

UNIVERSITY OF UTAH
COLLEGE OF PHARMACY

DOCTOR OF PHARMACY PROGRAM
ORIENTATION GUIDE
CLASS OF 2021

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

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The College of Pharmacy is committed to policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, sex, sexual orientation, age, or status as Vietnam veteran, disabled veteran, or person with a disability. Evidence of practices not consistent with these policies should be reported to the Office of Equal Opportunity and Affirmative Action, 581-8365 (voice or TDD).

The University of Utah seeks to provide equal access to its program, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. Students with disabilities should contact the Executive Associate Dean for Professional Education in addition to CDS to arrange for reasonable accommodations in professional core and elective courses.

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.

August 2017

OFFICE OF STUDENT AFFAIRS

Mission Statement

1. To recruit the best and brightest students to the College of Pharmacy while striving to create an inclusive environment that demonstrates respect for gender, sexual orientation, age, race, ethnicity, religion, and socioeconomic status.
2. To support our students through an open-door policy of respect, compassion, and professionalism.
3. To enrich all students' educational experience with empathetic advising, excellent service, networking and leadership opportunities.
4. To instill an exceptional degree of scholarship and professionalism in our students while inspiring a mentality of lifelong learning and service.

Value Statement

Excellence in advising will be pursued in an environment that respects the student, instills integrity and professionalism, assures ethical behavior, promotes inclusion, and creates a desire for life-long learning.

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 should:

DEVELOP a sense of loyalty and duty to the profession by being a builder of community, one able and willing to contribute to the well-being of others and one who enthusiastically accepts the responsibility and accountability for membership in the profession.

FOSTER professional competency through lifelong learning. I must strive for high ideals, teamwork, and unity within the profession in order to provide optimal patient care.

SUPPORT my colleagues by actively encouraging personal commitment to the Oath of Pharmacist and a Code of Ethics as set forth by the profession.

INCORPORATE into my life and practice dedication to excellence. This will require an ongoing reassessment of personal and professional values.

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 rigid ethical standards. 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 must strive to uphold these standards as I advance toward full membership in the profession of pharmacy.

Adapted from the Pledge of Professionalism, developed and adopted by APhA-ASP and the American Association of Colleges of Pharmacy Council of Deans Task Force on Professionalism; June 26, 1994.

COLLEGE OF PHARMACY MISSION AND VALUES

Mission Statement

The University of Utah College of Pharmacy supports the missions of the University of Utah and the University of Utah Health Sciences Center. The Mission of the University of Utah College of Pharmacy is to: 1) advance health care related to optimal medication outcomes through education and training; 2) discover, develop and disseminate new biomedical knowledge and technology; and 3) provide pharmacy-based services and outreach activities to the community.

Value Statement

Academic excellence will be pursued in an environment that respects the individual, instills integrity and professionalism, assures ethical behavior, promotes diversity, creates a desire for life-long learning, and recognizes the principle of academic freedom.

Goals of the Professional Curriculum

- Prepare pharmacists in a research-intensive, academic health center to be exemplary professionals who enable progress in healthcare by incorporating biomedical research advances into practice, serve as medication experts, and who advocate for and defend the public health.
- To educate and train clinical-scientists and clinician-educators to be effective leaders in academic pharmacy.

Outcomes of the Professional Curriculum

Graduates of the University of Utah Doctor of Pharmacy Program will be able to optimize patient-centered and population-based care in a variety of practice settings. Graduates shall be able to:

- Apply fundamental scientific, analytic and problem-solving skills to all areas of pharmacy practice
- Communicate effectively in both verbal and written formats
- Work collaboratively on healthcare teams
- Base patient care/practice decisions on sound science and best evidence
- Apply medication safety and quality-improvement principles to pharmacy practice
- Manage medication-use systems
- Promote public health and wellness
- Practice in an ethical, culturally aware and professional manner
- Demonstrate a commitment to continuous professional development and leadership

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DOCTOR OF PHARMACY PROGRAM

INTRODUCTION

The Doctor of Pharmacy is a professional pharmacy 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. 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.

Please understand that the curriculum as outlined in this manual is subject to change.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

PHARMD POLICY PREAMBLE

In terms of all policy-related issues, the Course Master has authority over all matters that affect his/her students. The Course Master's syllabus is the definitive word where all issues relating to policy for the course are concerned.

Suggestions:

- Course Masters should work together with the other instructors that teach in their year to ensure that there are not direct conflicts with policies in their syllabi and to avoid student confusion.
- Course Masters should also coordinate their exam schedules taking into account the timing of all exams throughout the semester. Spreading out exams evenly in the semester will help students avoid burnout.
- Course Masters also need to carefully review and communicate expectations for students in their syllabi and on the first day of classes. Clear communication of all expectations and consequences for not meeting those expectations helps avoid issues like poor attendance and requests for exam remediation.

Student Affairs agrees to support the faculty in their implementation of policies as long as the above- mentioned suggestions are corroborated, and the policies are implemented.

PROFESSIONAL CURRICULUM

Requirements for Class of 2021*

Curriculum subject to revision

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

FIRST PROFESSIONAL YEAR (2017 – 2018)

Fall Semester 2017

PHARM 5110: Foundations of Biochemistry (4)
PHARM 5120: Foundation of Pharmaceutics (4)
PHARM 5130: Foundations of Immunology/Pathology (1.5)
PHARM 5140: Foundations of Patient Centered Care (4)
PHARM 5144: Foundations of Drug Information (1)
PHARM 5150: Recitation (2)

Semester Credit Hours: 16.5

Spring Semester 2018

PHARM 5111: Foundations of Biotechnology & Molecular Biology (3)
PHARM 5121: Foundations of Pharmacokinetics & Pharmacodynamics (3)
PHARM 5142: Foundations of Pharmacy: Law/Ethics/Risk Mitigation (4)
PHARM 5143: Foundations of Professional Practice: Community Agency Practicum (3)
PHARM 6611: Foundations of Interprofessional Education (0.5)
NURS 6021: Physical Assessment for Pharmacists (2)
PHARM 5151: Recitation (2)

Semester Credit Hours: 17.5

SECOND PROFESSIONAL YEAR (2018 – 2019)

Fall Semester 2018

PHARM 6252: Integrated Pharmacotherapeutics I (8)
PHARM 6240: Drug Information & Literature Evaluation I (3)
PHARM 6242: Pharmaceutical Compounding & Drug Delivery Systems/Laboratory (3)
PHARM 6250: Recitation (2)

Semester Credit Hours: 16

Spring Semester 2019

PHARM 6253: Integrated Pharmacotherapeutics II (8)
PHARM 6241: Drug Information & Literature Evaluation II (3)
PHARM 6243: Community Practice (3)
PHARM 6251: Recitation (2)
PHARM 6623: Interprofessional Experience: Medical Error Disclosure (0.5)

Semester Credit Hours: 16.5

THIRD PROFESSIONAL YEAR (2019 – 2020)

Summer Semester 2019

PHARM 7640: Core Community Clerkship (4)
PHARM 7641: Core Institutional Clerkship (4)
Elective(s) (0-4)

Semester Credit Hours: 8-12

Fall Semester 2019

PHARM 7355: Integrated Pharmacotherapeutics III (4)
PHARM 7340: Leadership and Management for Pharmacists (2)
PHARM 7352: Principles of Project Development (2)
PHARM 7353: Project Development Practicum I (2)
PHARM 7841: Professional Development Seminar I (0.5)
PHARM 7350: Recitation (2)
PHARM 6713: Interprofessional Experience: Chronic Disease Management (0.5)

Elective(s) (3-5)

Semester Credit Hours: 16-18

Spring Semester 2020

PHARM 7341: Advanced Therapeutics (4)
PHARM 7342: US Health Care Policy (2)
PHARM 7354: Project Development Practicum II (2)
PHARM 7842: Professional Development Seminar II (0.5)
PHARM 7351: Recitation (2)

Elective(s) (4-6)

Semester Credit Hours: 14.5-16.5

FOURTH PROFESSIONAL YEAR (2020 – 2021)***Summer Semester 2020**

APPE Block 1
APPE Block 2
Semester Credit Hours: 6-12

Fall Semester 2020

APPE Block 3
APPE Block 4
APPE Block 5
PHARM 7450: Project Development Practicum III (2)
PHARM 7843: Professional Development Seminar III (0.5)
Semester Credit Hours: 14.5-20.5

Spring Semester 2021

APPE Block 6
APPE Block 7
APPE Block 8
PHARM 7451: Project Development Practicum IV (2)
PHARM 7844: Professional Development Seminar IV (0.5)
PHARM 6614: Interprofessional Experience: Transition of Care (0.5)
Semester Credit Hours: 15-21

* Students participate in seven, 6-week rotations. One (1) APPE Block will be a scheduled "Off" block. Clerkships may be taken in any order subject to CORE ELMS clerkship scheduling lottery *

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

PROFESSIONAL CURRICULUM COURSE DESCRIPTIONS

First Professional Year

FALL SEMESTER – P1: 16.5 semester credit hours

Foundations in Biochemistry PHARM 5110 4 credits

An introduction to acid-base theory; amino acid structure and metabolism; enzymes and co-enzymes; carbohydrate and lipid structure and metabolism; nutrition.

Foundations in Pharmaceutics PHARM 5120 4 credits

This course covers the physical-chemical principles of dosage forms, biological principles of dosage forms, principles of drug delivery via dosage forms (e.g. liquid, solid, semi-solid, controlled release, patches, and implants), principles of dosage form stability and drug degradation in dosage forms, and materials and methods used in preparation and use of dosage forms.

Foundations in Immunology/Pathology PHARM 5130 1.5 credits

This course covers basic principles and mechanisms of disease including: principles of infectious disease; inflammation and repair; degeneration; hemodynamic disturbances; developmental disturbances; neoplasia; human immunity and the immune response; principles of antigen-antibody relationships; molecular biology of the immune response; genetic basis of antibody synthesis, development, function, and immunopathology.

Foundations in Patient-Centered Care PHARM 5140 4 credits

This course will introduce pharmacy students to fundamental patient care provided by pharmacist, providing the foundation for a career in patient-centered care. Students will learn skills that are uniquely suited to optimizing the use of medications and patient behaviors that promote health, wellness and disease prevention. This course will discuss pharmacy from a product-oriented profession, as well as a profession that harnesses knowledge and cognitive skills to provide patient care, advocacy and safety. Pharmacy students will gain understanding and experience with a patient-centered approach to clinical care. This course will introduce three major categories of clinical pharmacy care: holistic care, pharmacy care skills, and health and wellness advising.

Foundations of Drug Information PHARM 5144: 1 credit

Provides the foundations of drug information practice, including primary, secondary, and tertiary drug information resources; the systematic approach to inquiry; and introductory concepts in study design and biostatistics. Provides the foundation for the Drug Literature Evaluation series.

Recitation PHARM 5150 2 credits

This recitation course will provide active learning sessions in which students in the P1 Fall Semester improve their understanding of the foundational material being taught in the P1 curriculum and begin learning how to apply this foundational knowledge to the practice of pharmacy. Recitations will further facilitate the development of students' professionalism, including professional communication skills, and evidence-based approaches to pharmaceutical care.

SPRING SEMESTER – P1: 16.5 semester credit hours

Foundations in Biotechnology & Molecular Biology PHARM 5111 3 credits

This course covers nucleic acid metabolism, including DNA replication and repair, RNA and protein synthesis, recombinant DNA technology, and cell structure and components. Ion channels and receptor physiology, mitosis and meiosis, chromosomes and DNA, gene transcription and translation processes, and developmental disturbance will be covered.

Foundations in Pharmacokinetics & Pharmacodynamics PHARM 5121 3 credits

Basic principles of in-vivo drug kinetics (linear and non-linear); principles of bioavailability/bioequivalence; physiologic determinates of drug onset and duration; concepts of absorption, distribution, metabolism, and excretion; the pharmacokinetic-pharmacodynamic interface; dosage regimen design; renal and hepatic clearance; using pharmacodynamics to estimate drug half-life and adjust dosages.

Foundations of Pharmacy: Law/Ethics/Risk Mitigation PHARM 5142 3 credits

This course will introduce pharmacy students to the legal, ethical, and risk management issues that are foundational in the practice of pharmacy. Course content will focus on statutes, regulations, standards of practice, and case law. Students will also develop skills for ethical issue identification, critical reasoning, and analysis. These skills will enable students to better integrate core principles of basic and clinical sciences within a balance of legal requirements, ethical rules, public policy, and societal interests.

Foundations Professional Practice: Community Agency Practicum PHARM 5143 3 credits

This course is a direct patient contact IPPE for PharmD students. Students select one of 6-8 diverse community-based human services agencies (arranged by the instructor) and a student partner with whom to work for the 15 weeks of the semester. In-class discussions and speakers require students to combine an observational evaluation of their experiences with assigned readings on the many aspects of providing and receiving service and medical care. Interactions with both companions and agency partners serve to raise issues relative to diversity, social awareness and civic responsibility, anchored to material from other PharmD courses that discuss the safety, economic, social and political aspects of health care provision from patient-centered care perspective.

Physical Assessment for Pharmacists NURS 6021 3 credits

Health assessment for Pharm D students emphasizes 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, effect of support systems, personal health beliefs, and lifestyle as determinants of health status are considered.

Foundations of Interprofessional Education PHARM 6611 0.5 credits

The goal of interprofessional collaboration and education is to encourage increased knowledge of the roles and responsibilities of other disciplines, and to improve communication and collaboration among disciplines in future work settings (Institute of Medicine, 2011). This interdisciplinary course is designed to prepare students for deliberately working together to improve the safety and quality of the health care being provided in the ambulatory care setting. Technology is a critical component of interprofessional communication and teamwork. Through simulation-based patient care management scenarios, health professions' students are provided the opportunity to engage in interactive learning with other disciplines. Complex patient care management simulations form the basis for these interprofessional education experiences designed to teach the principles of team-based care, communication, patient-centered care and improving patient outcomes. The use of information systems and debriefing methodologies are incorporated to facilitate discussions across disciplines and enhance teamwork. The purpose of this course is to better prepare the future workforce to practice in a team-based environment.

Recitation PHARM 5151 1 credit

This recitation course will provide active learning sessions in which students in the P1 Spring Semester improve their understanding of the foundational material being taught in the P1 curriculum and begin learning how to apply this foundational knowledge to the practice of pharmacy. Recitations will further facilitate the development of students' professionalism, including professional communication skills, and evidence-based approaches to pharmaceutical care.

SECOND PROFESSIONAL YEAR

FALL SEMESTER – P2: 16 semester credit hours

Integrated Pharmacotherapeutics I PHARM 6252 8 credits

Integrated Pharmacotherapeutics I is divided into five modules: Introduction, Autonomics, Nephrology, Cardiovascular, and Endocrinology. The course first introduces concepts such as therapeutics, pharmacogenomics, clinical toxicology and examines changes in pharmacokinetics in special populations. It also introduces fundamental concepts in medicinal chemistry critical for understanding how drug structure affects drug action. The other four modules will be covered from physiological, medicinal chemistry, pharmacology, toxicology and therapeutics in an integrated way, having the overall objectives of understanding current pharma approaches, and knowing the basic science underpinnings of those approaches, for management of disease conditions.

Drug Information & Literature Evaluation I PHARM 6240 3 credits

Fundamental basis of statistical inference, randomization, sampling, and analysis of data with an emphasis on the design and analysis of clinical trials. Epidemiologic-study design and data resources.

Pharmaceutical Compounding & Drug Delivery Systems PHARM 6242 3 credits

(Lecture & Laboratory) Principles and techniques of prescription compounding, record keeping, and patient counseling. This course requires registration for a lab section.

Recitation PHARM 6250 2 credits

This recitation course will provide active learning sessions designed so that students will integrate their understanding of the foundational basic science and clinical material being taught in the P2 curriculum, and will begin to apply this foundational knowledge to the practice of pharmacy. Recitations will further facilitate the development of students' professionalism, including professional communication skills, and evidence-based approaches to pharmaceutical care. The learning exercises will be largely, but not exclusively, case-based, and will be developed by the course masters. The class will be divided into six groups.

SPRING SEMESTER – P2: 16.5 semester credit hours

Integrated Pharmacotherapeutics II PHARM 6253 8 credits

Integrated Pharmacotherapeutics II is divided into three modules: 1) Central Nervous System, 2) Pulmonary, and 3) Infectious Disease. In each of these modules, the relevant pathophysiology, medicinal chemistry, pharmacology, toxicology and therapeutics will be presented in an integrated way, having the overall objectives of understanding current pharmacotherapeutic approaches, and knowing the basic science underpinnings of those approaches, for management of important disease conditions.

Drug Information & Literature Evaluation II PHARM 6241 3 credits

Introduction to drug information systems, drug literature evaluation, drug study design, and biostatistics; experience in receipt and response to actual drug information questions.

Community Practice PHARM 6243 3 credits

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

Recitation PHARM 7251

2 credits

This recitation course will provide active learning sessions designed so that P2 students will integrate their understanding of the foundational basic science and clinical material being taught in the P2 curriculum, and will begin to apply this foundational knowledge to the practice of pharmacy. Recitations will further facilitate the development of students' professionalism, including professional communication skills, and evidence-based approaches to pharmaceutical care. The learning exercises will be largely, but not exclusively, case-based, and will be developed by the course masters. The class will be divided into six groups.

Interprofessional Experience: Medical Error Disclosure PHARM 6623

0.5 credits

This interdisciplinary course prepares students for deliberately working together to improve the safety and quality of the health care being provided in the ambulatory care setting. Technology is a critical component of interprofessional communication and teamwork. Through simulation-based patient care management scenarios, health professions' students are provided the opportunity to engage in interactive learning with other disciplines. Complex patient care management simulations form this basis for these interprofessional education experiences designed to teach the principles of team-based care, communication, patient-centered care and improving patient outcomes. For second year (P2) pharmacy students.

THIRD PROFESSIONAL YEAR**SUMMER SEMESTER – P3: 8-11 semester credit hours****Core Community Clerkship PHARM 7640**

4 credits

The Core Community Clerkship is an introductory pharmacy practice experience (IPPE). It takes place in a community setting and includes interprofessional practice involving shared decision-making, professional ethics and expected behaviors, and direct patient care activities.

Core Institutional Clerkship PHARM 7641

4 credits

The Core Institutional Clerkship is an introductory pharmacy practice experience (IPPE). It takes place in a hospital setting and includes interprofessional practice involving shared decision-making, professional ethics and expected behaviors, and direct patient care activities.

Electives

0-3 credits

FALL SEMESTER – P3: 12.5-18.5 semester credit hours**Integrated Pharmacotherapeutics III PHARM 7355**

4 credits

Integrated Pharmacotherapeutics III is divided into three modules: 1) Reproduction, 2) Gastrointestinal, and 3) Oncology. In each of these modules, the relevant pathophysiology, medicinal chemistry, pharmacology, toxicology and therapeutics will be presented in an integrated way, having the overall objectives of understanding current pharmacotherapeutic approaches, and knowing the basic science underpinnings of those approaches, for management of important disease conditions.

Leadership and Management for Pharmacists PHARM 7340

2 credits

Students will learn essential skills in leadership and management for pharmacists across multiple practice settings. The course will focus on self-awareness, leading effective teams, and management principles. Students will have the opportunity to practice these skills individually and as a team completing a project related to pharmacy practice.

Principles of Project Development PHARM 7352

2 credits

Principles of Project Development prepares students to conduct their own research projects. It introduces students to conducting pharmacy research, and it will guide students through the development of their proposals for their PharmD projects. Topics will include: formulating a research question, literature review, research methods, study designs, human & animal subjects protection, data collection, data analysis, biostatistics, and disseminating results.

Project Development Practicum I PHARM 7353

2 credits

This course will complement the Principles of Project Development course by providing students structured opportunities to work on their PharmD projects and proposals. Students will meet to discuss components of their projects, receive feedback from peers and faculty, and participate in small group work.

Professional Development Seminar I PHARM 7841

0.5 credits

The purpose of this seminar series is to foster in P3 students the knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate self-awareness, leadership, and professionalism throughout their careers. Successful completion of this course series is required prior to enrollment in APPE rotations. Students will participate in professional development workshops, complete portfolio assignments, and will be required to meet with their assigned mentor(s) each semester.

Recitation PHARM 7350

2 credits

This recitation course will consist of active learning sessions in which students will integrate knowledge and skills taught across core courses of the Fall P3 and preceding curriculum. Students will be challenged to apply principles of therapeutics, basic sciences, drug information, critical thinking, problem solving, and professional communication to a variety of team-based activities. This course is designed to improve understanding of core concepts taught in Fall P3 courses through integration of materials and application to activities that simulate routine pharmacy practice experiences. Small group discussions and activities will be facilitated by residents/fellows, pharmacotherapy faculty, and basic science faculty.

Interprofessional Experience: Chronic Disease Management PHARM 6713

0.5 credits

This interdisciplinary course is designed to prepare students for deliberately working together to improve the safety and quality of the health care being provided in the ambulatory care setting. Technology is a critical component of interprofessional communication and teamwork. Through simulation-based patient care management scenarios, health professions' students are provided the opportunity to engage in interactive learning with other disciplines. Complex patient care management simulations form the basis for these interprofessional education experiences designed to teach the principles of team-based care, communication, patient-centered care and improving patient outcomes. For third year (P3) pharmacy students.

Elective(s) (3-5)**SPRING SEMESTER – P3: 10-16 semester credit hours****Advanced Therapeutics PHARM 7341**

4 credits

This course examines advanced pharmacy practice in several settings including community practice, primary care, acute care, critical care, managed care, transitions of care and specialty pharmacy. Case studies focus on patients with multiple interlocking disease states, using a team-based learning approach.

US Health Care Policy PHARM 7342

2 credits

This course examines the impact of present and proposed public policy on the US health care system. In-class discussions will emphasize the complexity of our health care system; the myriad of issues it faces; as well as potential public policy solutions to these issues. In addition, an active learning approach will be used to empower students to communicate about health policy issues to other stakeholders in the systems including individuals, patients, health care professionals and decision-makers.

Project Development Practicum II PHARM 7354

2 credits

This course will provide students structured opportunities to work on their PharmD projects and proposals. Students will meet to discuss components of their projects, receive feedback from peers and faculty, and participate in small group work.

Professional Development Seminar II PHARM 7842: (0.5)

The purpose of this seminar series is to foster in P3 students the knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate self-awareness, leadership, and professionalism throughout their careers. Successful completion of this course series is required prior to enrollment in APPE rotations. Students will participate in professional development workshops, complete portfolio assignments, and will be required to meet with their assigned mentor(s) each semester.

Recitation PHARM 7351 (2)

This recitation course will consist of active learning sessions in which students will integrate knowledge and skills taught across core courses of the Spring P3 and preceding curriculum. Students will be challenged to apply principles of therapeutics, basic sciences, drug information, critical thinking, problem solving, and professional communication to a variety of team-based activities. This course is designed to improve understanding of core concepts taught in Fall P3 courses through integration of materials and application to activities that simulate routine pharmacy practice experiences. Small group discussions and activities will be facilitated by residents/fellows, pharmacotherapy faculty, and basic science faculty.

Elective(s) (4-6)
FOURTH PROFESSIONAL YEAR*
SUMMER SEMESTER – P4: 6-12 semester credit hours

APPE Block 1

6 credits

APPE Block 2

6 credits

FALL SEMESTER – P4: 14-20 semester credit hours

APPE Block 3

6 credits

APPE Block 4

6 credits

APPE Block 5

6 credits

Project Development Practicum III PHARM 7450

2 credits

SPRING SEMESTER – P4: 14.5-20.5 semester credit hours

APPE Block 6

6 credits

APPE Block 7

6 credits

APPE Block 8

6 credits

Interprofessional Experience: Transition of Care PHARM 6614

0.5 credits

Project Development Practicum IV PHARM 7451

2 credits

* Students participate in seven, 6-week rotations. One (1) APPE Block will be a scheduled "Off" block. *Clerkships may be taken in any order subject to CORE ELMS™ clerkship scheduling lottery.*

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

Career Specialization Program (P3 Electives) Policy:

- The purpose of the P3 career specialization program is to allow students to take elective courses, which build upon foundational knowledge gained in the P1 and P2 curriculum. The P3 electives should aid a P3 student in meeting their individual career goals, completing their PharmD project, and/or complement other coursework in their chosen curriculum track.
- A minimum of nine semester credit hours of elective courses (5000 or above) is required for the Doctor of Pharmacy Program in the P3 student year. Students must take at least four elective credits within their chosen curriculum track. A list of electives suitable to each track will be provided. Students may also suggest appropriate electives to their professional development mentor.
- Prior to enrolling in P3 electives, students must discuss their chosen electives and seek the approval of their assigned professional development mentor(s) within their curriculum track. The discussion should include a rationale of how proposed electives will enhance the objectives described above. The Professional Development Mentoring Checklist is used to document the elective course selection and approval.
- Under certain circumstances, students who have selected appropriate career specialization courses in years P1 or P2 may petition to apply these courses to the P3 program requirement. Examples of appropriate courses include specialized programs of study (i.e., Community Engaged Scholar, Global Health Certificate, etc.). Students who wish to apply elective credits obtained in years other than P3 towards the P3 requirement must petition their curriculum track steward in writing. The petition shall include the benefits achieved from the non-P3 course(s) that help the student meet their career objectives. Evidence of satisfactory completion of the course(s) should be enclosed. A list of program course requirements and current progress towards completing the special program of study should also be submitted. Up to three hours of prior elective courses may be applied, at the discretion of the curriculum track steward, to meet the P3 requirement.

COLLEGE OF PHARMACY P3 ELECTIVES

Course Number	Title	Credits	Instructor	Comment
PHARM 7550	Advance Health Counseling	2	Raber	Pharmacotherapy Track with mentor's consent
PHARM 7540	Advanced Pharmacy Management	1	Bilodeau	Pharmacotherapy Track with mentor's consent
PHARM 7551	Advanced Topics in Women's Health	2	Gunning	Pharmacotherapy Track with mentor's consent
PHARM 7531	Advances in Endocrine Pharmacology			PharmSci Track with consent of mentor
PHARM 7543	Cancer Camp	2	Beckwith	Can be used for P1 Residency Requirement
PHARM 7850	Career as Product	1	Blumenthal	Pharmacotherapy Track with mentor's consent
PHARM 7541	CEL Elective	1-2	Nickman/Taylor	Instructor's approval
PHARM 7567	Clinical Toxicology Elective	2	Crouch/Reilly	Pharmacotherapy Track with mentor's consent

PHARM	7945	Diabetes Management Elective	3	Gurgle	Pharmacotherapy Track with mentor's consent
PHARM	7547	Effective Leadership & Advocacy	1	Young/Turner	Pharmacotherapy Track with mentor's consent
PHARM	7548	Health Informatics	2	Herzog	Pharmacotherapy Track with mentor's consent
PHARM	6810	Interprofessional Disaster Preparedness and Response	0.5	Farrell	Pharmacotherapy Track with mentor's consent
PHARM	6310	Interprofessional Telemedicine	0.5	Farrell	Pharmacotherapy Track with mentor's consent
PHARM	7549	Intro to Nuclear Pharmacy & Nuclear Medicine	2	Crebs	Pharmacotherapy Track with mentor's consent
PHARM	7840	Journal Club	1	LaFleur/Moorman	Pharmacotherapy Track with mentor's consent
PHARM	7552	Managed Care Elective	2	Brixner	Pharmacotherapy Track with mentor's consent
PHARM	7553	Oncology Elective	TBD	TBD	Pharmacotherapy Track with mentor's consent
PHARM	7562	Outcomes Research Elective	2-3	Brixner	Pharmacotherapy Track with mentor's consent
PHARM	7563	Outreach Poison Prevention Education Elective	2	Crouch	Pharmacotherapy Track with mentor's consent
PHARM	7560	Palliative Care	2-3	Suiano/Ward	Pharmacotherapy Track with mentor's consent
PHARM	7561	Pediatrics Elective	2	Benefield/Cash	Pharmacotherapy Track with mentor's consent
PHARM	7564	Psychopharmacology Elective	2	Atherton	Pharmacotherapy Track with mentor's consent
PHARM	7910	Special Problems in Medicinal Chemistry	1-3	MDCH Faculty	PharmSci Track with consent of mentor
PHARM	7920	Special Problems in Pharmaceutics	1-3	PHCEU Faculty	PharmSci Track with consent of mentor
PHARM	7930	Special Problems in Pharmacology	1-3	PHTX Faculty	PharmSci Track with consent of mentor
PHARM	7940	Special Problems in Pharmacotherapy	1-3	PCTH Faculty	Health Policy or Pharmacotherapy Track with consent of mentor
PHARM	7566	Systematic Reviews and Meta-Analysis	2	LaFleur	Pharmacotherapy Track with mentor's consent
PHARM	7554	Thrombosis Elective	2	Witt/Vasquez	Pharmacotherapy Track with mentor's consent
PHARM	7555	Travel Health	1	Gurgle	Pharmacotherapy Track with mentor's consent

P3 ELECTIVE COURSES OUTSIDE THE COLLEGE OF PHARMACY

Course Number		Title	Credits	Instructor	Comment
FPMD	7540	Culinary Medicine	1	Locke	Pharmacotherapy Track with mentor's consent
MDCRC	6000	Introduction to Biostatistics	2	Stoddard	Health Policy Track with consent of mentor
MDCRC	6010	Introduction to Epidemiology	1	Sweeney	Health Policy Track with consent of mentor
MDCRC	6020	Data Management	1	LaSalle	Health Policy Track with consent of mentor
MDCRC	6030	Computer Practicum	1	Stoddard	Health Policy Track with consent of mentor
MDCRC	6110	Intermediate Epidemiology	2	Sweeney	Health Policy Track with consent of mentor
MDCRC	6120	Cost-effectiveness Analysis	2	Bellows	Health Policy Track with consent of mentor
MDCRC	6125	Cost-effectiveness II	2	Bellows	Health Policy Track with consent of mentor
MDCRC	6150	Foundations in Personalized Health Care	2	Joshua Schiffman	Pharmacotherapy Track with mentor's consent
MDCRC	6210	Regression Models	2	Stoddard	Health Policy Track with consent of mentor
MDCRC	6220	Survey Methods	2	Millar/ Olson	Health Policy Track with consent of mentor
MDCRC	6270	Methods in CER	2	Joseph Biskupiak	Health Policy Track with consent of mentor
MDCRC	6521	Intro to Computer Programming	1-5	Chapman	Health Policy Track with consent of mentor
UUHSC	6811	Health Law for Non-Lawyers	2	Leslie Francis/ Teneille Brown	Pharmacotherapy Track with mentor's consent

Professional Development Mentoring Checklist – Page 1

Student Name: _____ Student UID: _____

Professional Development Mentor(s): _____

Curriculum Track: _____

Project Title: _____

Project Mentor(s): _____

Prior to enrolling in P3 electives, students must discuss their chosen electives and seek the approval of their assigned professional development mentor(s) within their curriculum track. Students, please answer the following questions prior to meeting with your mentor(s).

1. Briefly describe your current educational and professional goals. What do you envision doing after graduation?

2. A minimum of nine (9) semester credit hours of elective courses (5000 or above) is required for the Doctor of Pharmacy Program in the P3 student year. The purpose of the P3 elective requirement is to allow students to take specialized courses, which build upon knowledge gained in the P1 and P2 curriculum. The P3 electives should aid a P3 student in meeting their individual career goals, completing their PharmD project, and/or complement other coursework in their chosen curriculum track.

Identify the elective courses that you intend to take during your **P3 Summer/Fall** (minimum 3-4 credits):

Course number	Course title	Credit hours

Professional Development Mentoring Checklist – Page 2

Identify the elective courses that you intend to take during your **P3 Spring** (minimum 5-6 credits):

Course number	Course title	Credit hours

3. Please describe how your chosen elective courses will help you to achieve your individual educational and professional goals, complete your PharmD project, or complement your chosen curriculum track.

STUDENT SIGNATURE: _____ **DATE:** _____

I, _____ (print name), have discussed the above student's educational and professional goals and agree these electives meet the P3 elective requirements.

PROFESSIONAL DEVELOPMENT MENTOR(S) SIGNATURE: _____

DATE: _____

Students must return completed forms to the Office of Student Affairs by August 1, 2019

Petition to Apply Elective Credits Earned in P1/P2 Year Towards the P3 Elective Requirement

Student Name: _____ Student UID: _____

Professional Development Mentor(s): _____

Curriculum Track: _____

Project Title: _____

Project Mentor(s): _____

Students who wish to apply elective credits obtained in years other than P3, towards the P3 requirement may petition their curriculum track steward in writing for an exception. The purpose of the P3 elective requirement is to allow students to take specialized courses, which build upon knowledge gained in the P1 and P2 curriculum. The P3 electives should aid a P3 student in meeting their individual career goals, completing their PharmD project, and/or complement other coursework in their chosen curriculum track. A minimum of nine (9) semester credit hours of elective courses (5000 or above) is required for the Doctor of Pharmacy Program in the P3 student year. Exemptions to the P3 elective requirement exist to provide flexibility for students completing special programs of study in addition to meeting minimum Doctor of Pharmacy program requirements.

1. Briefly describe your current educational and professional goals. What do you envision doing after graduation?

2. Provide details below describing the elective course you wish to petition to apply towards the P3 elective requirement.

Course number & name: _____

Name of coursemaster: _____

Credit hours earned: _____

Semester & year enrolled in the course: _____

Letter grade earned in the course: _____

Global Health Opportunities

Please contact Hanna Raber, Assistant Professor (Clinical) at hanna.raber@pharm.utah.edu with any questions regarding Global Health opportunities.

CERTIFICATE IN PUBLIC HEALTH

The Division of Public Health in the Department of Family and Preventive Medicine is pleased to announce a new graduate Certificate in Public Health.

The Public Health Certificate gives students the potential to understand the opportunity and connection public health has in an array of fields such as biostatistics, social behavior, epidemiology, policy and administration, and environmental public health through research, service and education. Also, the Certificate will provide professionals working in the field of public health an opportunity to seek training and certification that will directly impact how they address public health issues in their current professions.

Application deadlines are:

Fall: July 1

Spring: December 1

Summer: April 1

(Please note our deadlines are later than the University of Utah Admission office and you will be responsible for any late fees)

The admission and course requirements are:

- Earned an undergraduate degree from an accredited college
- Undergraduate/Graduate grades – at least a cumulative 3.0 GPA. Unofficial transcripts must be e-mailed to jill.stephenson@utah.edu
- Completed an Internal application: https://rocky.utah.edu/pubhealth/PH_Certificate_Form.htm
- Either:
 - Enrolled in a Graduate Program, you must receive permission from your current program to earn the Certificate http://medicine.utah.edu/dfpm/files/certificates/certificate_signature_sheet.docx or
 - Not enrolled in a graduate program you must apply through the Graduate School <http://www.sa.utah.edu/admiss/> as seeking second bachelors.

After all of the steps have been completed, your file will be reviewed and you will be contacted by the Division of Public Health.

****Students on a Visa please contact jill.stephenson@utah.edu or courtney.demond@utah.edu to determine your eligibility before beginning the application process. ****

CERTIFICATE IN PUBLIC HEALTH PROGRAM SCHEDULE

Student Name: _____ Student ID Number: _____

Student Phone: _____ Email: _____

Home Department/Program (if applicable): _____

Home Degree: _____

Course Prefix & Number	Title &	Credit Hours	Semester Courses are offered (subject to change without notice)
FP MD 6100	Biostatistics	(3)	Fall T & H 9:00-10:20 Spring (online)
FP MD 6300	Epidemiology	(3)	Fall M & W 9:00-10:20 Spring M & W 8:30-10:00
FP MD 6400	Public Health Policy & Administration	(3)	Fall Thur 6-9pm
FP MD 6600/6650	Social Context in Public Health	(3)	Fall M 10:30-1:20 Spring M 10:30-1:20
FP MD 6700	Environmental Public Health	(3)	Spring M & W 4pm-5:20pm
	Total Number of Credits 15		

Planned Completion Semester and Year: _____

Student Signature and Date: _____

Certificate in Global Health

The Division of Public Health in the Department of Family and Preventive Medicine is pleased to announce a new graduate certificate in global health.

The Global Health Certificate prepares students to:

- Partner with other health professionals worldwide to tackle emerging global health issues
- Deal with health issues at home that have their origin from other countries and ensure that our population is protected with good health
- Learn from other health professionals across the world

Application deadlines are:

- Fall - July 1
- Spring - December 1
- Summer - April 1

⚠ Please note our deadlines are later than the University of Utah Admission office and you will be responsible for any late fees

ADMISSION REQUIREMENTS

The minimum academic requirements for admission are as follows:

- A bachelor's degree from a regionally-accredited college/university,
 - At least a 3.00 or higher undergraduate/graduate weighted mean GPA*
 - ♣ Please submit your unofficial transcripts by e-mail to hailey.mccormick@utah.edu
1. Complete an internal certificate application
 2. Registration options:
 - a. Option 1: Enroll in a graduate program. If you are a matriculated student in a graduate program you must receive permission from your home program to earn the certificate. Please submit the agreement form to Hailey McCormick after permission is granted.
 - b. Option 2: Enroll as seeking second bachelors. If you do not have a graduate program, you must apply through the Office of Admissions as seeking second bachelors, i. Intended Major – undecided

More information at: <http://medicine.utah.edu/dfpm/public-health/pdfs/certificate-global-health.pdf>

Global Health Ghana

Background:

Like other regions of Africa, Ghana suffers from disease, poverty, and other pressing social issues. While in Kumasi, students will be able to observe and participate hands-on in functioning, effective projects that have been successfully implemented and are positively changing health conditions in West Africa. Field work and activities will take place in Kumasi and surrounding villages. The research site is a cohort of approximately 22,000 people in 20 rural villages approximately 25 kilometers from Kumasi, Ghana. These villages are part of an ongoing collaborative effort between Ghanaian and U.S. researchers to promote health in rural Ghana. The group of researchers, in collaboration with local village leaders, are working together to address pressing health issues including those associated with malaria, maternal health and child mortality. Students will be able to participate in research projects that evaluate different aspects of health in the villages. Students will learn about current global health issues including infectious diseases, general dietary practices, water and sanitation, and access to health care. Students will be working with Ghanaian students and faculty from our partnering University, the Kwame Nkrumah University of Science and Technology (KNUST). They will also have the opportunity to interact directly with village members by participating in field work programs that focus on community health and development.

Trip Dates:

Annually in July (3 weeks or 4 weeks with optional Paris add-on)

More information at: <http://medicine.utah.edu/dfpm/public-health/global/learning-abroad/ghana.php>

Thai International APPE Elective

The Thailand International Elective (TIE) is a 4-week APPE elective rotation that is available to pharmacy students during their 4th year of school. The program provides a working knowledge of global health and the cultural, social, political, and health issues currently facing developing countries such as Thailand. TIE is a comprehensive approach for introducing individuals to international work. TIE participants study tropical medicine, public health methodologies for the developing world, traditional medicine, and finally participate in field practical (clinical) work.

Content includes:

- Social and Environmental Health Care in the Tropics
- Traditional and Alternative Medicine
- Pharmacy Practice in Thailand and the developing world
- Clinical Diseases of the Tropics, such as tuberculosis, leprosy, dengue fever, avian flu, and HIV/AIDS

Faculty Directors:

- Hanna Raber, PharmD, BCPS, BCACP
Assistant Professor (Clinical)
- Gary Oderda, PharmD, MPH
Professor (Emeritus)

DOCTOR OF PHARMACY / DOCTOR OF PHILOSOPHY PATHWAY

The Departments of Medicinal Chemistry, Pharmaceutics & Pharmaceutical Chemistry, Pharmacology and Toxicology, and Pharmacotherapy together with the Dean's Office, have developed a pathway for students who are interested in simultaneously pursuing a Pharm.D and a Ph.D. This program is intended for students who are interested in a career in basic or clinical research. 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 where 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, depending on when the student is admitted into the Ph.D. program pathway. 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. qualifying exam as soon as their P3 year and their pharmacy licensure exam at the normal time after completion of the P4 year. Following the P4 year, students engage in full time research to complete the Ph.D. program.

Students who are interested in pursuing this pathway must first gain admission to the College of Pharmacy Pharm.D. program before they can apply for the Ph.D. program pathway. We encourage students to study the Ph.D. pathway carefully before making a decision as to the joint program or which program of study, so that most students will choose a Ph.D. pathway in their P2-P3 years. 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 Studies in the chosen department for application procedures and information. The College provides a stipend for tuition and fees during the P4 year.

PHARMACY STUDENT SUMMER RESEARCH FELLOWSHIP PROGRAM (P-SURF)

Purpose: To provide P1 professional students currently enrolled in the PharmD program with an intensive, introductory research experience with faculty in the College of Pharmacy. These summer research experiences can serve as formal student rotations if the student successfully enters the PharmD/PhD pathway in any of the departments within the college.

Who is eligible: Students who have successfully completed their P1 year in the PharmD professional program and entered with a Bachelor's degree. Students interested in the combined PharmD/Ph.D. pathway are required to apply if they cannot document significant formal and relevant research experience. Students may only be accepted to the program once.

How to apply: Applicants will provide the following: 1) updated Curriculum Vitae; 2) undergraduate/PharmD transcripts 3) an essay explaining why they want to participate in the program, what they hope to gain, their career goals, how the summer research would apply to those goals including intended research areas and up to 3 College mentors. Applications will be due in mid-February annually and reviewed by the College of Pharmacy Research and Graduate Committee. Awardees will be notified by the Executive Associate Dean for Professional Education in late March or early April.

Stipend: Up to five competitive fellowships per summer will be awarded to qualified applicants. The stipend for each student for working 40 hours per week in the lab for a 10-week period (late May through early August) will be \$4000. Opportunities will exist in all of the College departments, and students may identify possible mentors through a CoP research rotation booklet. A \$500 supplies stipend will be provided from the CoP Executive Associate Dean for Professional Education to the faculty mentors to offset research expenses.

Program: An Orientation meeting will be held in late May to provide the fellows a background, program expectations, and deliverables from the fellowship. Mandatory participation in a College-wide symposium at the end of the summer (usually early in the Fall Semester) requires that fellowship students will present their findings in formal poster format.

The program of study will be at the discretion of the faculty Mentor. Mentoring meetings will be held at least every other week during the summer to discuss the various graduate programs, other College faculty research opportunities, career development, and to build camaraderie. Students should interact socially with visiting Juan Diego summer high school students and Pharm/Tox ASPET SURF fellows with an occasional pizza lunch, hike, etc.

EXPERIENTIAL EDUCATION PROGRAM (EEP)

OVERVIEW

Student instruction in the College of Pharmacy can be divided into two broad areas, didactic instruction (classroom) and pharmacy practice experiences (clerkships). Surveys indicate that students highly value experiential opportunities early in the curriculum. These experiences better prepare them for their career, provide opportunities to learn more about the profession, offer experience interacting with patients and other health care professionals, and allow them to become more familiar with therapeutic recommendations and guidelines. In addition, the Accreditation Council for Pharmacy Education (ACPE) Clerkship experiences build upon what is learned in the didactic curriculum.

The Experiential Education Program (EEP) is a continuum of educational activities beginning with the Introductory Pharmacy Practice Experiences (IPPE). Students shadow pharmacists in the first year of school and then go on two summer clerkships (community and institutional settings) after successful completion of their second didactic year. The IPPEs are tied to various courses and prepare students to learn the competencies necessary for the Advanced Pharmacy Practice Experiences (APPE). APPEs are full-time clerkships that start the summer after the third didactic year and continue for the entire fourth year of school.

CLERKSHIP EXPERIENCES

All Doctor of Pharmacy students must complete a minimum of nine pharmacy practice clerkships (two IPPE and seven APPE). The IPPE clerkships are graded with credit/no credit. The APPE clerkships are graded with letter grades. All students are required to complete a clerkship within a medically underserved/rural area. This may be completed as an IPPE or APPE.

CLERKSHIP SCHEDULING

IPPEs will be hand-scheduled based on a student's residence and transportation whenever possible. Due to ACPE restrictions, students will not be permitted to complete IPPE or APPE rotations in their place of employment unless the following conditions apply:

"Students may be placed in an IPPE or APPE in a pharmacy where they are employed as long as their experiential education and employee roles are clearly differentiated and do not overlap. For example, a student may be employed by a health system in a specific capacity and/or in one area of the facility and be assigned to an IPPE or APPE in a clearly distinct capacity or area of the health system. (ACPE Standard 10.16)"

APPEs will be scheduled using a lottery system. Students will submit rankings for their preferred sites. Students who do not submit rankings by the assigned deadline will be entered in the lottery without site rankings. After the lottery is run and the schedule is distributed to students, students have one week to request schedule adjustments based on the guidelines set forth by the Experiential Education Program staff. After the designated adjustment period, the schedule will be finalized and additional switches will not be permitted, unless there is a documented medical or family emergency. On occasion, rotations may be canceled by a preceptor or site. The student will be assigned to a comparable rotation in the same block. If a core rotation is canceled, and there are no comparable rotations available in that block, EEP staff will work with the student to identify scheduling options that will meet the requirements and accommodate student preferences whenever possible.

IPPE EXPERIENTIAL COURSES

IPPEs involve didactic courses and a series of professional experiences during the first three years of the Doctor of Pharmacy program. The courses that contain IPPEs are described below.

Foundations of Patient-Centered Care (PHARM 5140)

This course is taught in the first semester of the first professional year. The class includes didactic lectures and discussions on a variety of topics, and self-directed learning. The two major goals of the course are to develop a basic understanding of opportunities in pharmacy practice and to develop the various basic skills necessary to practice the profession of pharmacy. This is done through a series of didactic lectures, discussion, and self-study. Lectures and discussions include basic law, pharmacy practice act and rules, responsibilities of pharmacists and interns, ethics, substance abuse, communication skills, pharmaceutical care, generic drugs, professionalism, the history of pharmacy, and pharmacist opportunities. A major component of the course is to begin the professionalization process that starts with their transition from pre-pharmacy student to student pharmacist and to pharmacist. Students complete pharmacist interviews which serve as the basis of a class discussion. Medical terminology and calculations are largely learned through completion of self-study materials with quizzes, tests, and in the case of calculations, a final exam.

Foundations Professional Practice: Community Agency Practicum (PHARM 5143)

This course is taught in the second semester of the first professional year as a follow-up to PHARM 5140 and provides 30 hours toward the 300 curriculum-required Introductory Pharmacy Practice Experience (IPPE) hours. Students will be encouraged to apply skills learned in PHARM 5140 in real life situations as part of hands-on experiences with community agencies and their clients that will help students become successful pharmacists. This course will also help students identify agencies in the community that may help serve patients. In PHARM 5143, students are taught in principle about diversity and patient preferences related to various medical and health care system needs; 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 students in understanding the medical and social needs of the 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 PHARM 5140, 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 students have are unique both nationally and at the University of Utah. This course is taught using Community Engaged Learning (CEL) as its foundation. CEL is an innovative method of instruction that assumes a student's life experience is the foundation for how they learn. The life experiences students bring with them to the Pharmacy curriculum are essential to recognize and build upon as students 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, CEL 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 the student, 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 course master, guest lecturers will be invited to present information about how they learned to practice patient-centered pharmacy. 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. The student’s individual experience will help them better understand how to provide 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 students 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 the student approaches professional practice as a pharmacist relative to patients in the student’s 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 the student 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.

Pharmaceutical Compounding and Drug Delivery (PHARM 6242)

This course is taught during the first semester of the second professional (P2) year. This course introduces students to fundamental and basic skills in pharmaceutical compounding in preparation for the institutional and community clerkships. The class consists of two lectures and one three-hour laboratory session each week.

This course covers a wide range of compounding topics including pharmaceutical calculations, aseptic technique, parenteral drug administration, sterile and non-sterile compounding, and pharmaceutical manufacturing. In addition, students will practice patient counseling and professional communication skills in connection with the pharmaceutical products made in the laboratory sessions.

An understanding of sterile drug compounding and dosage delivery is an important skill for pharmacists. This knowledge allows students to communicate with other health care professionals regarding the best methods of administering drugs and how to obtain optimal clinical outcomes. Students are required to pass a written exam dealing with USP <797> Pharmaceutical Compounding Sterile Preparations and an aseptic media-fill test before any institutional externship.

Students will also learn basic non-sterile compounding skills in traditional dosage forms (e.g. suppositories, ointments, emulsions, suspensions, troches, capsules, etc). 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. Students are required to prepare the products and to

counsel the teaching assistants or instructors as if they were the patient. The class teaches the use of open-ended questions when counseling to elicit more involvement from the patient.

Drug Literature Evaluation I (PHARM 6240) and II (PHARM 6241)

These courses are taught during the first and second semesters of the second professional year. This series introduces students to fundamental and basic skills necessary to retrieve and evaluate the medical literature, and apply the information to solving patient-specific and other clinical problems in preparation for the institutional and community clerkships. The course covers topics in 4 different areas: Drug Information, Epidemiology; Biostatistics; and Communication, both written and verbal and with both patients and professionals. This course series helps fulfill the University requirements for writing intensive courses and quantitative intensive courses within the student's major.

In the first semester, students will begin learning about the types of drug information sources, which sources answer which types of questions, and how to approach answering drug information questions accurately and efficiently. Students will also learn how to conduct computerized searches of the medical literature. Students critically evaluate the information retrieved. Students will also be introduced to experimental studies such as randomized controlled clinical trials. Students will be introduced to biostatistics as they learn the features of statistical tests that are used in experimental studies including data types, distribution types, and univariate tests. Students will develop the skills to read an article from an experimental study and analyze the strengths and weaknesses of the study based on the methods, statistics used, and evaluation of the results. Students will develop critical-thinking skills, forming their own conclusions about study results that are independent of the authors' opinions.

In the second semester, students will continue their studies of epidemiology and biostatistics as they learn about observational study designs and the features of statistical tests and techniques applied in those types of studies, including multivariable tests. They will practice reading and interpreting the results of cohort studies, case-control studies, cross-sectional analyses, and pharmaco-economic studies. They will analyze the strengths and weaknesses of the studies based on the methods, statistics used, and evaluation of the results, forming independent opinions about the studies' results. Students will also develop their written and oral communication skills as they write patient education materials, write materials in the biomedical style, and prepare and give presentations in class.

IPPE & APPE CLERKSHIPS

Community and Institutional (PHARM 7640 AND PHARM 7641)

Students take the core community and core institutional IPPE clerkships the summer after their second professional year. Each clerkship is four weeks in length. The community clerkship is a practiced-based experience at a chain pharmacy or an independently-owned pharmacy. The institutional clerkship is a practiced-based experience within a hospital setting. The main focus of these rotations is to teach the student about drug distribution systems, legal requirements, and safe medication practices. Students build on verbal communication skills by interacting more extensively with health care providers and patients under the guidance of preceptors. Student's written communication skills develop as they perform medication histories and document the provision of medication therapy management services during the community clerkship. Many students are asked to make a formal in-service presentation to nursing and/or pharmacy staff during their institutional clerkship.

APPE CLERKSHIPS (PHARM 77XX or PHARM 78XX)

Students will receive an updated version of the APPE policies in the third professional year. The policies below reflect current policy at this point in time.

Students must successfully complete their IPPEs and third professional year coursework as discussed in the “Academic Standards” section before they can advance into the Advanced Pharmacy Practice Experience Program. Students may also be required to demonstrate readiness by passing a didactic and or/practical exam.

The final professional year consists of seven advanced pharmacy practice experiences in a variety of pharmacy practice settings. Each experience is six weeks in length. The emphasis is becoming proficient in direct patient care and problem-solving skills. In addition, students complete a medical information retrieval clerkship as one of the required seven experiences.

Students are required to complete one APPE rotation with a faculty preceptor. Students may complete a maximum of two out of state rotations (as electives), subject to approval by the Director of Experiential Education and contingent upon a legal agreement between the site and the College of Pharmacy. All core rotations must be completed in the state of Utah.

The APPE requirement includes one clerkship from each of the following areas:

1. Acute Care - Emphasizes the identification of drug-related problems and the management of disease states in an inpatient setting
2. Ambulatory Care - Emphasizes the identification of drug-related problems and the management of disease states in an outpatient setting
3. Clinical Information Services (one from list below):
 - a. Drug Information - Emphasizes comprehensive drug information
 - b. Clinical Toxicology - Emphasizes the management of poisonings
 - c. Pharmacy Outcomes/Drug Regimen Review - Emphasizes the research of health care outcomes and medication management
4. Advanced Community - Emphasizes the delivery of safe medication practices
5. Advanced Health-Systems – Emphasizes the management issues of a health system

AND

Two additional elective experiences from any PHARM 77XX or PHARM 78XX clerkships. These may include:

1. Advanced Sub-Specialty - Emphasizes pharmacotherapy in a specific sub-specialty such as nuclear pharmacy or long-term care
2. Acute Medicine Clerkship/Ambulatory Care Clerkship (up to three from series) - Emphasizes drugs in management of disease states seen in an inpatient setting

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-week experiences developed by the student to allow them to pursue an area of study that is not offered by the College of Pharmacy. This clerkship must be pre-approved by the Director of Experiential Education. A research-based elective clerkship may also be scheduled as a six-week experience within other departments of the College (e.g., 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 are expected to behave and dress professionally, in accordance with College of Pharmacy and site policies.
2. Students should assume increasing responsibilities for care of patients on their clinical clerkships as they progress through the experiential program.
3. Students are expected to actively participate in the team meetings, rounds and other interdisciplinary conferences that occur on the clinical services of their clerkships.
4. Students are expected to identify therapeutic problems as well as present seminars and lectures to the medical, nursing and pharmacy staffs on these problems.
5. Students, with preceptor oversight, should report 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.
6. Attendance at the clerkship site is expected typically Monday - Friday; however, weekends may be required by preceptors. Acceptable reasons for absences include illness, injury, or family funeral. Students should verbally contact preceptors in advance or as soon as possible to explain the circumstances for their absence. The preceptor will determine the course of action for making up missed time.
7. 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 preceptor) to the Director of Experiential Education. Any unauthorized absences from clerkships may result in academic sanctions by the Scholastic Standards Committee in consultation with the preceptor.
8. 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 preceptors as soon as possible during the academic year. The preceptor will determine the course of action necessary to make up the time.
9. All clerkships are a minimum of 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.
10. At the midpoint and conclusion of the clerkship, students are responsible for scheduling a meeting with the preceptor to discuss their progress and evaluation. The preceptor then completes the final evaluation in CORE ELMS™ within seven 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 evaluations are completed. Incompletes (I) will be assigned for clerkships until all evaluations are received and late evaluation submissions from students could result in grade reductions.

SITE VISIT & CLERKSHIP REQUIREMENTS

1. Utah State Intern License

2. APhA Immunization Certification

3. Annual Regulatory Training

All students are required to complete Annual Regulatory Trainings (including HIPAA). These trainings will be completed in Canvas on an annual basis.

4. BLS Certification

Current BLS (Basic Life Support) Certification for Healthcare Providers is required prior to APhA Immunization training, and before clerkships. BLS certification courses are offered at hospitals and various programs throughout the Salt Lake Valley. Participation and scheduling the BLS course is the student's responsibility. Students must upload a current copy of their certification card into CORE ELMS™. Students must keep this certification current through their course of study at the College of Pharmacy.

5. Background Check

Students undergo a background check during the admissions process to the University of Utah College of Pharmacy and are required to get an annual background check throughout their course of study. Results must be uploaded to CORE ELMS™.

6. Drug Test

Students are required to get a 5 or 10-panel drug screen in each year they will be participating in experiences or clerkships at sites requiring a drug screen. Results must be uploaded to CORE ELMS™.

7. Immunizations

Students who do not have the required immunizations completed prior to starting their clerkships will not be allowed to participate in the clerkship. The Student Health Center can provide any required immunization or antibody titer testing. Please call them at 801-581-6431 for cost information.

Students must provide official documentation from a healthcare provider or local health department to fulfill the immunization requirements. All documentation must be uploaded to CORE ELMS™ and kept current. The student is responsible for ensuring their immunizations are up to date.

What is appropriate documentation? Students must provide official documentation from a healthcare provider or local health department to fulfill the immunization requirements. Documentation of a vaccine must include the name of the vaccine, date, time, and signature of the person administering.

How do I document immunizations? All documentation must be uploaded to CORE ELMS and kept current. If there is a previously uploaded document for that requirement, select "Replace" in order to archive the previous document. "Edit Current" is to alter the most recent document. The student is responsible for ensuring their immunizations are up to date.

What is a titer? A titer is a laboratory test that measures the presence and amount of antibodies in blood. A blood sample is taken and tested. If the test is positive (above a particular known value) the individual has immunity. If the test is negative (no immunity) or equivocal (not enough immunity) you need to be vaccinated.

• Annual Tuberculosis (TB)

- Students must have an annual TB test completed- Skin Test, QuantiFERON Gold, or T-SPOT (see below if your test is positive). Upload as "Annual TB Test."

- The student should keep their TB tests consistent every year (e.g., If the student takes a two-step skin test as the baseline, then they should continue to have a skin test done every year rather than switch to a blood test).
- If the student has a positive result, the student must have a chest x-ray. Results of the x-ray must be uploaded in CORE ELMS.
 - If the chest x-ray is normal, the student never needs to take another TB test.
 - If the chest x-ray is abnormal, the student needs to be cleared by their physician or local health department. Students cannot go on rotation without clearance.
- **Annual Influenza vaccine:**
 - Must provide documentation every year by the deadline set by the University of Utah for their employees to receive the latest flu vaccine (usually around October). Note that as with all documentation, it must include the date, time, and location of administration, along with the signature of the person administering it. A prescription label from the pharmacy where it was administered would not be accurate documentation by itself.
- **Hepatitis B**
 - Hepatitis B vaccinations and titer should have been documented prior to admission. If your titer was not positive, you must complete up to three additional vaccinations, and provide documentation of a positive titer, indicating immunity. Students will not be allowed to attend rotations if they have not completed two series of vaccination or cannot produce a positive titer. All titers, whether positive or negative, and all vaccinations must be uploaded into CORE ELMS as you receive them so we can track your progress in completing this requirement.
 - Students must provide documentation of:
 - 3 Hepatitis B vaccinations AND a titer after 30 days of getting the last vaccine to confirm immunity OR
 - 3 Twinrix ® (combined Hepatitis A and Hepatitis B for adults)vaccinations AND a titer after 30 days of getting the last vaccine to confirm immunity:
 - Standard Schedule - Administered at 0, 1, and 6 months (3 shots) OR
 - Rapid Schedule - Administered at 0, 7, and 21-31 days AND a booster dose 12 months after the first dose (4 shots)
 - If after your second series of three vaccinations, your titer results are still negative, indicating that you are not immune to Hepatitis B, please follow the below instructions.
 - Send an email to experiential.education@pharm.utah.edu .
 - Upload your titer results into the Hepatitis B Titer section of CORE ELMS
 - The Experiential Education team will contact you with further instructions.
- **Tdap:**
 - 1 Tdap vaccination or TD booster within the past 10 years. A new vaccination is required if yours is greater than 10 years old.

Your MMR, Varicella, and initial Two-step TB requirements are outlined in the Pre-Admission Student Immunization Requirements. Documentation of these must remain on file in CORE ELMS for your rotations.

FACULTY MENTORSHIP PROGRAM FOR PROFESSIONAL STUDENTS

The College's mentoring program consists of an early mentoring phase for first and second year (P1 & P2) students and a professional development phase for third and fourth year (P3 & P4) students. In most cases, students will be assigned a mentor from the College's pharmaceutical science faculty during the early phase, but will transition to a mentor from the Pharmacotherapy faculty for the professional development phase.

The purpose of the early phase is to help students adjust to a high intensity professional program that can be daunting in terms of academic rigor, time management and work-life balance. The Student Affairs Office will assign faculty mentors to entering P1 students. Typically, the mentor will remain the same during the early mentoring phase. Students are expected to meet with their mentors at least once per semester during their P1 & P2 year. The Student Affairs office will aid in setting up the first meeting between the mentor and new P1 students (typically at New Student Orientation). Students should arrange subsequent meetings with their mentors. Early phase mentors can advise on wide-ranging topics including the PharmD curriculum, co-curricular activities, testing, access to student services, etc.

The purpose of the professional development phase to familiarize students with the pharmacy profession, different practice settings, and optional post-doctoral study. Students will be assigned one or more professional development mentor(s) at the end of their P2 year, based on their curricular track and PharmD research project. Assignments will be made by the curriculum track stewards. Professional development mentors will also advise students about their P3 elective courses, and sign their Professional Development Mentoring Checklist. They can also provide guidance for their experiential studies and career development.

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

CRIMINAL BACKGROUND CHECKS FOR ALL PROFESSIONAL STUDENTS

In addition to a background check conducted by Certiphi, Inc. during your admission process, 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 internship 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 Executive Associate Dean for Professional Education.

Additional criminal background checks may also occur during the P1 year for participation PCTH 5143 (Community Agency Practicum). Additionally, updated criminal background checks are completed annually in April for every year of participation in the PharmD program. 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 Executive Associate Dean for Professional Education.

COLLEGE OF PHARMACY DRUG TESTING POLICY

Student Information Sheet

The College of Pharmacy supports the University of Utah Health Sciences Center Drug Testing Policy (<http://regulations.utah.edu/human-resources/5-114.php>) and the University Drug-Free Workplace Policy (<http://regulations.utah.edu/human-resources/5-113.php>). 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 Executive Associate Dean for Professional Education 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://regulations.utah.edu/academics/6-400.php>).

The complete University of Utah Health Sciences Center Drug Testing Policy is available from the Dean's Office upon request.

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 submitted electronically to the College about any accreditation standard (<https://www.acpe-accredit.org/>), 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-accredit.org/>.

Procedures: The method to register complaints is an on-line submission at: <http://pharmacy.utah.edu/current-students/complaints.php>. Anonymous or identified complaints are acceptable. The complaint will be reviewed by the Executive Associate Dean for Professional Education, 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 filled 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 Student Affairs Manager, in association with Executive Associate Dean will promptly initiate an investigation and determine the facts surrounding the complaint by whatever means are appropriate to the specific complaint. 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 Executive 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 Executive 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. An electronic written appeal will be submitted to the Dean within fifteen (15) business days from the date of the written response from the Executive 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 Executive Associate Dean for Professional Education 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 Director of Student Affairs or Executive Associate Dean.

EXAM POLICY

Guidelines for assessment procedures in Doctor of Pharmacy courses.

Guidelines:

1. Course instructors teaching in the same semester of a given year in the professional program should coordinate their exam schedules to avoid exam conflicts
2. Assessment methodology and scheduling is at the discretion of the course master.
3. Assessment methodology will be clearly communicated to the students on the first day of class and in the course syllabus.
4. The schedule of exams, quizzes and other assessment methods (here forth referred to as “exam schedule”) will be clearly communicated to the students on the first day of class and in the course syllabus.
5. SAC representatives may provide feedback about the exam schedule to the course master only during the first week of class. The course master may revise the exam schedule during the first week of class at his/her discretion to accommodate scheduling conflicts. A revised syllabus will then be distributed and discussed in class. Further changes are on a student-by-student basis at the discretion of the course master.
6. For courses using Canvas, the course syllabus should be posted on Canvas before the first day of class. All updated versions should be posted in a timely fashion.

EXAM REMEDIATION

Guidelines for remedial exams in Doctor of Pharmacy courses.

Guidelines:

1. Exam remediation, if any, is at the discretion of the Course Master.
2. The remediation policy will be clearly communicated on the first day of class and in the course syllabus (both distributed in class and posted on Canvas).
3. The exam remediation policy stated in the syllabus will be in force through the end of the course.

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:

Be on time for scheduled Exams. If you are late or unable to make it to the exam, you must contact the Course Master for the given exam immediately. If you are unable to locate them you can contact the Student Affairs Office for assistance but you are responsible to follow-up with the Course Master.

- Expect your professors to clearly articulate testing policies and procedures early in the semester and before each exam. If you have a question, ask!
- 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 help 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.

- 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.
- Arrive no later than 5 minutes before 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".
- Don't expect to rummage around in your personal belongings during an exam. Be prepared with whatever you might need (laptop, calculator, extra pens/pencils, water bottle, medication, scratch paper if permitted) at the start.
- Laptop computers are required for exams administered using Exemplify. Please see the *Computer Information* section below for more detailed information.
- 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. Exams administered by Exemplify may require use of Exemplify's built-in calculator. Your professor will provide precise information about the use of calculators well in advance of the exam.
- All other electronic devices should be turned off and placed in your personal items (backpacks, book bags, purses, briefcases, notebooks, etc.) and placed in the front, back, or sides of the room to avoid disruption during the test. Do not leave them in your pockets or on surrounding seats.
- You are allowed to take mobile phones or other personal electronic devices with you to the Restroom while an exam is in progress.
- 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.
- Keep your test papers flat and follow other good test-taking behaviors.
- Turn in your exam before collecting your personal belongings. Do this quietly if the exam is still in progress to minimize disruption.
- 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.
- 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.
- The Director of Student 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.

COMPUTER INFORMATION

LAPTOPS, AUDIENCE POLLING AND NETWORK SECURITY

Students are required to bring their own computer systems for academic use:

A laptop less than 2 years old is required for both instruction and assessment. Examples include viewing course handouts during class using Canvas (the University's learning management system), taking quizzes and exams electronically with Exemplify, and taking the Pharmacy Curriculum Outcomes Assessment (PCOA) exam electronically. Tablets are acceptable for note-taking, but note they are not compatible with the testing system, regardless of brand or operating system.

We don't have a preferred laptop manufacturer to recommend, but due to new HIPPA requirements, all student computers require data encryption (see Section on Security Requirements below).

Please check with the University Book Store or Health Sciences Bookstore for the current student discount pricing on systems.

Here are some issues to keep in mind:

- Make sure the computer has a current supported operating system: Windows 7, 8, or 10; or Mac OS/X Mavericks, Yosemite, El Capitan or Sierra.
- Note 1 – Windows XP, Windows 98, NT and Mac OS 9 are not recommended nor supported at the University of Utah
- Note 2 - PC systems running Windows 7 Home will need to be upgraded to Pro to support hard drive encryption (see Section on Security Requirements below).
- Wireless Network capable (b/g/n, WPA2 compliant).
- You are responsible for backing up your data. An encrypted external hard drive system is recommended for such purpose.

If you have any questions about these requirements, please email Wes Tolman or Jane Fujinami from our IT department (cpcss@pharm.utah.edu).

Recommended software should also be installed:

We recommend MS Office software (or comparable) that you'll use to read/make documents, spreadsheets, and presentations.

Students can get free MS Office Professional Plus (for Windows), MS Office for Mac 2016, and Windows OS upgrades by visiting the Office of Software Licensing (link found below) and meeting the eligibility requirements:

- Students are eligible inasmuch as they are currently enrolled in a degree-granting program at the University of Utah. Students must be currently enrolled in at least one class that, when completed, will result in the awarding of credit hours verifiable through the Office of the Registrar. You must be enrolled at the time you purchase the software.
- The University authentication system does not recognize new students as eligible until 7-14 days before classes begin.

Audience Polling

The College of Pharmacy utilizes Poll Everywhere for audience polling in the classroom. Education research suggests that such polling can increase learning because it is student-centered, increases student interaction, and provides quick in-class assessments of course material. Such assessments may either be graded or not. If graded, your instructors can transfer your results to Canvas, where you can track your performance on quizzes, exams, and other assessment measures.

Poll Everywhere supports both SMS voting and Web voting, though the latter will be used in the College's PharmD courses. Instructors will set up a custom web page (PollEv.com/instructor_name) for polling in each of their courses, which can be accessed by any device (e.g., laptop, smart phone, tablet) that supports a web browser. See individual course syllabi for additional information.

Students are required to do the following:

- Bring your web-enabled device (laptop, smart phone, tablet) with working web browser to class every day (may vary by course/instructor)
- Use ONLY YOUR OWN web-enabled device to access PollEv.com
- Maintain your web-enabled device in good working order (batteries charged, etc.)

Any student using another person's web-enabled device to access PollEv.com is violating the University's academic honesty policy (see Student Code). All students involved in such academic misconduct, including the original owner as well as the unauthorized user of the clicker, are subject to academic sanctions (see Student Code).

Poll Everywhere is provided free of charge by the University of Utah Spencer S. Eccles Health Science Library.

Additional information about Poll Everywhere is available from the online Poll Everywhere Guide (www.polleverywhere.com/guide). Also, Ms. Donna Baluchi (donna.baluchi@utah.edu) is the Poll Everywhere resource person at the Eccles Health Science Library. If Donna is not available, you can also send a message to the Library's list server (<mailto:ehsl-reference@lists.utah.edu>)

Recording of Class lectures:

Faculty members own the copyright to their written course materials, which includes slides and other materials created by the faculty member that are displayed in class or distributed to students. For these materials, unauthorized reproduction or distribution (such as on the Internet) would infringe on the faculty member's copyright rights. Students wishing to record lectures must seek the instructors' permission.

Security Requirements:

The University Security Office requires that all systems accessing the University networks must have an Anti-Virus program installed and kept up-to-date.

In order to secure protected health information (PHI), full Hard Drive Encryption for all Laptops is required. Systems that are not encrypted will not be allowed network access at the University Health Sciences network.

USB memory sticks and External Hard Drive systems must be encrypted before use. A compliant USB Memory Stick will be provided to you once for free of charge.

No auto-forwarding of University email to personal addresses. This is a violation of policy. Only the uMail system or our encrypted email servers are authorized for sending and receiving University email.

Restricted use of Cloud Storage Services. This means any sharing of our PHI data with services such as Dropbox is a HIPAA privacy/security violation, potentially to the point of being a reportable breach. The concern here isn't just limited to PHI. Any potentially sensitive or personal data should be considered at risk when it is being shared outside our own network security controls. The University has instituted a HIPAA-compliant, secure cloud storage service (uBox) available to all students that can be accessed at box.utah.edu.

Restricted Software: Please be aware Peer2peer file sharing is not allowed on the University networks. (Limewire, KaZaA).

The Digital Millennium Act requires all Universities that receive federal funds to block or prevent illegal file sharing. If a student is found to be sharing files illegally, the disciplinary measures they face will be harsh. Your computer will be disconnected from the University networks. You will be liable for civil and/or criminal prosecution. And your fines will range from \$750 to \$30,000 per song or movie illegally downloaded.

Useful Links:

Office of Software Licensing (OSL): <https://software.utah.edu>

University Bookstore Computer Dept: <http://www.bookstore.utah.edu>

College of Pharmacy Computer Support Services (CPCSS):
http://www.pharmacy.utah.edu/CoP_Services/services/Problem_form.html

Network Acceptable Use Policy & Information on Peer to Peer File Sharing:
<http://www.it.utah.edu/leadership/policies/NetworkAcceptableUse.html>

SOCIAL MEDIA POLICY

The University of Utah College of Pharmacy encourages students and employees to embrace social media as a means to inform, interact, build relationships, participate and collaborate on new ideas.

The following goals of the College of Pharmacy while in use of various social media sites or applications are:

- To increase the public's knowledge and awareness of the College and its functions
- To promote the value and importance of a PharmD education, pharmacy related research and publications, and community involvement.
- To maintain open, professional and responsive communications with the public and the news media.

The College of Pharmacy does not collect, maintain or otherwise use the personal information stored on any third-party site in any way other than to communicate with users on that site. Users may remove themselves at any time from the College's "friends" or "follow" lists. Users should be aware that third party websites have their own privacy policies and should proceed accordingly.

Comments, posts, and messages are welcome on the College of Pharmacy's social media platforms. Users are strongly encouraged to check facts, cite sources, and show respect in expressing their opinions. While the College of Pharmacy recognizes and respects differences in opinion, all interactions will be monitored and reviewed for content and relevancy. Having stated that, the College is not obligated to take any actions, and will not be responsible or liable for content posted by any subscriber in any forum, message board, pages, or other areas within these services.

The College of Pharmacy reserves the right not to publish any postings, or to later remove it without notice or explanation. Reasons for removal include, but are not limited to:

- Abusive, defamatory, or hate speech
- Violations of copyright, trademark, or other intellectual property rights
- Spam or commercial advertising
- Off-topic comments
- Lack of space

In addition, the College of Pharmacy reserves the right to edit or modify any postings or comments for space or content (spelling, grammar, etc.), while retaining the intent of the original post. The College assumes no liability regarding any event or interaction created or posted by any participant in any College-sponsored social media service, and does not endorse content outside the "pages" created by College staff. Participation in College of Pharmacy social media services implies agreement with all University of Utah and College of Pharmacy policies, including but not limited to [University of Utah World Wide Web Resources Policy](#), [Social Media Guidelines](#), Privacy Statement, Disclaimer, and Information Resources Policy, and the Terms of Service of each individual their-party service. The role and utility of social media sites will be evaluated periodically by College staff, and may be changed or terminated at any time without notice to subscribers.

Student Social Media Guidelines

Use of social media is prevalent among students. Students should be aware that unwise or inappropriate use of social media on behalf of the College of Pharmacy can negatively impact educational and career opportunities.

Adhering with the College of Pharmacy's Social Media Policy, the following guidelines and procedures should also be met while on rotations, clerkships, or various internships:

- Students are not allowed to release, disclose, post, display, or communicate the following information:
 - Identifiable, confidential protected health information (PHI) regarding any patient associated with the University of Utah, its affiliated hospitals and clinics, or other external affiliated health care organization. This includes, but is not limited to, any information, such as initials, personal activities, room numbers, pictures, or other information that might enable external parties to identify patients. Disclosure of PHI may constitute a serious HIPAA violation and may have personal and/or institutional liability consequences.
 - Confidential information regarding policies and operations, including financial information, regarding the University of Utah, its affiliated hospitals and clinics, or other external affiliated health care organization.
- Post content that reflects positively on you, and the University of Utah School of Medicine. Be aware not only of the content that you post, but of any content that you host (e.g., comments posted by others on your site). Content you host can have the same effect as content you post.
- Though you may only intend a small group to see what you post, a much larger group may actually see your post. Be aware that your statements may be offensive to others, including classmates or faculty members who may read what you post.
- You should convey a professional and ethical presence to all who might view your online information. Employers and others may use social media to evaluate applicants. Choosing to post distasteful, immature, or offensive content may eliminate job or other opportunities.

For group pages identifying themselves with the College of Pharmacy (class pages, student organizations, etc.), use the following language in your bio or account descriptions:

If word count limits allow:

The views and opinions expressed here are not necessarily those of the University of Utah College of Pharmacy, and they may not be used for advertising or product endorsement purposes

For social media platforms with very restrictive word count allowances:

Tweets my own. Or Views my own.

If you have questions or need more information, please contact CPWISE at 801-585-0959.

Adapted from the University of Utah Spencer S. Eccles Health Science Library (EHSL) Social Media Policy; University of Utah Health Sciences Center: GMEC Resident Social Media Policy; Vanderbilt University Medical Center (VUMC) Social Media Policy; University of Utah School of Medicine Student Handbook, Guidelines for Use of Social Media, p. 44; Utah Poison Control Center Social Media Policy and Best Practices.

FINANCIAL AID

FEDERAL AID FOR PHARMACY STUDENTS

Graduate School Loans for all University of Utah Graduate Students who qualify:

Direct Unsubsidized Loans – 5.31% interest that begins to accrue with the first disbursement of your loan. This loan has a six-month grace period to start paying back the loan after you graduate or after you fall below half-time enrollment. The maximum amount Pharmacy students can borrow for the academic year is \$20,500.

Direct Graduate PLUS Loan – 6.31% interest rate which will accrue with the first disbursement of your loan. There is no borrowing limit but you cannot go over your cost of attendance. Must request this loan through the University Office of Scholarships and Financial Aid, the form can be found on their website: <http://www.financialaid.utah.edu>. There is a six month grace period to start paying back the loan after you graduate or after you fall below half-time enrollment. NOTE: The Direct Graduate PLUS Loan requires a credit history check, unlike Direct Subsidized and Unsubsidized Loans.

Graduate Plus Loan – 7.21% interest rate which will accrue with the first disbursement of your loan. There is no borrowing limit but you cannot go over your cost of attendance. Must request this loan through the University of Utah Financial Aid office, the form can be found on their website: <http://www.financialaid.utah.edu>. There is a 60 day grace period to start paying back the loan after you graduate or after you fall below half-time enrollment. NOTE: Graduate PLUS is based on credit, unlike Perkins or Stafford loans, and you must pass a credit background check.

Graduate School Loans for all University of Utah Pharmacy Students who qualify:

Health Professions Student Loan for Pharmacy Students – 5% interest rate, which does not accrue while you are in school. This loan is based on need and it has a 12 month grace period. You must set up a time to meet with Shana Yem, Program Manager – Professional Schools, in the University Office of Scholarships and Financial Aid to talk about the requirements of this loan. Funds are limited, and awards are made on a first-come, first-serve basis. Pharmacy students are eligible for a maximum of \$3,500 per year.

Shana Yem, Program Manager—Professional Schools

Shana Yem is available to meet with you one-on-one to talk to you about any financial aid questions you might have. If you would like to set up an appointment time with her, please call the University Office of Scholarships and Financial Aid at 801-581-6211.

University Office of Scholarships and Financial Aid, Student Services Building, Room 105

For general information about how to apply for federal aid, please visit the University Office of Scholarships and Financial Aid website: <http://www.financialaid.utah.edu>

Contact the University Office of Scholarships and Financial Aid

Phone: 801-581-6211

financialaid@sa.utah.edu

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 Executive Associate Dean for Professional Education for more information.

STUDENT TUTORING

Information in this policy is FERPA protected

Procedures for student tutoring by professional students in the Doctor of Pharmacy Program.

Guidelines:

1. Course masters and teaching assistants should set regular office hours for student consulting and/or tutoring. Office hours should be listed in course syllabi and discussed on the first day of class.
2. If it becomes obvious students need more tutoring than what the course master or TA can provide, the course master should refer the student to Student Affairs.
3. Teaching assistants must have received a B+ or higher in the course they are teaching as well as a GPA of 3.5 or better, and they must be at least one year ahead of the student he/she is tutoring.
4. For courses with no teaching assistants, Rho Chi or Dean's List members may be asked to tutor by the Student Affairs office. They will be hired on a part-time basis and paid for their efforts.
5. The faculty advisor of Rho Chi club and the Course Master of the class will have input on the choice of the tutor.
6. The Student Affairs office will work with HR and the Rho Chi faculty advisor to hire the chosen tutor as a temporary employee. The tutor will be paid an agreed upon hourly salary by the Student Affairs office.
7. The Student Affairs office has the final say on tutoring that is paid for by their office.

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 (PharmD) 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 PharmD 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 46) (<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: PharmD 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 E, 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 average of 3.00 must be maintained during all four 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 14. 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 Executive Associate Dean for Professional Education in consultation with the Scholastic Standards Committee and/or the Department Chairs may waive one or more specific requirements in extenuating circumstances for good cause. Students should consult with the Student Affairs Manager or the Executive Associate Dean for Professional Education 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 evaluates the academic performance of professional students during their program of study and assign 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 PharmD 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** 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.
- **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 Executive Associate Dean for Professional Education. The formal processes governing reporting, investigating and imposing sanctions as well as avenues of appeal involving alleged violations of academic integrity are outlined in subsequent sections of the Orientation Guide.

EXPECTATIONS FOR STUDENT PROFESSIONALISM

All of our students are ambassadors to the brand of the University Of Utah College Of Pharmacy and are held to an extremely high professional standard. Thus:

- Academic honesty will be strictly enforced, keeping in mind the [AACP Professionalism Pledge](#): "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... Integrity will be an essential part of my everyday life, and I will pursue all academic and professional endeavors with honesty.” Plagiarism is not allowed. This includes copying text or graphics from published sources without proper attribution, or recycling either your own or somebody else’s old presentations. Penalties for academic dishonesty may include but not limited to academic probation or failing the course.

- Promptness is part of professionalism.
- All students are to be dressed professionally in all Experiential sites or as defined in the course syllabus.
- Professional behavior is expected. Reading the news, talking to your classmates, texting, searching the Internet, using laptop computers, falling asleep, studying for other classes, etc. will not be tolerated. Nor will blank, overly general or disrespectful comments on evaluation forms. The only materials you need are evaluations forms and handouts provided by speaker. Everything else should be put away including silenced cellphones. Also, avoid getting up mid-presentation.
- You will be held to the highest level of professional standards, based upon the [AACP Professionalism Pledge](#), which states, “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.”

STUDENT ATTENDANCE POLICY

Student Attendance and Expectations:

It is the responsibility of College of Pharmacy students to participate in courses and to master the content and objectives of the courses. Students are counseled to avoid more than 20 hours a week of outside employment during their PharmD program. The rigor of the program may call for shorter work hours in order to enable student success.

It is essential that students fully participate in all of the courses in the curriculum, including classroom, laboratory, and experiential courses. In these environments, the interactions among students and between students and faculty / preceptors, community members, and patients serve to build a firm foundation for excellence in pharmacy and in patient care. Attendance and participation are paramount professional responsibilities, and PharmD students are required to be present at all learning experiences.

Guidelines:

1. Each individual Course Master will communicate their attendance expectations specific to their course and the consequences of missing classes.
2. The Course Master will choose how to monitor attendance in their courses. This information will be included in the course syllabus. Methods to monitor attendance may include:
 - a. Randomly call on students
 - b. Use U-Card swiping software on random days
 - c. Pass around an attendance sheet
 - d. Call roll
 - e. Use clickers during a lesson

- f. Give a number of random quizzes and in-class assignments that are scored based on completion in class
3. Students are expected to plan accordingly so that they do not miss courses. For instance, working is not considered an acceptable excuse since students are expected to adjust their work schedule and other appointments around their courses. At the instructor's discretion, the student may be excused based on the following criteria:
 - a. illness/emergency in family
 - b. residency/job interviews out of town
 - c. official University of Utah activities (see University Policy 6-100(III)(O) at: <http://regulations.utah.edu/academics/6-100.php>)
 - d. Interprofessional Experiences

UNIVERSITY OF UTAH POLICY FOR CLASS EXCUSAL

We often have questions asked about students who are absent from classes and/or exams as a result of traveling as part of official university activities such as performing as part of an official university musical group, presenting one's research at a conference, or participating in intercollegiate athletic competition. We are aware that absences from campus during classes can interfere with course expectations. University Policy 6-100(III)(O), however, allows students who are away from campus on official university business the opportunity to make up exams and assignments missed during their absence.

Allowing a student to make up an exam may be accomplished in a number of ways. The exam could be administered before the student leaves campus, the exam could be given at the regularly scheduled time through a proctor at a host institution, or the exam could be administered after the student returns. In addition, if a student must miss an in-class assignment such as a group project or presentation, we encourage you to consider whether technology would allow the student to participate from a distance or whether the individual's portion of any assignment could be rescheduled for before or after the student returns. If you have any questions about how to provide an appropriate make-up opportunity, please contact your department or college for guidance. If you are still unclear on how to proceed, please contact Amy Wildermuth for additional assistance.

We also want to note that we seem to have more conflicts during the closing weeks of the semester. In particular, we have received complaints that many students have become overloaded with multiple exams on the final days of the semester before the final examination period. Because some students may be traveling on university business during the last week of classes, we want to remind you that the make-up policy must be observed through that week just like any other week of the semester. We would also like to encourage you to use the final examination period at the end of each semester for the administration of final exams. Because it is important to allow students appropriate preparation time for each of their exams, University Policy provides that final exams must be given at the times officially set forth by the Scheduling Office.

If you have any questions or concerns, please feel free to contact either of us. We wish you a successful and enjoyable remainder of the semester.

Warmest regards,

Ruth V. Watkins, Senior Vice President for Academic Affairs
Amy Wildermuth, Associate Vice President for Faculty

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 follow the standards set forth in the Pledge of Professionalism (see page iii).

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 professionalism, instill these attitudes early, and help build a strong bond between students' family and the College of Pharmacy a White Coat Ceremony is held every Fall for each incoming PharmD Class. Parents, spouses and all significant others are invited to attend this ceremony. Student Attendance is mandatory.

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.

Students must get permission from the respective faculty member prior to recording any lecture and indicate that permission will only be provided for purposes limited to course preparation and study for students enrolled in the class, but not for further distribution of any kind, including posting any recording or materials online. Faculty members own the copyright to their written course materials, which includes slides and other materials created by the faculty member that are displayed in class or distributed to students. For these materials, unauthorized reproduction or distribution (such as on the Internet) infringes on the faculty member's copyright. A student publishing these materials would be in violation of professional conduct which may result in academic sanctions including, but not limited to academic probation, suspension or dismissal from the professional program.

Components of the PharmD 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 Executive Associate Dean for Professional Education 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 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 Executive Associate Dean for Professional Education. If impairment concerns regarding a health care professional or patient arise at an experiential setting (i.e., in the Experiential Education Program), they should be brought to the attention of the supervising faculty preceptor and the Director of Experiential Education or the Executive Associate Dean for Professional Education.

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 avenues of appeal involving allegations of professional or ethical misconduct are outlined in subsequent sections of the Orientation Guide.

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 avoid 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 ask for the consultation of colleagues or other health professionals or refer 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. (www.aphanet.org)

ACADEMIC SANCTIONS OF PROBATION, SUSPENSION AND DISMISSAL

Students may be placed on academic probation, suspended or dismissed from the College of Pharmacy PharmD 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 PharmD 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 PharmD 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: PharmD 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 E,I, NC, EU, or W) are received in a professional core or elective course in the PharmD program either in a semester or overall. 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: PharmD students may be placed on probation for deviating from their class Program of Study without prior written approval of the Executive Associate Dean for Professional Education and the Scholastic Standards Committee. Students must obtain the Executive Associate Dean for Professional Education' 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.

Professional Misconduct: Students may be placed on probation for violations of professional misconduct, which includes violations such as being rude to faculty or administrative staff, failing to respond to correspondence in a timely manner, and failing to hand in paperwork needed by the Dean's Office. Additionally, violation of the Orientation Agreement signed on the first day of Orientation will result in the student being referred to the Scholastic Standards Committee.



Orientation Agreement

Dear Student:

As you embark on your career of becoming a pharmacist there are a few guidelines and issues that are covered in your Orientation Guide but need to be reiterated here. By signing this letter you are agreeing that you will, to the best of your ability, adhere to these guidelines/issues.

- I will notify the Student Affairs Office of any address, phone number, or e-mail changes in a timely manner in addition to updating the same on the Campus Information System.
- I will dress and act professionally when representing the College of Pharmacy.
- I understand that one of the clinical clerkships (P4 year) will be at a site outside of the Wasatch Front and will make the necessary accommodations.
- I understand that the College of Pharmacy supports the University Drug-Free Workplace Policy and the University of Utah Health Sciences Center Drug Testing Policy.
- I understand that I may be placed on probation, suspended, or dismissed from the Professional Program for not maintaining satisfactory academic progress or violation of professional or ethical standards or the University of Utah Student Code.
- I understand that it is my responsibility to read the Orientation Guide and become familiar with the student standards of academic and professional performance.
- I understand that in order to establish the existence of a disability I must provide written documentation of the disability in the form of an evaluation by a qualified examiner to the Center for Disabled Student Services and the Student Affairs Office.
- I will provide proof of immunizations, and other documentation as needed to the Student Affairs Office in a timely manner.
- I will check my University email account a minimum of once daily and respond, when necessary, in a timely manner.
- I understand that the Executive Associate Dean for Professional Education (Dr. James Herron), Student Affairs Manager, (Shawna Webster) and/or the Senior Academic Advisor (Madeline Marshall) are available for consultation regarding curriculum or other issues.

Signature

Date

Print Name

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 of Pharmacy for Student 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 Executive Associate Dean for Professional Education 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 PharmD 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 either in a semester or cumulatively. 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 may be subject to suspension or dismissal from the Professional Program.

Consequences of Probation

When Scholastic Standards puts a student on probation, the following consequences may apply during the probationary time period:

- The student loses the privilege of receiving letters verifying the student’s good standing in the program
- They may not perform the duties of Teaching Assistant
- They may not fill elected clubs leadership roles
- They may not request outside rotations
- Scholarships may be rescinded

SUSPENSION GUIDELINES

Reasons for Suspension from the Professional Program

Students may be suspended from the PharmD 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: PharmD 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 PharmD 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 program of study.

Satisfactory progress in the PharmD 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 PharmD 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 PharmD 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 PharmD program requested each semester by the Board of Pharmacy.

Reinstatement to the Professional Program

Students suspended from the PharmD 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 PharmD program; and*
3. *the applicant is capable of, and willing to, adhere to the academic standards of the PharmD 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 PharmD 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 PharmD 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.

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 PharmD program from academic suspension may be immediately dismissed.

“**Satisfactory progress**” in the PharmD 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 either in a semester or cumulatively.” The cumulative professional grade point average is based on the grades obtained from all attempts at professional core and elective courses. If a student fails the same class twice, or if they fail 3 core classes, they may be subject to dismissal.

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.

Internship Licensing: If a student loses their internship license, immediate suspension will result following due process. It is our expectation that a student in the PharmD program maintain a valid internship license. Additionally, if a student cannot be placed in a clerkship they are subject to dismissal.

Imposing Dismissal

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

Students may be dismissed from the PharmD 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 PharmD 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 PharmD 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 Executive Associate Dean for Professional Education 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 Executive Associate Dean for Professional Education, 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 Executive Associate Dean for Professional Education, 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 PharmD 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 PharmD students.

The written appeal should be submitted to the Office of Student Affairs for distribution through the Executive Associate Dean for Professional Education 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 Executive Associate Dean for Professional Education 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 Executive Associate Dean for Professional Education 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 College of Pharmacy | 30 South 2000 East | (801) 581-6731

Office of Student Affairs for distribution to the involved parties and the Executive Associate Dean for Professional Education. The Executive Associate Dean for Professional Education 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 Executive Associate Dean for Professional Education. The Executive Associate Dean for Professional Education 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 Executive Associate Dean for Professional Education 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 of Pharmacy for Student Affairs. The Scholastic Standards Committee chair is also notified, if appropriate, of the appeal by the Executive Associate Dean for Professional Education.

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

Executive Associate Dean for Professional Education 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 PharmD 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 PharmD 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 PharmD program. However, students must also be protected from unfounded allegations. To maintain academic integrity of the PharmD 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 39) 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 Executive Associate Dean for Professional Education. 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 PharmD 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 Executive Associate Dean for Professional Education 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 Executive Associate Dean for Professional Education 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 Executive Associate Dean for Professional Education 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 Executive Associate Dean for Professional Education 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 PharmD 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, Executive Associate Dean for Professional Education 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 PharmD 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 Executive Associate Dean for Professional Education, 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 PharmD 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 Executive Associate Dean for Professional Education 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, Executive Associate Dean for Professional Education, 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, Executive Associate Dean for Professional Education 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 PharmD 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 Executive Associate Dean for Professional Education. The Executive Associate Dean for Professional Education 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 Executive Associate Dean for Professional Education. The Executive Associate Dean for Professional Education 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, Executive Associate Dean for Professional Education 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 PharmD 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 Executive Associate Dean for Professional Education 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 Executive Associate Dean for Professional Education, 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 Executive Associate Dean for Professional Education 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 PharmD 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 PharmD 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 Executive Associate Dean for Professional Education 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 Executive Associate Dean for Professional Education. 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 Executive Associate Dean for Professional Education 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 Executive Associate Dean for Professional Education.

If the Executive Associate Dean for Professional Education 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 Executive Associate Dean for Professional Education may determine that informal resolution is appropriate. If so, the Executive Associate Dean for Professional Education 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 Executive Associate Dean for Professional Education 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 Executive Associate Dean for Professional Education 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 Executive Associate Dean for Professional Education 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 Executive Associate Dean for Professional Education 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 PharmD 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 Executive Associate Dean for Professional Education. The Executive Associate Dean for Professional Education 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 PharmD Program involving standards of conduct other than those specified above are to be reported in writing to the Executive Associate Dean for

Professional Education 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 Executive Associate Dean for Professional Education, 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 Executive Associate Dean for Professional Education will monitor whether students comply with the terms of their written contracts or any academic sanctions deemed appropriate by the Executive Associate Dean for Professional Education and/or Academic Misconduct Committee.

Students failing to uphold the terms of written contracts and/or sanctions may be suspended or dismissed from the PharmD 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 Executive Associate Dean for Professional Education. 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 Executive Associate Dean for Professional Education 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 Executive Associate Dean for Professional Education. 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 Executive Associate Dean for Professional Education. The decision of the Senior Vice President for Health Sciences is final. The Executive Associate Dean for Professional Education 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 & DEAN'S OFFICE STAFF

DEAN'S OFFICE ADMINISTRATION 801-581-6731

Randall Peterson, Ph.D.	Dean	110B SKH	581-3402
James N. Herron, Ph.D.	Exec. Assoc. Dean, Professional Ed.	105M SKH	581-7303
Darrell Davis, Ph.D.	Exec. Assoc. Dean, Research/Grad. Ed.	1958 SRB	581-7006
Mark A. Munger, PharmD	Sr. Associate Dean, College Affairs	4958 SRB	581-6944
William Crowley, Ph.D.	Associate Dean, Faculty	204 SKH	581-3691
Don K. Blumenthal, Ph.D.	Associate Dean, IPE/Assessment	102A SKH	585-3094
Linda S. Tyler, PharmD	Associate Dean, Pharmacy Practice	A0050 SOM	581-2732
Dan M. Witt, PharmD	Assistant Dean, Clinical Affairs	4323 SRB	581-8851
Krystal Moorman, PharmD	Director of Experiential Education	105J SKH	581-4590
Mario E. Alburges, Ph.D.	Director of Diversity	105K SKH	581-5502

DEAN'S OFFICE STAFF 581-6731

Misti Christensen	Executive Assistant to the Dean	110A SKH	581-3402
David Bardsley	Accounting/Finance Manager	105E SKH	581-6808
Judy Babbitt	Administrative Officer	105 SKH	581-6731

CPCSS:

Weston Tolman	IT Project Manager	4 SKH	585-3637
Jane Fujinami	IT Specialist	4 SKH	585-3193

CPWISE:

Gisel Gomez	Sr. Web Designer	14 SKH	585-9025
Ashley Malili	Spec. Media Coordinator	14 SKH	585-0959

Development Office:

Ryan A. Boyack	Executive Director, Development	105F SKH	581-8704
Danielle Keddington	Development Officer	105F SKH	581-7503

Student Services:

Shawna Webster	Associate Director, Student Services	105C SKH	581-1848
Madeline Marshall	Senior Academic Advisor	105B SKH	581-5384
Torrie Foutz	Pre-Pharmacy Academic Advisor	105A SKH	581-7046

Experiential Education Program:

Heidi Bates	Experiential Education Program Specialist	105D SKH	213-3553
Carrie Kirkpatrick	Experiential Education Program Specialist	105H SKH	213-3421

Ph.D. Program Advisor:

Terri Elder-Hale	Academic Program Manager	308 SKH	581-5581
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Grants / Contracts Officer:

Paul Frankel, Ph.D., M.B.A.	Officer	112 SKH	581-2739
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Project Advisor:

Craig Henchey	Academic Program Manager	112 SKH	587-3043
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MEDICINAL CHEMISTRY

801-581-5881

Darrell Davis, Ph.D.	Professor, Chair	1958 SRB	581-7006
Glenn D. Prestwich, Ph.D.	Presidential Professor	1912 SRB	585-7396
Chris M. Ireland, Ph.D.	Distinguished Professor	1928 SRB	581-8305
Thomas E. Cheatham, Ph.D.	Professor	4914 SRB	587-9652
Eric W. Schmidt, Ph.D.	Professor	1916 SRB	585-5234
Kuberan Balagurunathan, Ph.D.	Professor	1972 SRB	587-9474
Amy Barrios, Ph.D.	Associate Professor	1914 SRB	581-3198
Grzegorz Bulaj, Ph.D.	Associate Professor	1952 SRB	581-4629
Raphael Franzini, Ph.D.	Associate Professor	1926 SRB	585-9051
Jaclyn Winter, Ph.D.	Assistant Professor	1962 SRB	585-7117
Margo Haygood, Ph.D.	Professor	1960 SRB	585-7269
Zhenjian Lin, Ph.D.	Research Associate Professor	1470 SRB	585-6983

Shuanghu Liu, Ph.D.	Research Assistant Professor	SOM 4R118	585-3409
Rodrigo Galindo-Murillo, Ph.D.	Research Assistant Professor	4290 SRB	581-3285

PHARMACEUTICS & PHARMACEUTICAL CHEMISTRY 801-585-0070

Carol S. Lim, Ph.D.	Professor, Interim Chair	2916 SRB	587-9711
David W. Grainger, Ph.D.	Distinguished Professor	301 SKH	581-4532
Jindrich Kopecek, Ph.D.	Distinguished Professor	205B BPRB	581-7211
John W. Mauger, Ph.D.	Assoc. VP of Hlth Sci, Professor	2914 SRB	581-3944
Sung Wan Kim, Ph.D.	Distinguished Professor	205A BPRB	581-6801
You Han Bae, Ph.D.	Professor	2972 SRB	585-1518
Hamid Ghandehari, Ph.D.	Professor	5215 SMBB	587-1566
James N. Herron, Ph.D.	Associate Professor, Exec. Associate Dean, Prof. Ed.	2926 SRB	581-7303
Mingnan Chen, Ph.D.	Assistant Professor	2962 SRB	581-7616
Shawn Owen, Ph.D.	Assistant Professor	2952 SRB	581-8069
Jiyuan Yang, Ph.D.	Research Professor	205C BPRB	581-7349
Shuyun Dong, Ph.D.	Research Assistant Professor	2958 SRB	581-8987
Han Chang Kang, Ph.D.	Research Assistant Professor	2779 SRB	581-8848
Andrew Dixon, Ph.D.	Research Assistant Professor	2958 SRB	TBD
KyungSook Kim, Ph.D.	Research Assistant Professor	2978 SRB	581-3715

PHARMACOLOGY & TOXICOLOGY 801-581-6287

Karen S. Wilcox, Ph.D.	Professor, Chair	201 SKH	581-6287
Randall Peterson, Ph.D.	Professor, Dean	110 SKH	581-3402
Louis R. Barrows, Ph.D.	Professor	116 SKH	581-4547
William R. Crowley, Ph.D.	Professor, Associate Dean, Faculty	204 SKH	581-3691
Kristen A. Keefe, Ph.D.	Professor	3928 SRB	581-3402

Donald K. Blumenthal, Ph.D.	Associate Professor, Associate Dean (IPE/Assessment)	102A SKH	585-3094
Michael Franklin, Ph.D.	Emeritus Professor	3626 SRB	N/A
Andrea Bild, Ph.D.	Associate Professor	3952 SRB	581-6353
Philip J. Moos, Ph.D.	Associate Professor	3914 SRB	585-5952
Christopher A. Reilly, Ph.D.	Associate Professor	3982 SRB	581-5236
Marco Bortolato	Associate Professor	3916 SRB	587-3352
David E. Moody, Ph.D.	Research Professor, Dir. CHT	3972 SRB	581-5117
Mario E. Alburges, Ph.D.	Research Associate Professor, Director of Diversity	105K SKH	581-5502
John M. Veranth, Ph.D.	Research Associate Professor	3780 SRB	587-8814
Roy Smeal, Ph.D.	Research Assistant Professor	4519 SMBB	587-2521
Misty D. Smith, Ph.D.	Research Assistant Professor	417 Wakara	581-3190
Peter West, Ph.D.	Research Assistant Professor	417 Wakara	581-8971
Mei Yee Koh, Ph.D.	Assistant Professor	3912 SRB	581-4612
Shashank Tandon, Ph.D.	Research Assistant Professor	3600 SRB	581-6728

PHARMACOTHERAPY

801-585-3092

Dan M. Witt, PharmD	Professor, Chair, Assistant Dean (Clinical Affairs)	4323 SRB	581-8851
Karen M. Gunning, PharmD	Professor (Clinical)	4982 SRB	587-9553
Diana I. Brixner, RPh, Ph.D.	Professor, Exec. Dir. PORC	4781 SRB	581-3182
Mark A. Munger, PharmD	Professor Sr. Associate Dean, College Affairs	4958 SRB	581-6944
Nancy A. Nickman, MS, Ph.D.	Professor	4930 SRB	581-6239
Barbara I. Crouch, PharmD, MSPH	Professor (Clinical) Executive Director UPCC	4761 SRB	587-0605

Laura Shane-McWhorter, PharmD	Professor (Clinical)	4964 SRB	585-9564
Linda S. Tyler, PharmD	Professor (Clinical), Associate Dean (Pharmacy Practice)	A0050 SOM	581-2732.
David C. Young, PharmD	Professor (Clinical)	4916 SRB	581-8510
Patricia L. Orlando, PharmD	Associate Professor (Clinical)	4928 SRB	581-7545
Jim Ruble, PharmD, JD	Associate Professor (Clinical)	4924 SRB	581-4514
Holly Gurgle, PharmD	Assistant Professor (Clinical)	4836 SRB	585-0982
Alisyn Hansen, PharmD	Assistant Professor (Clinical)	4911 SRB	585-0094
Krystal Moorman, PharmD	Assistant Professor (Clinical) Director of Experiential Education	4931 SRB	581-4590
Hannah Fudin, PharmD	Assistant Professor (Clinical)	4961 SRB	581-3044
Jennifer Babin, PharmD	Assistant Professor (Clinical)	4779 SRB	587-7923
Joanne LaFleur, PharmD, MSPH	Assistant Professor	4765 SRB	585-3794
Heather Nyman, PharmD	Assistant Professor	4769 SRB	587-9594
Katie Traylor	Assistant Professor (Clinical)	4775 SRB	587-9119
Kyle Turner	Assistant Professor (Clinical)	4961 SRB	581-6304
Hanna Raber	Assistant Professor (Clinical)	4911 SRB	585-1845
Joseph E. Biskupiak, MBA, Ph.D.	Research Professor Director PORC	4962 SRB	585-5249
Brandon Bellows, PharmD	Research Assistant Professor	4963 SRB	587-8011

STUDENT RECOGNITION AWARDS & 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 HONOR 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 nominates 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 Senior Recognition Certificate

Lilly Achievement Award

Natural Medicines Comprehensive Database Award

Natural Standard Research Collaboration Award

TEVA Pharmaceuticals USA Outstanding Student Award USHP Student Service Award

US Public Health Service Award

University of Utah Alumni Association Outstanding Senior Award

University of Utah College of Pharmacy Dean's Award

University of Utah College of Pharmacy Outstanding Seminar Award

University of Utah College of Pharmacy Distinguished Service Award

University of Utah College of Pharmacy Distinguished Leadership Award

University of Utah College of Pharmacy Distinguished Professionalism Award

2017-2018 STUDENT ORGANIZATION OFFICERS

Utah Student Pharmacist Alliance (USPA)

President:	Jennifer Yoo
President-Elect:	Jeffrey Sperry
Vice-President Membership:	Eric Wu
Vice-President Student Affairs:	Sonny Lui
Vice-President Public Relations:	Alex Wantanabe
Secretary:	Robbie Gurr
Treasurer:	Ryan Ingle
Treasurer-Elect	Michael Stapley
Historian:	Ngan Huynh
Gala Director(s):	Sweta Patel/ Amanda Mateer

American Pharmacists Association - Academy of Students Pharmacists (APhA-ASP)

President APhA-ASP:	Mikayla Mills
President-Elect APhA-ASP:	Keith Keddington
Patient Care VPs:	Taylor Eno
Policy VP:	Michael Stapley
Finance VP:	Griffin Loutzenhiser
Communications VP:	Ashley Tran
Operation Diabetes:	Ngan Huynh
Operation Immunization:	Cathy Yao
Operation Heart:	Malinda Tan
Operation OTC Medicine Safety:	Taylor Wood
Outreach Coordinator:	Ben Ham/ Kacey Hutchinson
Operation Generation Rx:	Reaghan Erickson

International Pharmaceutical Student Federation (IPSF)

IPSF VP:	Sydney Olson
IPSF VP-Elect:	KC Winter

Utah Pediatric Pharmacy Advocacy Group (UPeds)

President UPeds:	Kevin Lawrence
President Elect UPeds:	Lydia McKay
Secretary UPeds:	Calvin Jahng
Treasurer:	Taylor Hansen
Historian:	Min-Jee Goh

National Community Pharmacists Association (NCPA)

President NCPA:	Hillary Parkin
President-Elect NCPA:	Jonathan Sandoval
Student Liaison:	Chelsea Lam
Treasurer:	Sonny Lui
Secretary:	Chelsea Carr

Academy of Managed Care Pharmacy (AMCP)

President: Kelsey Lockwood
President-Elect: Cole Chambers

American College of Clinical Pharmacy (ACCP)

President: Andy Lyuh
President-Elect: Young Hong
Secretary: Taylor Wood
Treasurer: Eric Wu
ASUU Liaison: Steven Pan
Historian: Young Hong

College of Psychiatric and Neurologic Pharmacists (CPNP)

President: Chad Adamovich
President-Elect: Hannah Christensen

American Society of Health-System Pharmacists - Student Societies of Health-System Pharmacy (ASHP-SSHP)

President: Steph Byrne
President-Elect: Taylor Drown

American Society for Clinical Pathology (ASCP)

President: Austin Reese
President Elect: Anna Adams
Secretary: Kelsey Kelsch

Faculty Advisors:

Chair/Faculty Mentor: Dr. Dave Young
USPA: Dr. Kyle Turner & Dr. Hanna Raber
ACCP-UUSCP: Dr. Patricia Orlando
APhA-ASP: Dr. Kyle Turner
ASHP-SSHP: Dr. Heather Nyman
AMCP: Dr. Diana Brixner
NCPA: Dr. Jim Ruble
ISPOR: Dr. Joanne LaFleur
ISPF: Dr. Hanna Raber

Rho Chi, Beta Epsilon chapter

President: Jeremy Daugherty
Vice President: Kelsey Kelsch
Treasurer: Austin Ulrich
Secretary: Amber Heaton (Neighbor)
Historian: TBA
Faculty Advisor: Dr. Krystal Moorman

Phi Lambda Sigma

President:	Tyler Gunderson
Vice President:	Jessica Le
Treasurer:	Jennifer Yoo
Secretary:	Nitz Bankova
Historian:	Elyse Schwab-Daugherty
Faculty Advisor:	Dr. Jim Ruble

Kappa Psi

Regent:	Steph Byrne
Immediate Past Regent:	Lindsay Walzer
Vice Regent:	Chris Bell
Secretary:	Kelsey Lockwood
Treasurer:	Cody Chiaramonte
Historian:	Lauren Spencer
Pledge Master:	Camryn Froerer
Sergeant at Arms:	Josh Olivas
Chaplain:	Chris Khong
Webmaster:	Sara Anderson
Faculty Advisor:	Dr. Alisyn Hansen & Dr. Macheala Jacquez

Student Advisory Committee (SAC)

P1:	To be elected
P2:	Chelsea Morgan
P3:	To be elected
P4:	Benjamin Davies

ASUU

Senate:	Michael Stapley
Assembly Rep.:	Ryan Ingle

Alumni Association

Student Reps:	Tyler Tinham
	Jon Van Tassell
	David Webb
	Taylor Morgan

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 Executive Associate Dean for Professional Education 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.

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.

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-SSHP)
3. National Community Pharmacists Association Student Society (NCPA)
4. Academy of Managed Care Pharmacy (AMCP)
5. University of Utah Student College of Clinical Pharmacy (UUSCCP)
6. Utah Pediatric Student Advocacy Group (UPeds)
7. College of Psychiatric and Neurologic Pharmacists (CPNP)

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 organizing and coordinating all student events and/or functions that are implemented by the student organizations listed above. As such, USPA provides a plethora of opportunities for students to develop as a professional, including:

1. Leadership positions within USPA and its corresponding student organizations
2. Networking with local, regional, and national professionals
3. Admission to the Career Opportunity Series luncheons
4. 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 1st to October 31st with dues being \$35 (2017-18).

We congratulate you on your acceptance into the College of Pharmacy and in your choice of profession. 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 1st to October 31st 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 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

The chapter hosts a Fall Social every year to introduce APhA-ASP and to provide networking opportunities for students. The chapter also hosts 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 1st to October 31st with dues being \$40 (2011-2012 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 College of Pharmacy Student Directory

AMERICAN SOCIETY OF HEALTH-SYSTEMS PHARMACISTS (ASHP-SSHP)

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). Leadership positions and committee membership are available and encouraged within USHP.

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 \$50 (2017-18). With membership in SSHP the student also becomes a member of the national society and receives the following:

- Professional Networking Growth (eg, ASHP Connect, Pharmacy Sections and Forums, Clinical Skills Competition, Internship and Externship opportunities)
- Career Development and Leadership (eg, Student Career Resources including Residency Preparation, Leadership and Practice Resource Centers, Programs and Awards)
- Student Discounts (eg, Publications, PharmPrep Online, Dues)
- News and Current Information (eg, AJHP, Daily Briefing, Advocacy Updates)

A full list of student benefits are available at:

<http://www.ashp.org/Import/MEMBERCENTER/StudentForum/AboutUs/Benefits.aspx>

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:

- Continuing growth and prosperity of independent community pharmacy in the United States
- Representing the professional and proprietary interests of independent community pharmacists and will vigorously promote and defend those interests

- Providing high-quality pharmacist care and to restoring, maintaining, and promoting the health and well-being of the public we serve
- 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
- Value the right to petition the appropriate legislative and regulatory bodies to serve the needs of those we represent
- Utilize our resources to achieve these ends in an ethical and socially responsible manner

Memberships in NCPA provides the following benefits:

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

Annual student dues for NCPA are \$50 (2017-18 dues).

ACADEMY OF MANAGED CARE PHARMACY (UU-AMCP)

Academy of Managed Care Pharmacy is focused on using managed care pharmacy to improve health care for all and is the newest student chapter at our college. AMCP's vision is managed care pharmacy improving health care for all.

The Academy of Managed Care Pharmacy is focused on using managed care principles to improve health care for all. The U of U AMCP is the newest student chapter at our college. Student members can get involved in the Pharmacy and Therapeutics (P&T) Committee Local Competition. Our chapter's best P&T team is also eligible for over \$4000 to attend and compete at the Spring Annual Conference. Membership also includes a subscription to the Journal of Managed Care Pharmacy (JMCP) and the Daily Dose newsletter. Student members from our local chapter have found leadership opportunities as the AMCP delegate in the APhA-ASP House of Delegates and have been selected for the competitive summer internship program. Members are also eligible for reimbursement from our local chapter and ASUU to attend the Fall Educational and Spring Annual conferences.

Annual student dues for AMCP are \$45 (2017-18).

INTERNATIONAL SOCIETY OF PHARMACOECONOMIC OUTCOMES RESEARCH (UU-ISPOR)

The mission of the UU-ISPOR student chapter is to provide a forum for gaining knowledge and developing leadership skills necessary for professional advancement in pharmacoconomics and outcomes research by increasing awareness of the goals and objectives of the Society and working together with members of the pharmaceutical industry, health care related organizations, and academia.

ISPOR promotes the science of pharmacoconomics (health economics) and outcomes research (the scientific discipline that evaluates the effect of health care interventions on patient well-being including clinical outcomes, economic outcomes, and patient-reported outcomes) and facilitates the translation of this research into useful information for healthcare decision-makers to ensure that society allocates scarce health care resources wisely, fairly and efficiently. ISPOR is a fully international, educational and scientific organization that embraces health care researchers from all disciplines conducting health care outcomes research. These disciplines include pharmacoconomics (health economics), epidemiology (pharmacoepidemiology), decision analysis, modeling, risk assessment, patient-reported outcomes (quality of life), and use of 'real world' data such as health care database analyses, observational studies, and patient registries. Health care includes use of pharmaceuticals, biologics, genetically-derived products, medical devices, delivery systems, and health services.

Annual student dues for ISPOR are \$35 (2013-2014).

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

ADDITIONAL INFORMATION

Student Life

1. If you have questions regarding academic issues, you may discuss them with the Executive Associate Dean for Professional Education, or if you have questions regarding your program of study and other requirements associated with the Professional Program, contact:
Shawna Dudley, Student Affairs Manager
Office of Student Affairs
105C Dean's Suite | 581-1848
Madeline Marshall, Academic Advisor
Office of Student Affairs
105B Dean's Suite | 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 university 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 (105 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 (105 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 Health Sciences Library.
5. Access to the College of Pharmacy Computer Laboratory, 216 Skaggs Hall, is obtained through your Student ID Card
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 Coffee Lab located in the first floor of the LS Skaggs Pharmacy Institute Building.
8. The Bistro Café @ the Hub is located on the first floor of the Health Sciences Education Building.
9. The Heritage Commons cafeteria is located about one block south of Skaggs Hall. Primary Children's Medical Center cafeteria is located on the first floor.
10. The College of Pharmacy lockers are located on the second floor of the Health Sciences Education Building.
11. The Health Sciences Bookstore is open from 8:00 a.m. to 5:30 p.m. Monday through Friday only, and is located in the Health Sciences Education Building (HSEB), first floor.

Campus Alert System

The Campus Alert system is the University of Utah's mass notification system to provide information to students, faculty and staff of emergencies (snow closures, blocked roads, power outages, gas leaks etc.). The Campus Alert System will notify students via email, text message, or telephone voice message. Students must opt in to this alert system to receive campus alert messages. To register for campus alerts go to <http://www.campusalert.utah.edu/>

Student Safety

<http://dps.utah.edu/>

Student safety in all learning environments is a priority. Students should observe the following guidelines to avoid becoming a victim of crime:

- Be aware of your surroundings at all times. Know where you are, where you are going and what to expect. Use well lit walkways at night.
- Avoid walking alone. Walk in pairs/groups, or call University Police at 801-585-2677 (801-585-COPS) for a police escort to your car after dark.
- Be aware of blue light emergency phones around campus that ring directly to the University Police. All campus and pay phones can access emergency services by dialing 9- 911.
- Report suspicious activities or persons to University Police at 801-585-2677 (585-COPS).
- Do not leave personal items (computer, keys, purse, backpack etc...) unattended.
- Register your personal property with the Department of Public Safety. (<http://dps.utah.edu/crime-prevention/property-registration.php>)
- Secure your computer. Computer savvy thieves can access your files and personal information. Password-lock your equipment or log off when your computer is unattended.
- Lock your bicycle in racks outside campus buildings (not to trees or railings). Take easy-to-steal items (helmet, pump, bottles, quick release seat, etc.) with you.
- Lock the outside door of secured buildings and do not allow unauthorized people in after hours.

Health Sciences Library

<http://library.med.utah.edu/lib/>

The Spencer S. Eccles Health Sciences Library provides access to the published literature through licensing electronic journals that are the “version of record”, replacing print journals as the industry standard. For items not locally available, the Library obtains needed items on demand at no charge to students through interlibrary loan. The Library’s physical collection contains over 212,000 volumes.

The Library supports Open Access journals that advance science by making new findings ubiquitously available and accelerating the translation of knowledge from research bench to evidence-based practice.

The Eccles Health Sciences Library is the founder and a member of the Utah Health Sciences Library Consortium (UHSLC), which includes 15 hospital and special academic health sciences libraries. The UHSLC offers reciprocal interlibrary loan services and education programs, a very important asset for our medical students. The Eccles Health Sciences Library is also a member of the Utah Academic Library Consortium (UALC) whose members include 14 college and university libraries in Utah, the Utah State Library Division, and 10 college and university libraries from Nevada.

Student Resource Library

The Resource Library houses online and hard copy references, including basic science references, study aids for shelf and board exams, clinical handbooks, standard reference texts, and information for students with questions about match and residency training. The Resource Library is located in 1C-103 SOM.



The Office of Equal Opportunity and Affirmative Action

<http://www.oeo.utah.edu/>

The Office of Equal Opportunity and Affirmative Action (OEO/AA) provides information and training to the university community regarding their equal opportunity and affirmative action rights and responsibilities. OEO/AA encourages outreach and recruitment of diverse students, faculty, and staff in programs and activities and acts as a resource for students regarding projects and assignments. In addition, this office consults with any member of the campus community regarding equal opportunity and affirmative action issues and possible violations.

Complaints may be filed by employment applicants, faculty, students, staff, and participants in University programs or services who feel they may have been discriminated against on the basis of race, color, religion, national origin, sex, sexual orientation, age, status as a disabled individual, disabled veteran, or veteran. Cognizable allegations of discrimination, including sexual harassment and retaliation, will be investigated by OEO/AA.

The Office of Equal Opportunity and Affirmative Action
201 South Presidents Circle
John R. Park Building, Room 135
Phone: (801) 581-8365
FAX: (801) 585-5746

University Counseling Center

<http://www.sa.utah.edu/counsel/>

The University of Utah has a Counseling Center for students. There is no charge for the initial intake session and billing for follow up sessions are based on a sliding scale. The Counseling Center does not bill the student's insurance because their cost is minimal—approximately \$10.00. The Counseling Center is located in the Student Services Building in Room 426, and it is open Monday through Friday from 8:00 AM – 5:00 PM. Emergency after-hours #(801) 587-3000.

Disability Services

<http://disability.utah.edu>

The Center for Disability Services (CDS) provides accommodations and support for the educational development of students with disabilities. Students with a documented disability and students seeking to establish the existence of a disability and to request accommodation are required to meet with the CDS Director for recommended accommodations. The CDS will work closely with eligible students and the Office of Professionalism, Evaluation & Learning to make arrangements for approved accommodations.

University of Utah Center for Disability Services
Olpin Student Union Building, Room 162
Phone (Voice/TDD): (801) 581-5020
Email: info@disability.utah.edu

Income Accounting and Student Loan Services

<http://fbs.admin.utah.edu/income/>

The Income Accounting Office is located at 165 Student Services Building. This Office assists students with tuition bills, tuition account refunds, third party tuition bills, tuition reductions, graduate tuition benefits, and all other student tuition issues. Students may pay tuition and fees at the Income Accounting Office.

Bills are generated for institutional charges, federal and short term loans, and dishonored checks, and are sent to students and borrowers from this office. This office counsels student loan borrowers with payment issues, federal loan deferments and cancellation requirements, loan entrance and exit counseling, and credit reporting issues.

University Registrar

<http://ww.sa.utah.edu/regist/>

The Registrar's Office provides assistance to students and staff with registration, graduation, grading, academic calendars, transcripts, verifications, veteran services, scheduling, FERPA, policy, procedures, and student information. The Registrar's Office is located at 250 Student Services Building. Infractions (academic, financial, health, etc.) that result in withholding of registration and/or withholding of release of the transcript must be addressed department placing the hold and the Registrar's Office.

University Housing

<http://housing.utah.edu/> or <http://apartmetns.utah.edu>

The University of Utah Housing and Residential Education Department and the University Student Apartments assist students with housing needs, and provide information regarding single student/family accommodations on campus. For housing inquiries please contact the Housing and Residential Education Department at 801-587-2002. You may also contact University Student Apartments at 801-581-8667.

Campus Recreation

<http://web.utah.edu/campusrec/>

Students are eligible to free use of the facilities at the Health, Physical Education, and Recreation Complex (HPER) and the Einar Nelson Field house.

Parking

<http://www.parking.utah.edu/>

The Department of Commuter Services requires students who drive to campus to register their vehicles and purchase annual parking permits. Vehicles are cited under a University citation system for rule infractions. Parking citations may be appealed. Complete campus parking regulations are listed in the Parking Regulations Brochure available from Parking Services.

Students are encouraged to call University Police at 801- 585-2677 (801-585-COPS) for after-hours Campus Police escort to their vehicle.

Utah Transit Authority (UTA) Pass

<http://www.parking.utah.edu/>

<http://www.parking.utah.edu/transportation/index.html>

Students are eligible to receive a UTA Ed Pass at no charge. Students must request the UTA Ed Pass when applying for their photo identification name badge. The ID badge can be used on the UTA vehicles-tap on/tap off system. Card readers are located at each door on every UTA bus and at the entrances to all TRAX and FrontRunner stations. Be sure to tap on when boarding and tap off when exiting to validate your fare. Replacements costs will be charged for lost or stolen passes.

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 Websites

General Catalog and Class Schedule:

<http://catalog.utah.edu>

Income Accounting, Student Loans and Tuition:

<http://www.fbs.admin.utah.edu/income/>

Office of the Registrar:

<http://registrar.utah.edu/>