University of Utah Student Code. The processes for reporting, investigating and imposing sanctions involving allegations of academic misconduct are outlined in subsequent sections of the Orientation Guide.

### **Imposing Suspension**

The academic backgrounds of students are taken into consideration when imposing this sanction. Students will receive a written notice when suspended from the Pharm.D. Program including the reason(s) for suspension, period of suspension and the terms and conditions that must be met before they may apply for reinstatement.

Students may be suspended by the Scholastic Standards Committee as the result of evaluations or grades in professional courses. Suspension is not instituted until appeals concerning the course evaluation or grade are completed, thus this sanction cannot be further appealed. *Although the sanction of suspension cannot be appealed, students may appeal the terms and conditions required by the Scholastic Standards Committee for reinstatement.* The appeal processes are explained further in subsequent sections of the Orientation Guide.

Suspension may also be imposed by the Scholastic Standards Committee as recommended by the Academic Misconduct Committee due to violations of academic integrity, professional or ethical standards of pharmacy, or the University of Utah Student Code. Such sanctions are not imposed until

appeals relating to the allegation and sanctions recommended by the Academic Misconduct Committee are completed. Therefore, *neither the sanction nor the conditions for reinstatement can be further appealed.*

Suspended students are not included on the list of enrolled students in the Pharm.D. Program requested each semester by the Board of Pharmacy.

### **Reinstatement to the Professional Programs**

Students suspended from the Pharm.D. Program must apply in writing to the Scholastic Standards Committee for reinstatement when they have met the conditions and terms of their suspension:

Letters applying for reinstatement should be submitted to the chairperson of the Scholastic Standards Committee and include positive evidence that:

1. *the terms set forth by the Scholastic Standards Committee for reinstatement have been met;*
2. *the applicant is capable of successfully completing the Pharm.D. Program; and*
3. *the applicant is capable of, and willing to, adhere to the academic standards of the Pharm.D. Program, professional and ethical standards of pharmacy and/or the University of Utah Student Code.*

Students are notified in writing regarding their application for reinstatement. *Students suspended from and then reinstated into the Pharm.D. Program are placed on probation until completion of their program of study (i.e., **permanent probation**).* The terms and conditions of their permanent probation, including maintaining satisfactory progress, are set forth in writing by the Scholastic Standards Committee. Those students who violate their permanent probationary status after reinstatement may be dismissed.

### **DISMISSAL GUIDELINES**

#### **Reasons for Dismissal from the Professional Programs**

Students may be dismissed from the College of Pharmacy Pharm.D. Program for not maintaining satisfactory academic progress as well as for violations of professional or ethical standards, or the University of Utah Student Code. Academic backgrounds of students are taken into consideration when imposing this sanction in circumstances involving violations of academic integrity, professional or ethical standards, or the University of Utah Student Code.

#### **Failure to Meet the Reinstatement Terms and Conditions While Suspended from the Pharm.D.**

**Program:** Students who fail to meet the conditions and terms for reinstatement to Pharm.D. Program, including maintaining satisfactory academic progress, while on academic suspension or within the time period outlined by the Scholastic Standards Committee may be dismissed.

***“Satisfactory progress”*** in the Pharm.D. Program is defined as “maintaining a semester University and Professional grade point average of **3.00** in the professional years or receiving **no grades below C+** in any professional core or elective course.” The cumulative professional grade point average is based on the grades obtained from all attempts at professional core and elective courses.

**Failure to Meet Permanent Probationary Conditions and Terms Following Academic Suspension:**

Students who fail to meet the conditions and terms of their permanent probation, including maintaining satisfactory academic progress, until completion of their program of study following reinstatement to the Pharm.D. Program from academic suspension may be immediately dismissed.

“**Satisfactory progress**” in the Pharm.D. Program is defined as “maintaining a semester University and Professional grade point average of **3.00** in the professional years, receiving **no grades below C+** in any professional core or elective course.” The cumulative professional grade point average is based on the grades obtained from all attempts at professional core and elective courses.

**Academic Misconduct:** Professional pharmacy students may be dismissed from the Pharm.D. Program for academic misconduct, which includes violations of academic integrity, professional or ethical standards of pharmacy, or the University of Utah Student Code. The process for reporting, investigating and appealing allegations of academic misconduct are outlined in subsequent sections of the Orientation Guide.

### **Imposing Dismissal**

The academic backgrounds of students are taken into consideration when imposing the sanction. Students receive a written notice when dismissed from the Pharm.D. Program including the reason(s) for dismissal. *Students dismissed from the Pharm.D. Program are generally not readmitted.*

Students may be dismissed from the Pharm.D. Program by the Scholastic Standards Committee as the result of evaluations or grades in professional courses. Dismissal is not instituted until appeals concerning the course evaluation or grade are completed.

Dismissal may also be imposed by the Scholastic Standards Committee as recommended by the Academic Misconduct Committee due to alleged violations of academic integrity, professional or ethical standards of pharmacy, or the University of Utah Student Code. Such sanctions are not imposed until appeals relating to the allegations or sanctions recommended by the Academic Misconduct Committee are completed.

Dismissed students are not included on the list of enrolled students in the Pharm.D. Program requested each semester by the Board of Pharmacy.

## **APPEALING ACADEMIC COURSE GRADES OR EVALUATIONS OR TERMS AND CONDITIONS IMPOSED BY THE SCHOLASTIC STANDARDS COMMITTEE**

Students may appeal an academic evaluation received in a didactic or experiential course in the Pharm.D. Program that they perceive to be arbitrary or capricious, to the following individuals or committees in sequence beginning with the faculty member. The terms and conditions for removal of probationary status or application for reinstatement following academic suspension may be appealed to the following individuals or committees in sequence beginning with the College Academic Appeals Committee.

Students considering appealing academic course grades or evaluations, or the terms and conditions imposed by the Scholastic Standards Committee, that they believe are arbitrary or capricious should discuss the matter with the Associate Dean for Academic Affairs in order to fully understand the appeal processes available to students and the potential consequences.

### **FACULTY MEMBER**

Students should discuss the academic action in question with the involved faculty member and attempt to resolve the disagreement. Students are strongly recommended to submit their appeal in writing to the faculty member if verbal discussions are progressing unsatisfactorily. Students have only 20 business days to appeal grades and other “academic sanctions”. Faculty members are also strongly encouraged to respond in writing if discussions progress unsatisfactorily or students appeal in writing. The faculty member’s decision and the basis for that decision should be provided in writing to the student within a reasonable time period.

### **DEPARTMENT CHAIRPERSON**

Students may appeal the academic sanction imposed by the faculty member in writing, with supporting evidence, to the chair of the department in which the course was offered (or the College Academic Appeals Committee for courses offered by the College). The written appeal must be made within forty (40) working days of receiving the academic sanction. The department chair forwards copies of appeals to the Associate Dean for Academic Affairs, who then notifies the Scholastic Standards Committee chair.

After consulting with students and faculty members involved, the department chair must notify the students and faculty members in writing within fifteen (15) working days of his/her decision whether the academic action was arbitrary or capricious and the basis for that decision. Copies of the decision are forwarded to the Associate Dean for Academic Affairs, who also notifies the Scholastic Standards Committee chair.

If the chair determines that the academic action was arbitrary or capricious, the chair will then take the appropriate action to resolve the issue, unless the faculty member appeals the chair's decision.

Students wishing to appeal academic sanctions imposed by a faculty member in a course offered by the

College rather than a department should appeal directly to the College Appeals Committee within forty (40) working days from written notification of the academic sanction imposed by the faculty member.

## **COLLEGE ACADEMIC APPEALS COMMITTEE**

Either students or faculty members may appeal the chair's decision in writing to the College of Pharmacy Academic Appeals Committee within fifteen (15) working days of the chair's written decision.

If students are appealing an academic course grade by a faculty member responsible for a course offered directly by the College rather than through an individual department, then the appeal should be submitted directly to the College Academic Appeals Committee rather than to the department chair within forty (40) working days from the written decision of the faculty member. In either case, the appeal processes would then proceed as further described.

Appeals regarding the terms and conditions imposed by the Scholastic Standards Committee for release from academic probation, or reinstatement to the Pharm.D. Program following academic suspension should be made in writing to the Academic Appeals Committee within fifteen (15) working days of the Scholastic Standards Committee's written decision. The appeal processes would then proceed as further described.

The College Academic Appeals Committee is composed of two faculty members from within the College of Pharmacy, one faculty member from outside of the College of Pharmacy and two Pharm.D. students.

The written appeal should be submitted to the Office of Student Affairs for distribution through the Associate Dean for Academic Affairs to the chair of the College Academic Appeals Committee, faculty member and department chair for appeals of course evaluations and grades, or the Scholastic Standards Committee chair for appeals regarding terms and conditions imposed by the Committee. The other party may respond to the appeal in writing within five (5) working days. The written response should be submitted to the Office of Student Affairs for distribution to the College Academic Appeals Committee chair, the Associate Dean for Academic Affairs and the other parties involved.

The Academic Appeals Committee meets to determine whether the appeal presents any disputed factual issues for a hearing, and whether a hearing would be beneficial in resolving the disputed issue.

If the Committee determines that a hearing would be beneficial, the Committee chair will notify the parties involved and the Associate Dean for Academic Affairs in writing at least fifteen (15) working days prior to the date of the hearing. Hearings must be conducted within a reasonable time of receiving the appeal. At least five (5) working days prior to the date of the hearing, the student who submitted the appeal and the College Academic Appeals Committee chair or Scholastic Standards Committee chair whose decision is being appealed must provide a written list of individuals requested to provide information and documents to be considered at the hearing from the other party and the College Appeals Committee. The parties may be accompanied by any person as an advisor, including legal counsel. This individual may attend the hearing, but not directly participate in the proceedings. These hearings are closed to the public, although the proceedings are recorded and copies will be

available to any participant upon request. Both parties have the right to question witnesses, present evidence and to call witnesses. The Committee is not bound by strict rules of legal evidence or procedure and may consider any evidence deemed relevant. The University legal counsel will serve as a resource to the Committee, and may be present at the hearing to provide guidance on substantive law and procedural matters only.

Following the hearing, the College Academic Appeals Committee deliberates and votes in closed session. To overturn the original academic action, the Committee must find that the academic action was arbitrary or capricious. The Committee chair submits a written report of the Committee's decision, including the basis for that decision, to the Office of Student Affairs for distribution to the involved parties and the Associate Dean for Academic Affairs. The Associate Dean for Academic Affairs notifies the Dean of the College, the Senior Vice President for Health Sciences, and the Scholastic Standards Committee chair, if necessary, regarding the appeal and the Academic Appeals Committee's decision.

### **DEAN OF THE COLLEGE**

Either party involved may appeal the College Academic Appeals Committee's decision to the Dean in writing within ten (10) working days of notification of the College Academic Appeals Committee's decision.

A copy of the appeal should be submitted to the Office of Student Affairs for distribution to the appropriate parties involved including students, faculty members and department chairs or Scholastic Standards Committee chair, Academic Appeals Committee chair and the Associate Dean for Academic Affairs. The Associate Dean for Academic Affairs also notifies the Senior Vice President for Health Sciences and Scholastic Standards chair, if appropriate, of the appeal.

The Dean considers the appeal and then notifies the student, faculty member, department chair, College Academic Appeals Committee chair and Associate Dean for Academic Affairs in writing of that decision and the basis for that decision within ten (10) working days of receipt of the appeal. The Dean takes into consideration the academic background of the student, whether the academic sanction imposed by the faculty member was arbitrary or capricious, and whether fair and due processes were followed by the previous individuals or committees reviewing the academic sanction.

The Senior Vice President for Health Sciences and the Scholastic Standards Committee chair are also notified of the Dean's decision.

### **SENIOR VICE PRESIDENT FOR HEALTH SCIENCES**

Either the student, faculty member, department chair or the College Academic Appeals Committee chair may appeal the Dean's decision in writing to the Senior Vice President for Health Sciences within ten (10) working days of notification of the Dean's decision.

A copy of the appeal should be submitted to the Office of Student Affairs for distribution to the appropriate parties involved including students, faculty members and department chair, or Scholastic Standards Committee chair, Academic Appeals Committee chair, Dean and Associate Dean for

Academic Affairs. The Scholastic Standards Committee chair is also notified, if appropriate, of the appeal by the Associate Dean for Academic Affairs.

In considering the appeal, the Senior Vice President for Health Sciences may solicit whatever counsel and advice deemed appropriate to reach a decision. The Senior Vice President for Health Sciences may convene an ad hoc committee composed of students and faculty from outside the college or department to review the process given to the student, and to determine whether there were substantial defects in the process which denied the students basic fairness and due process.

The Senior Vice President for Health Sciences notifies the student and Dean of the College in writing of his/her decision and the basis for that decision within twenty (20) working days of the receipt of the appeal. The Dean subsequently notifies the faculty member, department chair, College Academic Appeals Committee chair and Associate Dean for Academic Affairs of the Senior Vice President's decision. The decision of the Senior Vice President for Health Sciences is final.

Further consequences of the Senior Vice President's decision that impacts a final course grade may include the academic sanctions of probation, suspension or dismissal from the Pharm.D. Program. The student's academic progress is deemed unsatisfactory following the assignment of the final grade, then the Scholastic Standards Committee may impose the academic sanctions of probation, suspension or dismissal depending on the academic background of the student in the Pharm.D. Program. Academic sanctions imposed by the Scholastic Standards Committee cannot be further appealed.

## **VIOLATIONS OF ACADEMIC INTEGRITY**

It is the responsibility of the faculty and Dean's Office to investigate the allegations of violations of academic integrity and resolve the issue appropriately. Students who are found to be violating academic integrity will receive academic sanctions including, but not limited to, probation, suspension or dismissal from the Pharm.D. Program. However, students must also be protected from unfounded allegations. To maintain academic integrity of the Pharm.D. Program, as well as the rights of individual students within the Program, it is important that both faculty and professional students follow the procedures outlined in the Orientation Guide and the University of Utah Student Code.

### **RESPONSIBILITIES**

#### **Faculty Responsibilities**

Faculty members responsible for didactic courses must actively proctor examinations (see new testing procedures, page 22) by actively monitoring the classroom and observing the students. An additional proctor should be present if possible. To ensure adequate space between students, the auditorium should be used whenever possible. In the classroom or auditorium, book bags, books, coats, hats and other personal belongings must be left in the front or along the sides of the room.

Faculty members should clarify whether students must complete written assignments individually or may seek assistance from other individuals. If individual faculty members require specific reference styles or impose more definitive definitions of plagiarism, these points should be provided to students in writing and further clarified during the course lectures.

#### **Student Responsibilities**

If students believe other students are cheating, they should discuss their concerns with the faculty member responsible for the course. Cheating observed during an examination should be reported by raising one's hand and quietly expressing such concerns to the responsible faculty member without disrupting the class. Repeated cheating during examinations should be reported by filing a written complaint with the faculty member responsible for the course containing an accurate account of the incidents. The identity of the students who file written complaints regarding allegations of misconduct will be kept confidential to the extent possible. Their identities may be revealed during investigations, Academic Misconduct Committee hearings or if higher levels of appeal are pursued.

If students are uncomfortable discussing such allegations with faculty members, or do not believe that individual faculty members are ensuring the integrity of examinations, they should seek counsel from the Associate Dean for Academic Affairs. Students who take it upon themselves to arbitrarily and anonymously sanction fellow students without following the processes outlined in the Orientation Guide and University Student Code are acting unprofessionally and are violating the Standards of Behavior at the University. As underscored in the Student Code, acts such as "hazing, verbal abuse, threats, intimidation, harassment, coercion or any other behavior" are subject to disciplinary action.

#### **Dean's Office Responsibilities**

The Dean's Office has the obligation to provide each student with a fair opportunity to meet the high standards of scholarship and integrity associated with the Pharm.D. Program and the profession of pharmacy. The Dean's Office provides leadership to ensure that an educational environment that optimizes academic and professional development is created and sustained. The Dean and Associate Dean for Academic Affairs provide counsel and

assistance to both faculty and students in addressing allegations of academic dishonesty.

Any student accused of violations of academic integrity should discuss the incident with the Associate Dean for Academic Affairs in order to fully understand the consequences of an academic sanction, and the appeal processes available to the student should he/she refute the allegation or consider the sanctions to be arbitrary or capricious.

## **INVESTIGATING AND RESOLVING ALLEGATIONS**

### **Faculty Investigations and Resolutions**

Allegations of academic dishonesty are taken seriously by the College of Pharmacy faculty and Dean's Office. The faculty, with counsel from the Dean's Office, must investigate such allegations promptly, and resolve the issues fairly while also protecting students from unfounded allegations.

After discussing the allegations with the accused students and determining validity of the allegations, the faculty member can issue academic sanctions appropriate with the circumstances associated with the dishonest action. Substantiated corroborating evidence must be obtained before academic sanctions are imposed. Possible sanctions include retaking an exam(s), a grade reduction or a failing grade. The student is notified in writing of the allegation, evidence supporting the allegation and the sanction imposed. These sanctions may be appealed as outlined in a subsequent section of the Orientation Guide.

In no event shall the academic sanction imposed by a faculty member for a course be more severe than a failing grade. If the sanction is a failing grade, the faculty member must notify the department chair and Associate Dean for Academic Affairs of the academic dishonesty, and the circumstances that the faculty member believes justifies the imposition of a failing grade. The Dean of the College and the Senior Vice President for Health Sciences are also notified as appropriate.

If the faculty member, chair or vice president believes the student's academic dishonesty warrants an academic sanction more severe than a failing grade, they may refer the student through the Associate Dean for Academic Affairs to the College Academic Misconduct Committee with his/her recommendation. The responsibilities of the College Academic Misconduct Committee are discussed in subsequent sections of the Orientation Guide, as well as in the University of Utah Student Code.

### **Academic Misconduct Committee Investigations and Resolutions**

The College Academic Misconduct Committee is composed of two faculty members from within the College of Pharmacy, one faculty member from outside of the College of Pharmacy and two Pharm.D. students.

The Committee then meets to determine whether the allegation presents disputed factual issues for hearing, and may determine whether a hearing would aid in the resolution of the issues or would otherwise be desirable.

If the Committee determines that a hearing would be beneficial, the Committee chair shall notify the student, faculty member, department chair, Associate Dean for Academic Affairs and the Scholastic Standards Committee chair in writing at least fifteen (15) working days prior to the date of the hearing. Hearings must be conducted within a reasonable time of receiving the allegations. At least five (5) working days prior to the date of the hearing, the student against whom the allegation has been made, and the other party, must provide a written list of individuals requested to provide information and documents to be considered at the hearing to the other party and the Committee. Either party may be accompanied by any person as an advisor, including legal counsel. This individual may attend the hearing, but not directly participate in the proceedings other than as

noted below. These hearings are closed to the public, although the hearings are recorded and copies will be available to any appropriate party upon request. Both parties have the right to question witnesses, present evidence and to call witnesses. The Committee is not bound by strict rules of legal evidence or procedure, and may consider any evidence deemed relevant. The University legal counsel shall serve as a resource to the Committee, and may be present at the hearing to provide guidance on substantive law and procedural matters only.

The Academic Misconduct Committee's deliberations and voting occur in closed sessions. The Academic Misconduct Committee must find, by a preponderance of evidence, that the student was engaged in the alleged academic dishonesty. The Committee may impose any academic sanctions it deems appropriate under the entire circumstances of the case. Possible sanctions include retaking an exam(s), a grade reduction or a failing grade, academic probation, suspension and/or dismissal from the Pharm.D. Program.

The Committee chair prepares a written report of the Committee's decision, including the basis for that decision, for immediate notification of the parties involved. Copies of the decision are forwarded to the Associate Dean for Academic Affairs, who notifies the Dean, the Senior Vice President for Health Sciences and Scholastic Standards Committee chair, as appropriate.

The Committee's decision and sanctions may be appealed to the Dean of the College and then the Senior Vice President for Health Sciences as described in a subsequent section of the Orientation Guide and the University of Utah Student Code.

## **CONSEQUENCES OF ACADEMIC SANCTIONS**

If a student involved in an alleged act of academic dishonesty accepts the allegations and the academic sanctions imposed by the faculty member, the incident may be considered closed.

Even though the alleged academic dishonesty and the subsequent sanction may be accepted without appeal, the final grade received for the course as the result of the academic sanction may result in the College Scholastic Standards Committee imposing academic probation, suspension or dismissal from the Pharm.D. Program. The decision of the Scholastic Standards Committee usually takes the previous academic background of the student into consideration when taking such actions, as well as any further recommendations by other individuals or committees.

The College Scholastic Standards Committee will not institute the academic sanctions of probation, suspension or dismissal until all appeal processes undertaken by the involved parties are completed. The academic sanction of probation, suspension or dismissal imposed by the Scholastic Standards Committee as the result of the final grade received in the course(s) cannot be further appealed.

## **APPEALING SANCTIONS RESULTING FROM VIOLATIONS OF ACADEMIC INTEGRITY**

Students may appeal allegations of academic misconduct, or academic sanctions resulting from such allegations imposed by a faculty member that they perceive to be arbitrary or capricious. The Scholastic Standards Committee will not institute academic probation, suspension or dismissal sanctions until any appeals are completed. Appeals should be directed to the following individuals or committees in sequence.

### **COLLEGE ACADEMIC MISCONDUCT COMMITTEE**

If students and faculty are unable to resolve an issue regarding an alleged violation of academic integrity, or the student considers the academic sanction imposed by the faculty member to be arbitrary or capricious, the student may appeal to the College Academic Misconduct Committee in writing within forty (40) working days of receiving the academic sanction.

The written appeal should be submitted through the Associate Dean for Academic Affairs to the chair of the College Academic Misconduct Committee. Copies of the appeal are forwarded to the faculty member responsible for the course and the department chair. The Scholastic Standards Committee chair is also notified of the appeal. The faculty member who considered the allegations of academic dishonesty and assigned the sanction may respond to the appeal in writing within five (5) working days. The written response should be submitted to the Office of Student Affairs for distribution to the student, College Academic Misconduct Committee chair, Associate Dean for Academic Affairs, and Department Chair.

The Academic Misconduct Committee meets to determine whether a hearing should be held because the appeal presents possible disputed factual issues, or would be beneficial in resolving the allegation.

If the Committee determines that a hearing would be beneficial, the Committee chair will notify the student, faculty member, department chair, Associate Dean for Academic Affairs in writing at least fifteen (15) working days prior to the date of the hearing. If a hearing is not held, the Committee deliberates and votes in closed session.

Hearings must be conducted within a reasonable time of receiving the allegations. At least five (5) working days prior to the date of the hearing, the parties involved must provide a written list of individuals requested to provide information and documents to be considered at the hearing for the other party and the Committee. Either party may be accompanied by any person as an advisor, including legal counsel. This individual may attend the hearing, but not directly participate in the proceedings. These hearings are closed to the public, although the hearing is recorded and copies will be available to any participant upon request. Both parties have the right to question witnesses, present evidence and to call witnesses. The Committee is not bound by strict rules of legal evidence or procedure and may consider any evidence deemed relevant. The University legal counsel will serve as a resource to the Committee and may be present at the hearing to provide guidance on substantive law and procedural matters only.

The Academic Misconduct Committee's deliberations and voting occur in closed sessions. If the appeal involves allegations of academic misconduct, the Academic Misconduct Committee must find,

by a preponderance of evidence, that the student engaged in the alleged academic dishonesty. The Committee may impose any academic sanctions it deems appropriate under the entire circumstances of the case. Possible sanctions include retaking an exam(s), a grade reduction or a failing grade, academic probation, suspension and/or dismissal from the Pharm.D. Program. If the appeal involves academic sanctions resulting from violations of academic integrity, the Committee must find that the academic sanction imposed by the faculty member for academic misconduct was arbitrary and capricious.

The Committee chair prepares a written report of the Committee's decision, including the basis for that decision, for immediate distribution to the student, faculty members responsible for the course(s) and Associate Dean for Academic Affairs. The Associate Dean for Academic Affairs notifies the Dean of the College, the Senior Vice President for Health Sciences and Scholastic Standards Committee chair, as appropriate.

The Committee's decision and sanctions may be appealed to the Dean of the College and then the Senior Vice President for Health Sciences.

### **DEAN OF THE COLLEGE**

Students or the faculty member(s) responsible for the course may appeal the College Academic Misconduct Committee's decisions involving either allegations of academic misconduct or academic sanctions resulting from violations of academic integrity to the Dean in writing within ten (10) working days of notification of the College Academic Misconduct Committee's decision. The written appeal should be sent to the Office of Student Affairs for distribution to the Dean of the College, Academic Misconduct Committee and the Associate Dean for Academic Affairs. The Associate Dean for Academic Affairs will notify other parties involved, including the Scholastic Standards Committee chair and the Senior Vice President for Health Sciences, as appropriate.

The Dean will consider the appeal and then notify in writing the student, faculty member, College Academic Misconduct Committee chair, Associate Dean for Academic Affairs and Scholastic Standards Committee chair within ten (10) working days of receipt of the appeal.

To overturn academic sanctions imposed by the faculty member or Academic Misconduct Committee, the Dean must find that the academic sanction was arbitrary or capricious. In considering appeals involving allegations of academic misconduct, the Dean must find, by a preponderance of evidence, that the student engaged in alleged academic dishonesty. Academic, professional and ethical backgrounds while enrolled in the College of Pharmacy Pharm.D. Program are taken into consideration by the Dean.

### **SENIOR VICE PRESIDENT FOR HEALTH SCIENCES**

The student, faculty member or College Academic Misconduct Committee chair may appeal the Dean's decision in writing to the Senior Vice President for Health Sciences within ten (10) working days of notification of the Dean's decision.

Written appeals should be submitted to the Office of Student Affairs for distribution to the Senior Vice President, the Dean, the other individuals involved (the student, claimant, Academic Misconduct

Committee chair, or faculty member who may have assigned an academic sanction). The Dean should notify the Associate Dean for Academic Affairs and Scholastic Standards Committee chair of the appeal.

The Senior Vice President may solicit whatever counsel and advice deemed appropriate to reach a decision. An ad hoc committee composed of students and faculty from outside the college or department may be convened to determine whether the student has been given due process and to determine whether there were substantial defects in the process which denied the student basic fairness and due process.

The Senior Vice President must notify in writing the party submitting the appeal and the Dean of his/her decision and the basis for that decision within twenty (20) working days of the receipt of the appeal. The Dean then notifies the Associate Dean for Academic Affairs, other parties involved in the allegation, and the Scholastic Standards Committee chair of the Senior Vice President's decision.

The decision of the Senior Vice President for Health Sciences is final.

The Associate Dean for Academic Affairs and Scholastic Standards Committee chair will take appropriate action to implement the final decision of the appeal processes.

## **VIOLATIONS OF PROFESSIONAL OR ETHICAL STANDARDS**

Professional students are preparing to enter a highly respected, but highly regulated, profession. The Pharm.D. Program provides the foundation from which students begin to acquire the attitudes, skills and behaviors that are expected of the profession. Attention to professional, ethical, legal and personal standards becomes even more critical as professional students interact with colleagues, faculty preceptors, other health care professionals, other participants or individuals overseeing an educational experience and the public.

### **RESPONSIBILITIES**

It is the responsibility of the students, faculty members overseeing didactic and experiential courses, and the College of Pharmacy to assure that students are upholding the professional and ethical standards of pharmacy. Because pharmacy students interact extensively with other health care professionals and the public during their tenure in the Pharm.D. Program, allegations of professional or ethical misconduct may be brought to the College's attention from other sources such as professional colleagues in the health sciences, the Board of Pharmacy or the public. Allegations of violations of such standards must be made in writing to the Associate Dean for Academic Affairs of the College.

### **INVESTIGATING AND RESOLVING ALLEGATIONS**

#### **Professional and Ethical Misconduct**

All allegations of professional or ethical misconduct are taken seriously by the College of Pharmacy faculty and Dean's Office. Unprofessional and/or negligent conduct toward patients, other professional students, faculty, pharmacists, or other health care personnel are not tolerated.

Allegations of professional and ethical misconduct should be reported in writing to the Associate Dean for Academic Affairs. The identity of the individuals who filed a written complaint regarding the allegations will be kept confidential to the extent possible. However, their identities may be revealed as investigations and hearings are pursued by the Dean's Office, Academic Misconduct Committee or at higher levels of appeal.

The Associate Dean for Academic Affairs will discuss the alleged violations or misconduct with the accused students and provide them with an opportunity to respond. The claiming parties and any other persons believed to have pertinent factual knowledge of the allegations may be interviewed. Other relevant evidence, including documentary evidences, may also be reviewed by the Associate Dean for Academic Affairs.

If the Associate Dean for Academic Affairs determines that there is inadequate evidence that a student has violated the professional or ethical standards of pharmacy, they will notify the student. Any written allegations and documentation will be kept in a secured file separate from student academic records. The matter will be considered closed, and the written documentation destroyed following the completion of the student's program of study.

***Informal Resolution:*** If there is a reasonable basis for believing a student has violated professional and ethical standards of the profession, the Associate Dean for Academic Affairs may determine that

informal resolution is appropriate. If so, the Associate Dean for Academic Affairs shall take the necessary steps to reach an informal resolution. The resolution, means of monitoring compliance with the resolution, and the consequences if the terms of the resolution are not upheld are agreed to in writing by the student and a representative of the Dean's Office. The Associate Dean for Academic Affairs monitors student compliance with the terms and conditions of the resolution. If the student upholds the informal resolution, no further actions will be taken and the matter will be closed.

A student may be requested to undergo further evaluation, remediation or referral to other professionals or programs in order to determine whether such interventions may form the basis of informal resolutions to the allegations. If evaluations, remediation and/or referrals are appropriate interventions and are agreed to by the student, the Associate Dean for Academic Affairs will refer the student to the appropriate professional services or programs. The recommendations from such professional services or programs are the basis of a written contract agreed to by the student and the College of Pharmacy. The necessary terms, monitoring and consequences for failure to uphold the terms in this written contract are agreed to and signed by both the student and a representative of the College of Pharmacy.

Documentation associated with such allegations of professional or ethical misconduct, as well as the evaluation, remediation or referral program and monitoring agreed to by the student and the College of Pharmacy are kept in confidential files separate from the student's academic file.

Academic sanctions of probation, suspension or dismissal will be imposed, as agreed to between the two parties, if the terms of such contracts are not upheld by the student. These sanctions cannot be further appealed.

**Academic Misconduct Committee:** If either the Associate Dean for Academic Affairs or the student deem informal resolutions are not appropriate or evaluations, remediation and/or referral programs are inappropriate interventions, the student is notified in writing that the allegations are being referred to the College Academic Misconduct Committee for further investigation and resolution. The written allegations and associated documentation are forwarded to the chair of the College Academic Misconduct Committee. The Scholastic Standards Committee chair is also notified.

The Academic Misconduct Committee, composed of faculty and students as previously described, then meets to determine whether a hearing would be desirable. Hearings are usually held if the allegations present disputed factual issues for hearing, or would aid in the resolution of the issues.

If the Committee determines that a hearing would be beneficial, the Committee chair notifies the involved parties and Associate Dean for Academic Affairs in writing at least fifteen (15) working days prior to the date of the hearing. Hearings must be conducted within a reasonable time of the Committee's receipt of the allegations. At least five (5) working days prior to the date of the hearing, the involved parties must provide in writing a list of individuals requested to provide information and documents to be considered at the hearing to the other party and the Committee. The parties may be accompanied by any person as an advisor, including legal counsel. This individual may attend the hearing, but not directly participate in the proceedings. These hearings are closed to the public, although the hearing is recorded and copies would be available to any participant upon request. The parties have the right to question witnesses, present evidence and to call witnesses. The Committee is not bound by strict rules of legal evidence or procedure and may consider any evidence deemed

relevant. The University legal counsel will serve as a resource to the Committee, and may be present at the hearing to provide guidance on substantive law and procedural matters only.

The Academic Misconduct Committee meets in closed sessions following the hearing, if required, to deliberate and vote. All findings and decisions of the Committee require a majority vote. The Committee must find, by a preponderance of evidence, that the student engaged in the alleged professional or ethical misconduct. The Committee may impose any academic sanctions it deems appropriate under the entire circumstances of the case. Possible sanctions include, but are not limited to, academic probation, suspension and/or dismissal from the Pharm.D. Program.

The Committee chair prepares a written report of the Committee's decision, including the basis for that decision, for immediate notification of the parties involved and the Associate Dean for Academic Affairs. The Associate Dean for Academic Affairs notifies the Dean of the College, the Senior Vice President for Health Sciences and the Scholastic Standards Committee chair, as appropriate. The Committee's decision may form the basis of a written contract agreed to by the student and the College of Pharmacy. The necessary terms, monitoring and consequences for failure to uphold the terms in this written contract are agreed to and signed by both the student and a representative of the College of Pharmacy.

The Committee's decision and sanctions may be appealed to the Dean of the College and then the Senior Vice President for Health Sciences, as described in a subsequent section of the Orientation Guide, and the University of Utah Student Code.

### **Substance Abuse or Chemical Dependency**

Students who appear to be experiencing substance abuse or chemical dependency problems may be offered an opportunity for evaluation, treatment and rehabilitation if they have not previously sought such assistance.

***Licensed Pharmacy Interns:*** Students holding an intern license from the State of Utah will be referred to the State of Utah Recovery Assistance Program for Health Care Professionals, which may institute a structured monitoring program as set forth in a written contract between the student, College of Pharmacy and Recovery Assistance Program. Individuals may be accepted into the State of Utah Recovery Assistance Program only once.

### **Other Violations of the Student Code**

Cases of professional or ethical misconduct by students enrolled in the Pharm.D. Program involving standards of conduct other than those specified above are to be reported in writing to the Associate Dean for Academic Affairs of the College. These cases will be acted upon by the Academic Misconduct Committee as previously described.

## **CONSEQUENCES OF PROFESSIONAL OR ETHICAL MISCONDUCT VIOLATIONS**

## **Professional and Ethical Misconduct or Other Violations of the Student Code**

If students involved in alleged violations of the Professional or Ethical Codes of Conduct, or the University of Utah Student Code accept the allegations, informal resolution is agreed to with the Associate Dean for Academic Affairs, and the terms and conditions of the written contract are adhered to and/or completed, the incident may be considered closed.

The College Scholastic Standards Committee will not institute the academic sanctions of probation, suspension or dismissal until all appeals processes undertaken by the involved parties are completed. The academic sanction of probation, suspension or dismissal imposed by the Scholastic Standards Committee cannot be further appealed.

Written contracts and associated documentation pertaining to the violation will be kept confidential in a locked file separate from the student's academic file. The Associate Dean for Academic Affairs will monitor whether students comply with the terms of their written contracts or any academic sanctions deemed appropriate by the Associate Dean for Academic Affairs and/or Academic Misconduct Committee.

Students failing to uphold the terms of written contracts and/or sanctions may be suspended or dismissed from the Pharm.D. Program.

## **APPEALING ALLEGATIONS OR ACADEMIC SANCTIONS RESULTING FROM VIOLATIONS OF PROFESSIONAL AND ETHICAL CODES**

Students may appeal academic sanctions imposed by the College Academic Misconduct Committee resulting from allegations of professional or ethical misconduct that are perceived to be arbitrary or capricious. The Scholastic Standards Committee will not institute academic probation, suspension or dismissal sanctions until any appeals are completed. Appeals should be directed to the following individuals or committees in sequence.

### **DEAN OF THE COLLEGE**

Students may appeal the academic sanctions imposed by the College Academic Misconduct Committee resulting from allegations of professional or ethical misconduct to the Dean in writing within ten (10) working days of notification of the College Academic Misconduct Committee's decision. The College Scholastic Standards Committee will not act on any recommended academic sanctions until any appeals are decided.

The appeal should be submitted in writing to the Office of Student Affairs. Copies will be distributed to the other individuals involved (individual(s) making allegations, College Academic Misconduct Committee chair) and Associate Dean for Academic Affairs. The Scholastic Standards Committee chair will be notified of the appeal if appropriate.

Following consideration of the appeal, the Dean notifies in writing the student, College Academic Misconduct Committee chair and Associate Dean for Academic Affairs within ten (10) working days of receipt of the appeal.

In addition to the appeal, the Dean may consider the academic background of students involved, evidence available to the Academic Misconduct Committee, and the process followed in reporting, investigating and resolving the allegations. The Misconduct Committee's decision can be overturned only if the Dean perceives the decision to be arbitrary and capricious, or due process was not followed.

### **SENIOR VICE PRESIDENT FOR HEALTH SCIENCES**

Either party involved in the allegations or the Academic Misconduct Committee chair may appeal the Dean's decision in writing to the Senior Vice President for Health Sciences within ten (10) working days of notification of the Dean's decision.

The Vice President provides a copy of the appeal to the Dean. The Dean notifies the other parties involved, Academic Misconduct Committee chair and Associate Dean for Academic Affairs. The Scholastic Standards Committee chair may be notified, if appropriate.

The Vice President may solicit whatever counsel and advice deemed appropriate to reach a decision. An ad hoc committee composed of students and faculty from outside the college or department may be convened to review the process given to the student and to determine whether there were substantial defects in the process which denied the student basic fairness and due process.

The Senior Vice President shall notify in writing the appealing party and the Dean of his/her decision and the basis for that decision within twenty (20) working days of the receipt of the appeal. The Dean informs the other parties involved including the Academic Misconduct Committee chair and the Associate Dean for Academic Affairs. The decision of the Senior Vice President for Health Sciences is final. The Associate Dean for Academic Affairs and Scholastic Standards Committee chair shall take appropriate action to implement the final decision of the Senior Vice President for Health Sciences.

**COLLEGE OF PHARMACY**

**FACULTY**

**&**

**DEANS OFFICE STAFF**

## MEDICINAL CHEMISTRY

Chris M. Ireland, Ph.D.	Professor and Chair	307 Skaggs	1-8305
Glenn D. Prestwich, Ph.D.	Presidential Professor	421 Wakara, Rm. 205	5-9051
Arthur D. Broom, Ph.D.	Professor and Assoc. Dean	206 Skaggs	1-5764
Darrell R. Davis, Ph.D.	Professor	295E BPRB	1-7006
Kuberan Balagurunathan, Ph.D.	Assistant Professor	295C BPRB	7-9474
Grzegorz Bulaj, Ph.D.	Assistant Professor	421 Wakara, 360	1-4629
Thomas E. Cheatham, Ph.D.	Associate Professor	418 INSCC/295A BPRB	7-9652
Eric W. Schmidt, Ph.D.	Associate Professor	295D BPRB	5-5234
Amy M. Barrios, Ph.D.	Assistant Professor	311A Skaggs	1-3198
C. Dale Poulter, Ph.D.	Research Professor	2020 HEB	1-6685
Pamela Cassidy, Ph.D.	Research Assistant Professor	5330 Bay 5S HCI	1-6633
Susan Bock, Ph.D.	Adjunct Professor	739 Wintrobe	5-6521
Frank Fitzpatrick, Ph.D.	Adjunct Professor	3380 HCI	1-6204
Jeanette Roberts, Ph.D.	Adjunct Professor	Wisconsin	
Gerald Yost, Ph.D.	Adjunct Professor	201 SKH	1-7956
David Jones, Ph.D.	Adjunct Associate Professor	5262 HCI	5-6107

## PHARMACEUTICS AND PHARMACEUTICAL CHEMISTRY

David W. Grainger, Ph.D.	Professor and Chair	301 SKH	1-4532
Joseph D. Andrade, Ph.D.	Distinguished Professor	2480 MEB	1-4379
Sung-Wan Kim, Ph.D.	Distinguished Professor	205A BPRB	1-6801
Jindrich Kopecek, Ph.D.	Distinguished Professor	205B BPRB	1-7211
John W. Mauger, Ph.D.	Professor and Dean	201 SKH	1-3402
You Han Bae, Ph.D.	Professor	421 Wakara, Rm. 315	5-1518
James N. Herron, Ph.D.	Associate Professor	108B BPRB	1-7303
Thomas E. Cheatham, Ph.D.	Associate Professor	418 INSCC/295A BPRB	7-9652
Carol S. Lim, Ph.D.	Associate Professor	421 Wakara, Rm. 305	7-9711
Steven E. Kern, Ph.D.	Assistant Professor	417 Wakara, Rm. 3530	5-5958
Yong Hee Kim, Ph.D.	Research Professor	205D BPRB	1-7278
Pavla Kopeckova, Ph.D.	Research Professor	205C BPRB	1-7349
Minhyung Lee, Ph.D.	Research Assistant Professor	215E BPRB	5-3707
James W. Yockman, Ph.D.	Research Assistant Professor	205E BPRB	1-7278
Jiyuan Yang, Ph.D.	Research Assistant Professor	208 BPRB	1-6835
Abhijit Ray, Ph.D.	Research Assistant Professor	383 Colorow Rd	7-1568
Han Chang Kang, Ph.D.	Research Assistant Professor	421 Wakara Way	1-8848
Khaled Gerish, Ph.D.	Research Assistant Professor	NPS Bldg, rm 339	7-1558
Darin Furgeson, Ph.D.	Assistant Professor	421 Wakara, rm 311	1-7271
Xuli Wang	Adjunct Professor	421 Wakara Way, rm 318	1-3387
William Higuchi	Adjunct Professor	213A Skaggs Hall	5-1268

## PHARMACOLOGY AND TOXICOLOGY

William R. Crowley, Ph.D.	Professor and Chair	112 SKH	1-6287
Louis R. Barrows, Ph.D.	Professor	35 SKH	1-4547
Steve R. Bealer, Ph.D.	Professor	408B BPRB	7-7706
Annette E. Fleckenstein	Professor	116 SKH	5-7474
Michael R. Franklin, Ph.D.	Professor	390D BPRB	1-7014
James W. Gibb, Ph.D.	Professor	410D BPRB	5-1946
Glen R. Hanson, D.D.S., Ph.D.	Professor	105 SKH	1-3174
Douglas Rollins, M.D., Ph.D.	Professor	417 Wakara, Ste. 2111	1-5117
H. Steve White, Ph.D.	Professor	417 Wakara, Ste. 3211	1-6447
Harold H. Wolf, Ph.D.	Professor, Emeritus	417 Wakara, Ste. 3211	1-4028
Garold S. Yost, Ph.D.	Professor	390C BPRB	1-7956
Donald K. Blumenthal, Ph.D.	Associate Professor	31 SKH	5-3094
Annette E. Fleckenstein, Ph.D.	Associate Professor	116 SKH	5-7474
Kristen A. Keefe, Ph.D.	Associate Professor	102A SKH	5-7989
William K. Nichols, Ph.D.	Associate Professor	410 B BPRB	1-7564
Lester M. Partlow, Ph.D.	Associate Professor	408A BPRB	1-3679
Andrea Bild, Ph.D.	Assistant Professor	410A BPRB	1-6353
Philip J. Moos, Ph.D.	Assistant Professor	410C BPRB	5-5952
Rodger L. Foltz, Ph.D.	Research Professor	417 Wakara, Ste. 2111	1-5117
David E. Moody, Ph.D.	Research Professor	417 Wakara, Ste. 2111	1-5117
Mario E. Alburges, Ph.D.	Research Associate Professor	102B SKH	1-5502
Shen-nan Lin, Ph.D.	Research Associate Professor	417 Wakara, Ste. 2111	1-5117
John M. Veranth, Ph.D.	Research Associate Professor	408D BPRB	1-3789
Karen S. Wilcox, Ph.D.	Research Associate Professor	417 Wakara, Ste. 3211	1-4081
Diana G. Wilkins, Ph.D.	Research Associate Professor	417 Wakara, Ste. 2111	1-5117
N. Shane Cutler, Ph.D.	Research Assistant Professor	410E BPRB	5-0241
Paul S. Frankel, Ph.D.	Research Assistant Professor	103 SKH	5-5578
J. Gregory Lamb, Ph.D.	Research Assistant Professor	390 BPRB	5-0938
Christopher A. Reilly, Ph.D.	Research Assistant Professor	390B BPRB	1-5236
Matthew H. Slawson, Ph.D.	Research Assistant Professor	417 Wakara, Ste. 2111	1-5117
Roy Smeal, Ph.D.	Research Assistant Professor	417 Wakara, Ste. 3211	5-7266

## PHARMACOTHERAPY

Diana I. Brixner, R.Ph., Ph.D.	Professor and Chair	258 SKH	1-3182
Arthur G. Lipman, Pharm.D.	Professor	259 SKH	1-5986
Mark A. Munger, Pharm.D.	Professor and Associate Dean for Academic Affairs	201 SKH	1-6165
Nancy Nickman, M.S., Ph.D.	Professor	264 SKH	1-6239
Gary M. Oderda, Pharm.D., M.P.H.	Professor	268 SKH	1-6257
Michael Goodman, Ph.D.	Assistant Professor	267 SKH	1-8054
Barbara I. Crouch, Pharm.D., M.S.P.H.	Professor (Clinical)	585 Komas Dr., St 200	7-0605
William J. Rusho, R.Ph., M.S.	Professor (Clinical)	215 SKH	1-6205
Laura Shane-McWhorter, Pharm.D.	Professor (Clinical)	260 SKH	5-9564

Linda S. Tyler, Pharm.D.	Professor (Clinical)	A050 UH	1-2732
Karen M. Gunning, Pharm.D.	Associate Professor (Clinical)	265 SKH	7-9553
Patricia L. Orlando, Pharm.D., F.C.C.P.	Associate Professor (Clinical)	261 SKH	1-7545
David C. Young, Pharm.D.	Associate Professor (Clinical) and Vice Chair	252 SKH	1-8510
William J. Stilling, R.Ph., J.D.	Associate Professor (Clinical)	258 SKH	1-5941
Sarah Feddema, Pharm.D., B.C.P.S.	Assistant Professor (Clinical)	263 SKH	
Brandon T. Jennings, Pharm.D.	Assistant Professor (Clinical)	266 SKH	1-3044
Lynda H. Oderda, Pharm.D.	Assistant Professor (Clinical)	253 SKH	1-6304
Kamila Dell, Pharm.D., B.C.P.S.	Assistant Professor (Clinical)	262 SKH	7-9594
Carl V. Asche, Ph.D., M.B.A.	Research Associate Professor	421 Wakara, Rm. 421	7-9715
Joseph E. Biskupiak, M.B.A., Ph.D.	Research Associate Professor	421 Wakara, Rm. 421	5-5249
Frederick S. Albright, M.S., Ph.D.	Research Assistant Professor	201 SKH	5-5722
Joanne LaFleur, Pharm.D., M.S.P.H.	Research Assistant Professor	421 Wakara, Rm.421	1-8194
Carrie McAdam Marx, M.S., Ph.D.	Research Assistant Professor	421 Wakara Rm. 421	7-7728
Elizabeth Young, Pharm.D.	Adjunct Associate Professor and Assistant Dean for- Experiential Program	5515J HSEB	213-3421

## **DEAN'S OFFICE**

John W. Mauger, Ph.D.	Dean	201 Skaggs	1-3402
Michael R. Franklin, Ph.D.	Associate Dean for Faculty	390D BPRB	1-7014
Mark A. Munger, Pharm.D.	Associate Dean for Academic Affairs	264 Skaggs	1-6165
William A. McCreary, Ph.D.	Assistant Dean for Finance	201 Skaggs	5-5794
Elizabeth Young, Pharm.D.	Assistant Dean for Experiential Education	5515J HSEB	213-3421
Donald Blumenthal, Ph.D.	Assistant Dean for Assessment	31 Skaggs Hall	5-3094
Mario E. Alburges, Ph.D.	Coordinator, Diversity	102B SKH	1-5502
Carol Lim, Ph.D.	Coordinator, Admissions	421 Wakara Rm. 305	7-9711
David C. Young, Pharm.D.	Coordinator, Student Affairs	263 SKH	1-8510

### **Dean's Office Staff**

David Bardsley	Administrative Officer	25 Skaggs	1-6808
Mike Cameron	PEP Program Coordinator	5515H HSEB	213-3553
Christine Hendricks	Executive Secretary	201 Skaggs	1-6731
Jennifer Leo	Academic Coordinator	5515 A HSEB	213-3474
Marion Lennberg	Professional Program Coordinator	205 Skaggs	1-7503
Sarah Lindsey	Academic Advisor	5515K HSEB	1-5384
Jane Sumner	Administrative Assistant to Dr. Mauger/The Dean's office	201 Skaggs	1-3402

**STUDENT  
RECOGNITION  
AWARDS  
and  
ORGANIZATIONS**

## **STUDENT RECOGNITION**

The College of Pharmacy recognizes the achievements of professional students in their academic and professional endeavors through letters of commendation, induction into honor societies, professional awards as well as scholarships. Besides the honors at graduation or induction into honor societies at the university level, recognition at the college level includes:

### **DEAN'S LIST**

The College of Pharmacy recognizes professional students who achieve excellence in scholarship (GPA > 3.5) each semester during the academic year. Students receive a letter of commendation from the Dean for their achievements.

### **RHO CHI HONORARY SOCIETY**

The Rho Chi Society is the honor society for the pharmacy profession and encourages and promotes scholarly achievement in the pharmaceutical sciences. Membership is attained through election by peers and faculty. Candidates are eligible for election if they demonstrate academic excellence. The University of Utah is the Beta Epsilon chapter, established in 1955.

Membership is limited to professional entry-level degree students who:

1. are full-time students enrolled in a professional pharmacy program that is accredited by or has been granted candidate status by the Accreditation Council for Pharmacy Education (ACPE), or the Canadian Council for the Accreditation of Pharmacy Programs, and
2. have completed no less than one-half of the required professional didactic course work as defined for their degree, and
3. rank in the highest 20 percent of their class as determined by the school or college in which they are enrolled and have attained a minimum professional grade point average (GPA) of 3.0 on a 4.0 scale, and
4. have been certified eligible for membership by the dean of the pharmacy school or the dean's designee.

Individuals shall become members of the Society upon compliance with membership requirements, election to membership by the active members of local chapters, report and payment of member fees to the National Office, and after being duly initiated by the chapter membership.

The Rho Chi Society encourages and recognizes excellence in intellectual achievement and advocates critical inquiry in all aspects of pharmacy. The Society further encourages high standards of conduct and character and fosters fellowship among its members. The Society seeks universal recognition of its members as lifelong intellectual leaders in pharmacy, and as a community of scholars, to instill the desire to pursue intellectual excellence and critical inquiry to advance the profession.

The Beta Epsilon chapter of Rho Chi at the University of Utah is active in the pharmacy community, coordinating a residency information night for students interested in learning more about residencies. Rho Chi - Beta Epsilon chapter is also active in the community, providing a unique event each year - the Spring Egg Hunt for children with diabetes and their families.

## **ACHIEVEMENTS IN PHARMACEUTICAL CARE**

Faculty nominate graduating students who have achieved excellence in specific aspects of pharmaceutical care for various awards. Students are recognized at an annual event and receive a commendation. The awards include:

*Facts and Comparisons Award for Clinical Communication*

*Mylan Pharmaceuticals Excellence in Pharmacy*

*Merck Award for Clinical Toxicology*

*APhA –ASP Mortar & Pestle Professionalism Award*

*APhA –ASP Senior Recognition Certificate*

*Perrigo Award of Excellence In Non-prescription Medication Studies*

*Roche Award Pharmacy Communications Award*

*GlaxoSmithKline Patient Care Award*

*Lilly Achievement Award*

*Natural Medicines Comprehensive Database Award*

*TEVA Pharmaceuticals USA Outstanding Student Award*

*University of Utah Alumni Association Outstanding Senior Award*

*University of Utah College of Pharmacy Outstanding Seminar Award*

## 2009-2010 STUDENT ORGANIZATION OFFICERS

### Utah Student Pharmacist Alliance (USPA)

<b>President:</b>	<i>Adam Wolfe</i>
<b>President-Elect:</b>	<i>Taben Main</i>
<b>Vice-President Membership:</b>	<i>Jamie Doi</i>
<b>Vice-President Student Affairs:</b>	<i>Courtney Waye</i>
<b>Vice-President Public Relations:</b>	<i>Mason Cook</i>
<b>Secretary:</b>	<i>Stephanie Hughes</i>
<b>Treasurer:</b>	<i>Kevin Walkenhurst</i>
<b>Historian:</b>	<i>Nicole Fenstermaker</i>
<b>President APhA-ASP:</b>	<i>Shadie Clark</i>
<b>President-Elect APhA-ASP:</b>	<i>Stephanie Hole</i>
<b>President ASHP:</b>	<i>Ben Sharples</i>
<b>President-Elect ASHP:</b>	<i>Jennifer Cerdena</i>
<b>President NCPA:</b>	<i>Melissa Gilmore</i>
<b>President-Elect NCPA:</b>	<i>Joya Jennings</i>
<b>President AMCP:</b>	<i>Harmony Scarlet</i>
<b>HSSC representative:</b>	<i>Megan Glanville</i>

<b>Faculty Advisors:</b>	<i>David Young</i>
	<i>Karen Gunning</i>
	<i>Brandon Jennings</i>

### Rho Chi, Beta Epsilon chapter (2009-2010 officers to be elected)

<b>President:</b>	<i>Megan Tolman</i>
<b>Vice President:</b>	
<b>Treasurer:</b>	
<b>Secretary:</b>	
<b>Historian:</b>	

<b>Faculty Advisor:</b>	<i>Karen Gunning</i>
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### Student Advisory Committee (SAC)

<b>P1:</b>	<i>To be elected</i>
<b>P2:</b>	<i>John Marble</i>
<b>P3:</b>	<i>To be elected</i>
<b>P4:</b>	<i>Courtney McKinney</i>

### ASUU

<b>Senate:</b>	<i>Katrina Moore</i>
<b>Representative:</b>	<i>Dan Clegg</i>

### ALUMNI ASSOCIATION

<b>Student Representative:</b>	<i>Monique Hall</i>
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## **STUDENT ADVISORY COMMITTEE (SAC)**

The Student Advisory Committee (SAC) is composed of representatives from all classes of professional students and Ph.D. students. The P1 class will be requested to elect a representative early in the Fall Semester. Get to know your classmates soon so that you can elect someone who will effectively represent you throughout your professional schooling.

One of the purposes of the SAC is to facilitate communication between the College administration and the students and between the students themselves. The SAC representatives meet on a regular basis with the Dean and Associate Dean for Academic Affairs at which time matters of mutual interest are discussed. Students are encouraged to utilize their AC representative to communicate concerns anonymously and/or collectively to the College administration.

The SAC performs a vital role in making recommendations to the departments, college, the Dean and University officials concerning the retention, promotion and tenure of college faculty members. SAC representatives are asked to perform reviews of specified faculty one or more times a year from a student perspective. SAC representatives are asked to attend a university workshop on the retention, promotion, and tenure process each year. SAC representatives attend the College Council meetings each semester. In addition, the SAC is responsible for the annual selection of the Roche "Preceptor of the Year."

As is apparent from the above, the SAC has a number of important functions. It is vital that the P1 class elect a representative who will be responsive to the needs of the class, and who will effectively communicate student concerns to the College administration. Your SAC representative will serve for two years and then another election will take place at which time your class will either elect a new representative or retain the current representative. Therefore, when the election occurs, make your selection with care.

## **UTAH STUDENT PHARMACIST ALLIANCE (USPA)**

We, the officers of USPA, welcome you to the University of Utah College of Pharmacy. USPA is an umbrella student organization that was founded to foster the professional development of student pharmacists; to enhance learning of the pharmaceutical sciences; to promote career development; and to facilitate cooperation and integration among the various pharmacy student organizations' at the University of Utah College of Pharmacy. Please visit our website [http://www.pharmacy.utah.edu/Student\\_Information/pharmDstudents/studentorgs/index.html](http://www.pharmacy.utah.edu/Student_Information/pharmDstudents/studentorgs/index.html) for more information regarding USPA.

USPA is an umbrella student organization that includes the following national organizations:

1. American Pharmacists Association Academy of Student Pharmacists (APhA-ASP)
2. American Society of Health System Pharmacists Student Society (ASHP)
3. National Community Pharmacists Association Student Society (NCPA)
4. Academy of Managed Care Pharmacy (AMCP)

USPA will also include student members of the following state organizations:

1. The Utah Pharmacists Association (UPhA)
2. The Utah Society of Health System Pharmacists (USHP)

USPA is responsible for the organizing and coordinating all of the student's events and or functions that are implemented by the students organizations listed above. As a result, USPA provides a plethora of opportunities for students to develop as a professional some of which are listed below:

1. Leadership positions within USPA and its corresponding student organizations
2. Member and or Chair of numerous of Student Activity Committees
3. Networking with local, regional, and national professionals
4. Admission to the Noon USPA Conferences to learn about potential career opportunities
5. Monetary assistance for attending regional and national meetings

Approximately, 65% of the student body at the University of Utah College of Pharmacy are currently active members. USPA conducts a membership drive at the beginning of both the fall and spring semesters.

Membership runs from November 1<sup>st</sup> to October 31<sup>st</sup> with dues being \$20 (2009-2010 dues). USPA has a bundled membership option in which you would pay USPA \$45-60 (2009-2010 dues) which would cover the cost of USPA membership dues and one of the professional organizations listed below (i.e. APhA-ASP, ASHP, NCPA).

We congratulate you on your acceptance into the College of Pharmacy and in your choice of professions. We look forward to meeting you during the membership drive and recruitment campaign.

## **AMERICAN PHARMACISTS ASSOCIATION ACADEMY OF STUDENTS OF PHARMACY (APHA-ASP)**

APhA-ASP is the student organization of the American Pharmacists Association (APhA). APhA seeks to define and improve the practice of pharmacy in many different areas. In order to supplement the educational experience of pharmacy students, APhA works through the local student APhA-ASP chapters. The local society of the national association is the Utah Pharmacists Association (UPhA). UPhA has generously offered **free student membership** for all members of USPA. Your membership runs from November 1<sup>st</sup> to October 31<sup>st</sup> of each academic year.

The goal of APhA-ASP is to increase students' professionalism and to promote both the mission of APhA and the profession of pharmacy through numerous activities.

The 12,000 members nationwide have the opportunity to:

1. Compete in local and national Patient Counseling Competitions
2. Investigate Community Pharmacy Residency Programs and Future Career Opportunities
3. Participate in APhA Summer Internship Program
4. Develop leadership skills through participation in local and national committees

5. Advance the profession of pharmacy through participation in Advocacy & Policy Committees
6. Opportunity to Organize and Participate in Professional Activities
7. Opportunity to Organize and Participate in Patient Care Projects
8. Attend and Network with other Pharmacy Students at Three Different Conventions Throughout the Year

On the lighter side, our APhA-ASP chapter sponsors a fall and spring College picnic, and various other social functions throughout the year.

Approximately, 65% of the student body at the University of Utah College of Pharmacy are currently active members.

Membership runs from November 1<sup>st</sup> to October 31<sup>st</sup> with dues being \$40 (2009-2010 dues).

As members of APhA-ASP you will receive three publications that update students on APhA and student issues/activities. These publications include:

1. American Pharmacy Journal - published monthly
2. Pharmacy Today - bimonthly newsletter
3. Pharmacy Student - published every semester

Additional benefits of membership include:

1. Free liability insurance for fourth year pharmacy students (on rotations)
2. Discounts for several software, textbooks, and publications
3. Free membership to the Utah Pharmacists Association (UPhA)
4. Free membership to the Utah Society of Health-System Pharmacists (USHP)
5. Free College of Pharmacy Student Directory

## **AMERICAN SOCIETY OF HEALTH-SYSTEMS PHARMACISTS (ASHP)**

The American Society of Health-System Pharmacists (ASHP) is the national professional association that represents pharmacists in organized health care settings. ASHP is an organization structured to offer members the opportunity to influence policy and activities affecting the practice of pharmacy.

The local society of the national association is the Utah Society of Health-Systems Pharmacists (USHP). USHP has generously offered **free student membership** for all members of USPA. Your membership runs from November 1<sup>st</sup> to October 31<sup>st</sup> of each academic year.

As an organization, our goals and objectives are to provide educational programs for the students and

faculty, assist in providing an adequate future supply of organized health-care pharmacists, and provide information on drug therapy, health care and hospital pharmacy to interested individuals.

Our mission is to represent the students and provide leadership that will enable students to provide quality pharmaceutical services that foster efficacy, safety and cost effectiveness of drug use; to contribute and provide quality pharmaceutical services; to contribute and provide programs and services that emphasize the health needs of the public and the prevention of disease; and to promote pharmacy as an essential component of the health care team.

Annual student dues for ASHP are \$38 (2009-2010). With membership in ASHP the student also becomes a member of the national society and receives:

1. Monthly ASHP newsletter and quarterly studentline newsletter
2. Latest edition of the Practice Standards of the American Society of Health-System Pharmacists
3. Information on the Personal Placement Service (PPS) and pharmacy residencies
4. Literature on available insurance programs offered to ASHP members
5. Reduced prices on various publications such as AHFS Drug Information
6. 24 issues of the American Journal of Health-System Pharmacy
7. Access to information online via ASHP's website
8. Reduced prices on registration for the Annual and Midyear meetings

## **NATIONAL COMMUNITY PHARMACISTS ASSOCIATION (NCPA)**

The **National Community Pharmacists Association**, founded in 1898 as the National Association of Retail Druggists (NARD), represents the pharmacist owners, managers, and employees more than 24,000 independent community pharmacies across the United States. The nation's independent pharmacies, independent pharmacy franchises, and independent chains dispense nearly half of the nation's retail prescription medicines.

NCPA is dedicated to the following goals:

1. Continuing growth and prosperity of independent community pharmacy in the United States
2. Representing the professional and proprietary interests of independent community pharmacists and will vigorously promote and defend those interests
3. Providing high-quality pharmacist care and to restoring, maintaining, and promoting the health and well-being of the public we serve
4. Fostering the inherent virtues of the American free enterprise system and will do all we can to ensure the ability of independent community pharmacists to compete in a free and fair marketplace
5. Value the right to petition the appropriate legislative and regulatory bodies to serve the needs of those we represent
6. Utilize our resources to achieve these ends in an ethical and socially responsible manner

Memberships in NCPA provides the following benefits:

1. Opportunities to be active in current local and national legislation
2. Subscriptions to American Pharmacist Magazine and NCPA eNews Weekly
3. Develop Student leadership skills via leadership positions
4. Participation in national Pruitt-Schutte Student Business Plan Competition
5. Available Scholarships and student loans
6. Search Internship and employment database

Annual student dues for NCPA are \$25 (2009-2010).

Once again, welcome to the College of Pharmacy and we look forward to your membership.

**ADDITIONAL  
INFORMATION**

1. If you have questions regarding academic issues, you may discuss them with the Associate Dean for Academic Affairs or if you have questions regarding your program of study and other requirements associated with the Professional Program, contact:

*Sarah Lindsey, Academic Advisor  
Office of Student Affairs  
205 Skaggs Hall  
581-5384*

2. Make it a habit to **check your mailbox** next door to Room 250 and across from the Pharmacy Computer Laboratory (216 Skaggs Hall) of Skaggs Hall **and your e-mail**. Notices and course work are distributed to you through your mailbox and e-mail.
3. It is **your responsibility** to inform the Student Affairs Office (205 Skaggs Hall) of any changes in your current status (i.e., name, address, telephone number, etc.). Important letters are mailed directly to your home address. If you leave Salt Lake City during the summer, please provide your summer address to the Student Affairs Office (205 Skaggs Hall) at the end of Spring Semester to ensure that you receive information regarding the next academic year.
4. ASUU courtesy phones are located in the basements of Skaggs Hall and the Eccles Health Sciences Library.
5. Access to the College of Pharmacy Computer Laboratory, 216 Skaggs Hall, is obtained through your Student ID Card. You need to complete a registration form (which is part of the orientation packet) and return it to Jane Sumner in the Dean's Office. She will give you access to the Computer Laboratory.
6. **Please refrain from taping posters, announcements, etc., on windows and walls.** There are six bulletin boards located throughout Skaggs Hall for this purpose.
7. The Bistro Café @ the Hub is located on the first floor of the Health Sciences Education Building. The Wasatch Eatery is located in the West Pavilion 'A' level of the University Hospital (two buildings north of Skaggs Hall). Heritage Commons cafeteria is located about one block south of Skaggs Hall. Primary Children's Medical Center cafeteria is located on the first floor.
8. The Eccles Health Sciences Library hours for Fall Semester 2008 are:

<i>Monday - Thursday</i>	<i>7:00 a.m. to 11:00 p.m.</i>
<i>Friday</i>	<i>7:00 a.m. to 8:00 p.m.</i>
<i>Saturday</i>	<i>9:00 a.m. to 8:00 p.m.</i>
<i>Sunday</i>	<i>11:00 a.m. to 11:00 p.m.</i>

The library has extended hours during exam week and reduced hours between semesters.

9. The College of Pharmacy lockers are located on the second floor of the Health Sciences Education Building.
10. The Health Sciences Bookstore is open from 8:00 a.m. to 5:30 p.m. Monday through Friday and Saturday from 11:00 a.m. to 3:00 p.m. and is located in the Health Sciences Education Building, first floor.

## Utah Department of Occupational and Professional Licensing Web Sites

Licensure information and Rules & Regulations for Pharmacy:

<http://www.dopl.utah.gov/licensing/pharmacy.html>

Utah Recovery Assistance Program:

<http://www.dopl.utah.gov/programs/urap/index.html>

## University of Utah Web Sites

HIPAA Training:

<http://hipatrain.med.utah.edu>

General Catalog and Class Schedule:

<http://www.ugs.utah.edu/catalog>

Income Accounting and Student Loans:

<http://fbs.admin.utah.edu/index.php/tuition>