

UNIVERSITY OF UTAH  
COLLEGE OF PHARMACY

DOCTOR OF PHARMACY PROGRAM  
**ORIENTATION GUIDE**  
*CLASS OF 2025*

*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 Olin 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.

October 2021

# 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.

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*Adapted from the Pledge of Professionalism, developed and adopted by Alpha-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.

## Vision Statement

The Vision of the University of Utah College of Pharmacy is to become recognized globally as the premier college of pharmacy through inter-professional collaboration and interdisciplinary-based lifelong learning, research, and patient care.

## 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
- Foster respectful and inclusive professional relationships
- Follow the principles of the Pharmacists' Patient Care Process
- 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 (PharmD) Program by the Graduate School upon the recommendation of the College of Pharmacy Admissions Committee. The PharmD Program is administered by the College of Pharmacy through the Dean's Office.

The PharmD 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. Experiential rotations provide 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 record 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 2025\*

Curriculum subject to revision

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

### FIRST PROFESSIONAL YEAR (2021 – 2022)

#### Fall Semester 2021

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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 5145: Pharmacy Practice Skills Lab I (0.5)  
PHARM 5150: Recitation (1.5)

*Semester Credit Hours: 16.5*

#### Spring Semester 2022

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PHARM 5111: Foundations of Biotechnology & Molecular Biology (3)  
PHARM 5141: Community Practice (3)  
PHARM 5142: Foundations of Pharmacy: Law/Ethics/Risk Mitigation (4)  
PHARM 5143: Foundations of Professional Practice: Community Agency Practicum (3)  
PHARM 5146: Pharmacy Practice Skills Lab II (0.5)  
PHARM 5151: Recitation (2)  
PHARM 6611: Foundations of Interprofessional Education (0.5)

*Semester Credit Hours: 16*

### SECOND PROFESSIONAL YEAR (2022 – 2023)

#### Fall Semester 2022

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PHARM 6252: Integrated Pharmacotherapeutics I (8)  
PHARM 6240: Drug Information & Literature Evaluation I (3)  
PHARM 6242: Pharmaceutical Compounding & Drug Delivery Systems/Laboratory (3)  
PHARM 6247: Pharmacy Practice Skills Lab III (0.5)  
PHARM 6250: Recitation (2)

*Semester Credit Hours: 16.5*

#### Spring Semester 2023

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PHARM 6253: Integrated Pharmacotherapeutics II (8)  
PHARM 6220: Pharmacokinetics & Pharmacodynamics (3)  
PHARM 6241: Drug Information & Literature Evaluation II (3)  
PHARM 6248: Pharmacy Practice Skills Lab IV (0.5)  
PHARM 6251: Recitation (2)

*Semester Credit Hours: 16.5*

### THIRD PROFESSIONAL YEAR (2023 – 2024)

#### Summer Semester 2023

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PHARM 7640: Core Community Rotation (4)  
PHARM 7641: Core Institutional Rotation (4)

Elective(s) (0-4)

*Semester Credit Hours: 8-12*

**Fall Semester 2023**

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PHARM 7355: Integrated Pharmacotherapeutics III (4)  
PHARM 6713: Interprofessional Experience: Chronic Disease Management (0.5)  
PHARM 7340: Leadership and Management for Pharmacists (2)  
PHARM 7349: Pharmacy Practice Skills Lab V (0.5)  
PHARM 7350: Recitation (2)  
PHARM 7352: Principles of Project Development (3)  
PHARM 7841: Professional Development Seminar I (0.5)  
Elective(s) (3-5)

*Semester Credit Hours: 15.5-17.5*

**Spring Semester 2024**

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PHARM 7341: Advanced Therapeutics (6)  
PHARM 6623: Interprofessional Experience: Medical Error Disclosure (0.5)  
PHARM 7342: US Health Care Policy (2)  
PHARM 7842: Professional Development Seminar II (0.5)  
PHARM 7851: Project Development Practicum I (2)  
Elective(s) (4-6)

*Semester Credit Hours: 15-17*

**FOURTH PROFESSIONAL YEAR (2024 – 2025) \*****Summer Semester 2024**

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APPE Block 1  
APPE Block 2

*Semester Credit Hours: 6-12*

**Fall Semester 2024**

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APPE Block 3  
APPE Block 4  
APPE Block 5  
PHARM 7843: Professional Development Seminar III (0.5)  
PHARM 7852: Project Development Practicum II (2)

*Semester Credit Hours: 14.5-20.5*

**Spring Semester 2025**

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APPE Block 6  
APPE Block 7  
APPE Block 8  
PHARM 6614: Interprofessional Experience: Transition of Care (0.5)  
PHARM 7844: Professional Development Seminar IV (0.5)  
PHARM 7853: Project Development Practicum III (2)

*Semester Credit Hours: 15-21*

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

#### **Pharmacy Practice Skills Lab I PHARM 5145** 0.5 credit

The Pharmacy Practice Skills Lab series will emphasize the practice of foundational patient care skills while integrating knowledge learned in other courses with their practical applications in pharmacy practice. The primary skills emphasized during this longitudinal course include patient physical assessment, medication history, patient interviews, medication counseling, SBARQ, and SOAP note writing. In PPSLI, the focused skills will include medication history, collecting subjective and objective information, and general physical assessment.

#### **Recitation PHARM 5150** 1.5 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 semester credit hours**

### **Foundations in Biotechnology & Molecular Biology PHARM 5111** 3 credits

This course covers nucleic acid metabolism, including purines and pyrimidines, DNA replication and repair, RNA and protein synthesis, regulation of gene transcription and translation. Topics also include cell structure components, ion channels and receptors, mitosis and meiosis, cell cycle, genetics, pharmacogenomics, recombinant DNA methods, biologics, molecular diagnostic methods, gene editing and gene therapy.

### **Community Practice PHARM 5141** 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.

### **Foundations of Pharmacy: Law/Ethics/Risk Mitigation PHARM 5142** 4 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.

### **Pharmacy Practice Skills Lab II PHARM 5146** 0.5 credit

The Pharmacy Practice Skills Lab series will emphasize the practice of foundational patient care skills while integrating knowledge learned in other courses with their practical applications in pharmacy practice. The primary skills emphasized during this longitudinal course include patient physical assessment, medication history, patient interviews, medication counseling, SBARQ, and SOAP note writing. In PPSLII, the focused skills will include general physical assessment and patient interviewing.

### **Recitation PHARM 5151** 2 credits

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.

### **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 (National Academy 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.

## **SECOND PROFESSIONAL YEAR**

### **FALL SEMESTER – P2: 16.5 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 special populations including pediatric and geriatric patients. 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 pharmacotherapeutic approaches, and knowing the basic science underpinnings of those approaches, for management of disease conditions.

#### **Drug Information & Literature Evaluation I PHARM 6240** 3 credits

This course builds off of Foundations of Drug Information to introduce principles of biostatistics, epidemiology, and critical appraisal of the medical literature. These skills form a foundation for evidence-based practice. The first semester will emphasize clinical trials, cohort studies, and case-control studies.

#### **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.

#### **Pharmacy Practice Skills Lab III PHARM 6247** 0.5 credit

The Pharmacy Practice Skills Lab series will emphasize the practice of foundational patient care skills while integrating knowledge learned in other courses with their practical applications in pharmacy practice. The primary skills emphasized during this longitudinal course include patient physical assessment, medication history, patient interviews, medication counseling, SBARQ, and SOAP note writing. In PPSLIII, the focused skills will include medication counseling and physical assessment for cardiovascular and endocrine systems.

#### **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.

#### **Pharmacokinetics & Pharmacodynamics PHARM 6220** 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.

**Drug Information & Literature Evaluation II PHARM 6241**

3 credits

This course builds from Foundations of Drug Information and Drug Literature Evaluation I to introduce principles of biostatistics, pharmacoeconomic, and critical appraisal of the medical literature. These skills form a foundation for evidence-based practice. The second semester will emphasize noninferiority clinical trials, systematic reviews and meta-analysis, and pharmacoeconomic studies.

**Pharmacy Practice Skills Lab IV PHARM 6248**

0.5 credit

The Pharmacy Practice Skills Lab series will emphasize the practice of foundational patient care skills while integrating knowledge learned in other courses with their practical applications in pharmacy practice. The primary skills emphasized during this longitudinal course include patient physical assessment, medication history, patient interviews, medication counseling, SBARQ, and SOAP note writing. In PPSLIV, the focused skills will include complete medication review and musculoskeletal/neurological physical assessment.

**Recitation PHARM 6251**

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.

**THIRD PROFESSIONAL YEAR****SUMMER SEMESTER – P3: 8-12 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.

**Elective(s) (0-4)**

0-4 credits

**FALL SEMESTER – P3: 15-17 semester credit hours****Integrated Pharmacotherapeutics III PHARM 7355**

4 credits

Integrated Pharmacotherapeutics III is divided into four modules: 1) Reproduction, 2) Dermatology, 3) Gastrointestinal, and 4) 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.

**Interprofessional Experience: Chronic Disease Management PHARM 6713**

0.5 credits

This interprofessional education course is designed to prepare pharmacy students to work in health care teams to improve the safety and quality of care for patients with chronic diseases in the ambulatory care setting. Through the use of simulation-based patient care management scenarios, health professions students are provided the opportunity to actively engage in learning with students from other health care professions including medicine, nursing, and others. 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.



**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.

**Pharmacy Practice Skills Lab V PHARM 7349****0.5 credit**

The Pharmacy Practice Skills Lab series will emphasize the practice of foundational patient care skills while integrating knowledge learned in other courses with their practical applications in pharmacy practice. The primary skills emphasized during this longitudinal course include patient physical assessment, medication history, patient interviews, medication counseling, SBARQ, and SOAP note writing. In PPSLV, the focused skills will include SOAP notes and gastrointestinal/genitourinary/skin physical assessment.

**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.

**Principles of Project Development PHARM 7352****3 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.

**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.

**Elective(s) (3-5)****SPRING SEMESTER – P3: 15-17 semester credit hours****Advanced Therapeutics PHARM 7341****6 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.

**Interprofessional Experience: Medical Error Disclosure PHARM 6623****0.5 credits**

This interprofessional education course prepares students to disclose medical errors as a health professional team. Teams of students from various health professions including pharmacy, medicine, nursing, physician's assistant, and others participate in an in-person simulation to disclose a medication error in a hospital setting that could result in serious harm or death of the patient. Students learn the basic principles of effective error disclosure in an authentic scenario where they play the role of their profession on a health care team.

**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.



**Professional Development Seminar II PHARM 7842**

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.

**Project Development Practicum I PHARM 7851**

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.

**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: 14.5-20.5 semester credit hours**

APPE Block 3

6 credits

APPE Block 4

6 credits

APPE Block 5

6 credits

Project Development Seminar III PHARM 7843

0.5 credits

Project Development Practicum II PHARM 7852

2 credits

**SPRING SEMESTER – P4: 15-20 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 Seminar IV PHARM 7844

0.5 credits

Project Development Practicum III PHARM 7853

2 credits

\* Students participate in seven, 6-week rotations. One (1) APPE Block will be a scheduled "Off" block. *Rotations may be taken in any order subject to CORE ELMS™ Rotation 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. The Pharmacotherapy Track and Policy/Outcomes Track must take four elective credits within the Track. Students must take at least four elective credits within their chosen curriculum track. Students may also suggest appropriate electives (including ones from other Tracks or offered by other academic departments) 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 the P3 Curriculum Stewards 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	6310	Interprofessional Telemedicine	0.5	Farrell	Consent of Professional Development Mentor
PHARM	6810	Interprofessional Disaster Preparedness and Response	0.5	Farrell	Consent of Professional Development Mentor
PHARM	7540	Advanced Pharmacy Management & Leadership	1	Bilodeau	Consent of Professional Development Mentor
PHARM	7541	CEL Elective	1-2	Nickman/Taylor	Discuss with Dr. Nickman during P1 year.
PHARM	7543	Cancer Camp	2	Beckwith	Can be used for P1 Residency Requirement but does not qualify as a P3 Elective
PHARM	7545	Cardiovascular Medicine	2	Carey/Sessions	Consent of Professional Development Mentor
PHARM	7547	Leadership & Advocacy	2	Young/Turner	Consent of Professional Development Mentor
PHARM	7548	Health Informatics	2	Moore	Consent of Professional Development Mentor
PHARM	7549	Intro to Nuclear Pharmacy & Nuclear Medicine	2	Crebs	Consent of Professional Development Mentor
PHARM	7550	Advance Health Counseling	2	Raber	Consent of Professional Development Mentor
PHARM	7552	Managed Care Elective	2	Brixner	Consent of Professional Development Mentor
PHARM	7553	Oncology Elective	2	Filtz/Sageser	Consent of Professional Development Mentor
PHARM	7554	Thrombosis Elective	2	Witt/Vasquez	Consent of Professional Development Mentor
PHARM	7556	Herbal Medicines	2	McWhorter	Consent of Professional Development Mentor
PHARM	7557	Solid Organ Transplant	1	Carlson/Sirandas	Consent of Professional Development Mentor
PHARM	7560	Palliative Care	2-3	Supiano/Ward	Consent of Professional Development Mentor
PHARM	7561	Pediatrics Pharmacotherapy	2	Benefield	Consent of Professional Development Mentor

PHARM	7562	Outcomes Research Elective	2-3	Brixner	Consent of Professional Development Mentor
PHARM	7563	Outreach Poison Prevention Education Elective	2	Pace	Consent of Professional Development Mentor
PHARM	7564	Psychopharmacology Elective	2	Denio	Consent of Professional Development Mentor
PHARM	7566	Systematic Reviews and Meta-Analysis	2	LaFleur	Consent of Professional Development Mentor
PHARM	7567	Clinical Toxicology Elective	2	Johnson	Consent of Professional Development Mentor. May also be appropriate for students in the Pharm Sci Track.
PHARM	7840	Journal Club	1	LaFleur/Moorman	Consent of Professional Development Mentor
PHARM	7850	Career as Product	1	Blumenthal	Consent of Professional Development Mentor. Can be taken to satisfy the P1 Residency Requirement
PHARM	7860	Pharmacy & Therapeutics Committees Elective	1	Brixner	Consent of Professional Development Mentor
PHARM	7910	Special Problems in Medicinal Chemistry	1-3	MDCH Faculty	Consent of Professional Development Mentor
PHARM	7920	Special Problems in Pharmaceutics	1-3	PHCEU Faculty	Consent of Professional Development Mentor
PHARM	7930	Special Problems in Pharmacology	1-3	PHTX Faculty	Consent of Professional Development Mentor
PHARM	7940	Special Problems in Pharmacotherapy	1-3	PCTH Faculty	Consent of Professional Development Mentor

## P3 ELECTIVE COURSES OUTSIDE THE COLLEGE OF PHARMACY

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

Note 1 – the above MDCRC courses are appropriate for the Policy/Outcomes Track with consent of the student's professional development mentor.

Note 2 – 6000- or 7000-level courses offered by other academic departments may be appropriate electives but must be discussed and approved by the student's professional development mentor.

## Professional Development Mentoring Checklist – Page

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

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 before registering for their P3 electives.**

## 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): \_\_\_\_\_

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**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 course master: \_\_\_\_\_

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](mailto:hanna.raber@pharm.utah.edu) with any questions regarding Global Health opportunities.

### Certificate in Global Health

The Division of Public Health in the Department of Family and Preventive Medicine offers a graduate certificate in global health that 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

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

### Certificate in Public Health

The Division of Public Health in the Department of Family and Preventive Medicine offers a 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.

More information at: <https://medicine.utah.edu/dfpm/public-health/programs/certificates/public-health/>

## Co-curricular Requirements

University of Utah College of Pharmacy

University of Utah College of Pharmacy students are required to participate in one “qualified” co-curricular activity per semester per ACPE recommendations. Qualified cocurricular events must address one or more of the Key Elements in ACPE’s Accreditation Standards 3 & 4 (listed below) and also involve active participation from the student.

Students should sign up for co-curricular activities using the COP co-curricular tracking system. Students will need to complete reflections after the event and discuss the reflections with their faculty mentors. P1 and P2 students will need to submit the completed reflection form to the Deans Office while P3 and P4 students will submit completed reflections to the Professional Development Course.

### ACPE Key Elements:

- 3.1. Problem solving – The graduate is able to identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
- 3.2. Education – The graduate is able to educate all audiences by determining the most effective and enduring ways to impart information and assess learning.
- 3.3. Patient advocacy – The graduate is able to represent the patient’s best interests.
- 3.4. Interprofessional collaboration – The graduate is able to actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
- 3.5. Cultural sensitivity – The graduate is able to recognize social determinants of health to diminish disparities and inequities in access to quality care.
- 3.6. Communication – The graduate is able to effectively communicate verbally and nonverbally when interacting with individuals, groups, and organizations.
- 4.1. Self-awareness – The graduate is able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
- 4.2. Leadership – The graduate is able to demonstrate responsibility for creating and achieving shared goals, regardless of position.
- 4.3. Innovation and entrepreneurship – The graduate is able to engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
- 4.4. Professionalism – The graduate is able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

### Examples of Qualified Co-Curricular Activities\*:

- Public Health Outreach (E.g., Maliheh, Midvale, PrEP Clinic, Flu Clinics, Health Fairs)
- Public Education Events (E.g., Naloxone training, Brown Bag Events, High School Educational Events)
- College Competitions (E.g., APhA Counseling Competition, SSHP Clinical Skills Competition)
- Student Org Sponsored Journal Clubs
- Legislative Day and Legislative Advocacy
- Student Org Sponsored Shadowing Events
- Health-related Community Service
- Training/certifications (outside of PharmD curriculum)
- Professional Meetings
- Leadership positions (planning student events, including social and fundraising events)
- COS luncheons
- PLS Faculty Dinners
- Recruitment events
- Career fair/postgraduate/fellowship interviews (interviews do not need to be entered into co-curricular system)
- Professional development events (outside of PharmD curriculum)

\*Examples of activities that **do not** meet the requirements from ACPE Standards 3 & 4 include attending social or fundraising events (however contributions to the planning of these events are considered a qualified activity)

Students are required to participate in one co-curricular activity and write a reflection about it each semester. The process for completing this requirement is outlined below:

### Activities Listed in the Online Co-Curricular Event System

1. Use the College's co-curricular event webpage to view and sign up for a co-curricular activity.
2. Participate in the event.
3. Complete the reflection using the online co-curricular event webpage. Save the reflection as a PDF.
4. Go to <https://pharmacy.utah.edu/events/> and access the [P1 & P2 Professional Development Mentoring Online Form](#).
5. Fill out the form and attach the co-curricular event reflection document. Once you click 'submit' the form will automatically be sent to your faculty mentor.
6. Contact your mentor to schedule a meeting to discuss the co-curricular event and reflection. Note: This should be done at least **2 weeks** prior to the deadline.
7. Meet with your mentor. Once they sign and submit the form, the response will automatically be recorded. Nothing needs to be submitted to Canvas or the Dean's office. Note: **the deadline is the last day of the semester.**

### Events Not Listed in the Online Co-Curricular Event System

1. Contact your faculty mentor to determine if the event will count towards this requirement.
2. Participate in the event.
3. Choose four relevant key elements from the Standardized Reflection Questions document and write a reflection using the Co-Curricular Event Reflection document.
4. Save your reflection assignment and other artifacts from the co-curricular event using the Co-Curricular Activity System's 'Add a Reflection' feature.
5. Go to <https://pharmacy.utah.edu/events/> and access the [P1 & P2 Professional Development Mentoring Online Form](#).
6. Fill out the form and attach the co-curricular event reflection document. Once you click 'submit' the form will automatically be sent to your faculty mentor.
7. Contact your mentor to schedule a meeting to discuss the co-curricular event and reflection. Note: This should be done at least **2 weeks** prior to the deadline.
8. Meet with your mentor. Once they sign and submit the form, the response will automatically be recorded. Nothing needs to be submitted to Canvas or the Dean's office. Note: **the deadline is the last day of the semester.**

If you have questions about this process, please contact Dr. Bald: [elizabeth.bald@pharm.utah.edu](mailto:elizabeth.bald@pharm.utah.edu)

## CERTIFICATE IN PUBLIC HEALTH PROGRAM SCHEDULE

Course Prefix & Number	Title & Credit Hours	Semester Courses are offered (subject to change without notice)
PBHLT 6100	Biostatistics (3)	Fall and Spring
PBHLT 6300	Epidemiology (3)	Fall and Spring
PBHLT 6400	Public Health Management and Practice (3)	Fall
PBHLT 6600	Social and Behavioral Science in Public Health (3)	Fall and Spring
PBHLT 6700	Environmental and Biological Science in Public Health (3)	Spring
	<b>Total Number of Credits 15</b>	

## CERTIFICATE IN GLOBAL HEALTH PROGRAM SCHEDULE

Course Prefix & Number	Title & Credit Hours	Semester Courses are offered (subject to change without notice)
PBHLT 6502	International Public Health Issues (3)	Fall
PBHLT 6530	Global Health (3)	Spring
PBHLT 6531	International Fieldwork in PH (4)	Summer
	<b>Total Number of Credits 16 (10 required + 6 elective)</b>	

## 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 June (3 weeks or 4 weeks with optional Paris add-on)

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

## Global Health Ghana Elective Program

### Overview

The purpose of this program is to outline the necessary activities in order for pharmacy students to receive elective credit in their P3 year for participation in Global Health Ghana during the summer before P2 year. Completion of program requirements is not necessary to participate in the Global Health Ghana program, however, is necessary to obtain elective credits within the College of Pharmacy.

### Required Activities:

#### Pre-Trip:

- Students are to complete the 1 credit course "Preparation for Global Health Service and Learning, PED6510" through the college of medicine prior to departure (i.e., fall of P1 year)
  - Description of course: Service-learning activities in low-resource international settings can come with great challenges for the individual learner as well as the host and the sending institutions. Students involved in clinical care, research or community development efforts frequently encounter ethical, logistical, security or health issues. Furthermore, it is not unusual for students to struggle with the question of how to approach global health efforts in the "right" way. While there is no correct answer to this question, there are many examples of well-intentioned global health activities which led to undesirable or harmful outcomes. Adequate planning, preparation and oversight are necessary to complete a successful global health experience. This course promotes an ethics-based approach to help minimize undue burdens on students and the sending and host institutions, prevent negative effects on patients and/or communities, improve the quality and sustainability of the experience for other students and to bring benefits to institutions as well as trainees. This course will introduce students to a structured approach to and the necessary resources for planning and participating in an ethically guided service-learning experience in an international setting.
- Students are to attend preparation meetings and complete all pre-trip assignments

**Trip:**

- Students to complete the Global Health Ghana experience (4 credits, 3 weeks) during the summer before P2 year
  - Program details: <https://medicine.utah.edu/dfpm/public-health/global/learning-abroad/ghana.php>

**Post-Trip:**

- Students are to author and present 1 poster either locally or nationally on research completed during the global health Ghana experience
- Students are to coauthor 1 publication in a pre-approved journal on research completed during the global health Ghana experience

**Procedures for Elective Approval:**

- All required activities must be completed prior to the first day of P3 year. All requirements will be reviewed by Hanna Raber for completeness. Hanna Raber will notify student mentor of completion.
- Once all activities are completed and the student mentor has been notified, the student is to complete a formal 'Petition to Apply Elective Credits Earned in P1/P2 Year Towards the P3 Elective Requirement' form.

Up to three (3) hours of prior elective courses may be applied, at the discretion of the curriculum track steward, to meet the P3 elective program requirement

**Thai International APPE Elective**

The Thailand International Elective (TIE) is a 4-week APPE elective rotation that is available to pharmacy students during their 4<sup>th</sup> 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 careers 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. 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 and participate in the P-SURF Program (see P-SURF program, pg. 32) before applying for the joint Pharm.D./Ph.D. pathway.

Students can explore their enthusiasm for a career in basic or clinical research by enrolling in a supervised, paid research project (P-SURF, pg. 31) with a faculty mentor during their P1 summer. At the end of the P-SURF program, students can decide whether or not to continue working on the same (or related) research project with the same (or different) mentor during their P2 year. At the end of the P2 year, student and advisor can then choose whether or not to transition the project into the student's required PharmD project in the P3 & P4 years.

Students wishing to officially join the PharmD/PhD program should discuss this option with their research mentor during their P3 year, as well their PhD coursework with the Director of Graduate Studies of their research mentor's academic department. Students can be 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. Student and mentor should also discuss the student's research project and sustainable financial support with the Associate Dean for Research and Graduate Programs (Dr. Carol Lim). If all parties are agreeable, then the student can matriculate into the chosen department's Ph.D. program at the end of their P3 year.

During their P4 year, PharmD/PhD students should complete their five required APPE rotations during the summer and fall semesters, then enroll in two elective research APPE rotations during their spring semester. The College provides a stipend for Utah resident tuition and fees during the P4 year. The program is structured so that students receive their PharmD degree at the end of their P4 year and can take their pharmacy licensure exam at the normal time. Following the P4 year, students engage in full time research to complete the Ph.D. program under the direction of their faculty mentor and PhD supervisory committee.

Questions? Please contact the Executive Associate Dean for Professional Education (Dr. James Herron)

## 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 Pharm.D./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:** 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 mid-summer to discuss their research projects. 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 (EE)

## OVERVIEW

Student instruction in the College of Pharmacy can be divided into two broad areas, didactic instruction (classroom) and pharmacy practice experiences (rotations). 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) Rotation experiences build upon what is learned in the didactic curriculum.

Experiential Education (EE) is a continuum of educational activities beginning with the Introductory Pharmacy Practice Experiences (IPPE). Students complete two summer rotations (one community, one institutional setting) after successful completion of their second didactic year. The IPPEs are tied to various courses and prepare students to learn the competencies necessary for Advanced Pharmacy Practice Experiences (APPE). APPEs are full-time rotations that start the summer after the third didactic year and continue for the entire fourth year of school.

## ROTATION EXPERIENCES

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

## ROTATION SCHEDULING

IPPEs will be hand-scheduled by the EE team.

APPEs will be scheduled using a lottery system. Students will submit rankings for their preferred sites after reviewing the available rotations.

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)”*

## 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 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 been 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 several 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 during 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 rotations. 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 rotations. 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 pharmacoeconomic 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 ROTATIONS**

### **Core Community and Core Institutional (PHARM 7640 AND PHARM 7641)**

Students take the core community and core institutional IPPE rotations the summer after successful completion of their second professional year. Each rotation is four weeks in length. The community rotation is a practiced-based experience at a chain pharmacy or an independently owned pharmacy. The institutional rotation is a practiced-based experience within an institutional setting. The 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 rotation. Many students are asked to make a formal in-service presentation to nursing and/or pharmacy staff during their institutional rotation.

### **APPE ROTATIONS (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. 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 rotation 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 Assistant Dean 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.

### **APPE requirements include one rotation from each of the following core 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. Advanced Community- Emphasizes the practice of safe medication delivery.
4. Advanced Health Systems- Emphasizes the management issues of a health system
5. Select Pharmacy Experience- Emphasizes preparing students for post-graduate training in their selected field

### **AND**

**Two additional elective experiences from any PHARM 77XX or PHARM 78XX rotations.**

**These may include:**

1. Advanced Sub-Specialty - Emphasizes pharmacotherapy in a specific sub-specialty such as nuclear pharmacy or long-term care
2. Any core rotation

Clinical independent study and/or research experiences may be scheduled in lieu of one of the elective rotations. Non-research, independent study elective rotations 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 rotation must be pre-approved by the Assistant Dean of Experiential Education. A research-based elective rotation may also be scheduled as a six-week experience within other departments of the College (e.g., Pharmaceutics, Medicinal Chemistry, etc.), 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 ROTATIONS

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 rotations 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 rotations.
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 rotation 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 rotations at other institutions please complete reports according to their procedures.
6. Attendance at the rotation site is expected typically Monday - Friday; however, nights and 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 rotation, 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 Assistant Dean of Experiential Education. Any unauthorized absences from rotations may result in academic sanctions by the Scholastic Standards Committee in consultation with the preceptor.
8. Students requesting time away from rotations for residency, fellowship or employment interviews or meetings during the rotation 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. If more than 2 days are missed for any reason, the time must be made up.
9. All rotations 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 rotation hours for the remainder of the week accordingly. Students often opt to schedule "library time" or "project time" on the holiday, depending upon the rotation's requirements.
10. At the midpoint and conclusion of the rotation, students should schedule a meeting with the preceptor to discuss their progress and evaluation. The preceptor then completes the final evaluation in CORE ELMS™ by the last day of the rotation. Students are responsible for assuring that all required evaluations are completed. Incompletes (I) will be assigned for rotations until all evaluations are received. Late evaluation submissions from students could result in grade reductions.

## STUDENT REQUIREMENTS FOR ROTATIONS

### 1. Pharmacy Intern License

#### 2. APhA Immunization Certification

#### 3. Aseptic Technique Certification

This is received through Dr. Rubles USP 797 class during your P2 year.

#### 4. Annual Regulatory Training Modules

All students are required to complete Annual Regulatory Trainings (including HIPAA). These trainings will be assigned and completed via the University of Utah's LMS.

### 5. BLS Certification

BLS (Basic Life Support)/ CPR Certification for Healthcare Providers is required before rotations. BLS certification courses are offered at hospitals and various programs throughout the Salt Lake Valley.

Participation in and scheduling of the BLS course is the student's responsibility. The certification is needed to participate in immunization and co-curricular events. Students must keep this certification current through their P3 and P4 years at the College of Pharmacy.

### 6. 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.

#### 7. Drug Test

Students are required to obtain a drug screen if it is compulsory for any of their assigned rotation sites.

#### 8. FERPA Release Form

#### 9. Health Insurance

Students are required to keep this current after the spring of their P2 year.

#### 10. Immunizations

Students who do not have the required immunizations completed prior to starting their rotations will not be allowed to participate in the rotation. The Student Health Center may be able to provide any required immunization or health testing. Please contact them at 801-581-6431 for cost information.

### Immunization Guidelines:

**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. 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 number 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) the student needs to be vaccinated.

### Requirements of all students from admission to graduation:

#### ☐ 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). A blood test is preferred. Upload as "Annual TB 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 unless required by a rotation site or employer.
- ☐ 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 Experiential Education (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 or receipt 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 progress towards completing this requirement is tracked.
    - ☐ 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](mailto:experiential.education@pharm.utah.edu) .
      - ☐ Load 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.
- ☐ **COVID-19:**
  - COVID-19 vaccine policies are updated in real-time and will be available via the Experiential Education team

**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.**

**The student must always meet the requirements of his assigned rotation sites. This may differ from the College's Immunization Requirements. It is the student's responsibility that their requirements are always up to date in CORE ELMS and with the University of Utah's Student Health Center.**

# 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 during the summer between the P2 and P3 years.

The purpose of the early phase mentoring 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 shall arrange subsequent meetings with their mentors. Students will be required to complete a Mentoring Checklist each semester as part of the Recitation course. The Mentoring Checklist will include a description of the student's co-curricular activities and a short reflection on how these activities have facilitated growth in professionalism, leadership, and communication skills (Accreditation Council on Pharmacy Education (ACPE) Standards 3 and 4). The Mentoring Checklist is signed by the faculty mentor to document that the student and their mentor have discussed the student's academic and professional progress in the PharmD program. 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 is to focus on each student's career plans and to familiarize students with the pharmacy profession, different practice settings, and optional post-graduate 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. Students will also be assigned a PharmD research mentor who will supervise the student's research project. Professional development mentor assignments will be made by the Chair of the College Mentoring Committee in consultation with the Student Affairs Office. Students will meet with their professional development mentors each semester as part of the Professional Development course series (PHARM 7841, 7842, 7843, 7844). Professional development mentors will advise students about their P3 elective courses based on the student's career goals, review the student's professional development reflection assignments, ePortfolio, and curriculum vitae, and sign their Professional Development Mentoring Checklist to document that the student and mentor have met. During the P4 year, mentors will provide individualized guidance for each student's planned experiential studies and post-graduation career plans. It is expected that structured individualized mentoring and career planning will assist students in choosing optimal didactic and experiential training to prepare each student for a successful and rewarding career in the pharmacy profession.

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

## Co-curricular Requirements University of Utah College of Pharmacy

University of Utah College of Pharmacy students are required to participate in one “qualified” co-curricular activity per semester per ACPE recommendations. Qualified cocurricular events must address one or more of the Key Elements in ACPE’s Accreditation Standards 3 & 4 (listed below) and also involve active participation from the student.

Students should sign up for co-curricular activities using the COP co-curricular tracking system. Students will need to complete reflections after the event and discuss the reflections with their faculty mentors. P1 and P2 students will need to submit the completed reflection form to the Deans Office while P3 and P4 students will submit completed reflections to the Professional Development Course.

ACPE Key Elements:

- 3.1. Problem solving – The graduate is able to identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.
- 3.2. Education – The graduate is able to educate all audiences by determining the most effective and enduring ways to impart information and assess learning.
- 3.3. Patient advocacy – The graduate is able to represent the patient’s best interests.
- 3.4. Interprofessional collaboration – The graduate is able to actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
- 3.5. Cultural sensitivity – The graduate is able to recognize social determinants of health to diminish disparities and inequities in access to quality care.
- 3.6. Communication – The graduate is able to effectively communicate verbally and nonverbally when interacting with individuals, groups, and organizations.
- 4.1. Self-awareness – The graduate is able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
- 4.2. Leadership – The graduate is able to demonstrate responsibility for creating and achieving shared goals, regardless of position.
- 4.3. Innovation and entrepreneurship – The graduate is able to engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
- 4.4. Professionalism – The graduate is able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

Examples of Qualified Co-Curricular Activities\*:

- Public Health Outreach (E.g. Maliheh, Midvale, PrEP Clinic, Flu Clinics, Health Fairs)
- Public Education Events (E.g. Naloxone training, Brown Bag Events, High School Educational Events) - College Competitions (E.g. APhA Counseling Competition, SSHP Clinical Skills Competition)
- Student Org Sponsored Journal Clubs
- Legislative Day and Legislative Advocacy
- Student Org Sponsored Shadowing Events
- Health-related Community Service
- Training/certifications (outside of PharmD curriculum)
- Professional Meetings
- Leadership positions (planning student events, including social and fundraising events)
- COS luncheons
- PLS Faculty Dinners

\*Examples of activities that **do not** meet the requirements from ACPE Standards 3 & 4 include attending social or fundraising events (however contributions to the planning of these events are considered a qualified activity)

## **CRIMINAL BACKGROUND CHECKS FOR ALL PROFESSIONAL STUDENTS**

In addition to a background check conducted by Certiphi, Inc., 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.

Updated criminal background checks are completed annually in the spring for every year of participation in the Pharm.D. 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. Current convictions during the program can impact the College's ability to place students in rotation sites or result in dismissal from the program.

# COLLEGE OF PHARMACY DRUG TESTING POLICY

## Student Information Sheet

The College of Pharmacy supports the University of Utah Health Sciences Center Drug Testing Policy (<https://regulations.utah.edu/human-resources/5-114.php>) and the University Drug-Free Workplace Policy (<https://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

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 filed anonymously, it should be understood that addressing the complaint may be difficult without providing enough detail in the complaint to allow the College of Pharmacy to adequately understand the complaint. We therefore strongly encourage providing your name.

The Associate Director for Student Affairs, 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 timelines 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 CSC leaders on a semester basis. All complaints, including accreditation standards issues, can be registered with the CSC leaders to be addressed with the Associate Director of Student Affairs or Executive Associate Dean.



## EXAM POLICY

Guidelines for assessment procedures in Doctor of Pharmacy courses.

### Guidelines:

1. Curriculum Stewards should ensure that course instructors teaching in the same semester of a given year in the professional program coordinate their exam schedules to minimize exam scheduling conflicts. This process should also involve Student Affairs who tracks exam dates. Efforts will be taken to avoid more than one exam on the same day, or multiple exams during the same week, however, there may situations when this exam scheduling is necessary.
2. Assessment methodology and scheduling is at the discretion of the course master, unless there are impacts to other courses (e.g., Integrated Pharmacotherapeutics I, II & III, Pharmacy Practice Skills Labs, etc.). In such cases, the Curriculum Stewards should coordinate communication or convene a meeting of all involved course masters to discuss an equitable solution.
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. CSC 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. Exam schedule conflicts involving more than one course should be referred to the Curriculum Stewards, who will convene a meeting of the course masters of affected courses to discuss an equitable solution.
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, unless it potentially affects other courses (e.g., Integrated Pharmacotherapeutics I, II & III, Pharmacy Practice Skills Labs, etc.). In such cases, the Curriculum Stewards should coordinate communication or convene a meeting of all involved course masters to discuss an equitable solution.
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.

## RULES FOR TAKING AN EXAM

Maintaining the integrity of all examinations in the College of Pharmacy is an important responsibility for faculty and students alike. Described below are the policies of the College that govern exams and which students must follow. The objective of these policies is to provide a secure testing environment that maximizes students' opportunity for best performance and minimizes opportunities for cheating or disruption. Please note that the University of Utah Student Code includes in its definition of cheating “violating the rules governing an exam...” (see, University of Utah “Code of Student Rights and Responsibilities” (Student Code) Policy 6-400 (I)(B)(2)(a))





To establish a secure, and respectful testing environment, here are some rules for students to follow when taking exams in the College of Pharmacy:

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

- If a student is unavoidably delayed, please contact Student Services.
- If pandemic health concerns override in-person testing then exams may be administered online using Examsoft and monitoring tools to ensure exam integrity. These tools may include recording each student's testing environment during the exam by their laptop camera and microphone. Recordings would be uploaded to Examsoft after the exam and analyzed by artificial intelligence software and human proctors.
- All personal items, including backpacks, bookbags, purses, briefcases, notebooks, etc., must be placed in the front, back or sides of the testing room. Wearing of hats is not permitted during exams, unless specifically authorized by course master or exam proctor. Nothing can remain in the seating area, except for items that may be required for the examination, such as laptop, calculator, pens/pencils, scratch paper if permitted, and a water bottle. A student may not retrieve anything from personal belongings unless given permission by a proctor.
- 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, or available electronically to 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".
- **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. This is determined by the course master. Exams administered by Exemplify may require use of Exemplify's built-in calculator. The course master will provide precise information about the use of calculators well in advance of the exam.
- All personal electronic devices, other than a laptop needed for Exemplify, such as smart/mobile phones and smart watches, may not be present in the testing area, and must be turned off and placed in a personal item such as a backpack, purse, or briefcase, which, as described above, will remain away from the seating area. Mobile/smart phones may not be taken with you to a restroom during an exam. There is zero tolerance for possession of a personal electronic device on or near a student during an exam. Possession of a personal electronic device, or other unauthorized materials on or near a student during an assessment is academic misconduct. "I forgot" or "it was a mistake" and like phrases, are not acceptable defenses.
- Students should expect to see one or more proctors during an exam. These individuals will be moving quietly and continuously around the room. Course masters, at their discretion may or may not allow questions during an exam. If a student has a question, raise your hand.
- If a student has a condition, whether previously documented or not, that may affect test taking, the student should discuss with Student Services about procedures for obtaining an accommodation from the Center for Disability Services. Information about accommodations will be kept confidential.
- If a student has a medical condition or unusual circumstances that require special arrangements during an exam, the student must communicate with the instructor before the scheduled exam date. A student who advises the instructor on the day of an exam, regarding of a previously known condition and needing special arrangements, may not be accommodated
- The Associate Director of Student Affairs is a student's resource in the Dean's Office for questions or concerns.

The bottom line: Course masters and faculty should discuss testing policies and procedures early and often with students to avoid surprises and to communicate expectations. A student with special needs or unusual circumstances for an exam, must communicate with the course master ahead of a scheduled exam time. Again, the point is to provide a positive and secure testing environment where the opportunity for academic misconduct or disruption is minimized and the opportunity for best performance is maximized for all students.

# COMPUTER INFORMATION

## LAPTOPS, HOME WI-FI AUDIENCE POLLING AND NETWORK SECURITY

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

A laptop with video and microphone capacity 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 notetaking, **but 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 10; or Mac OS/X.
- ☐ Note 1 – Windows 7, Windows XP, Windows 98, NT and Mac OS 9 are not allowed nor supported at the University of Utah
- ☐ Note 2 - PC systems running Windows Home system will need to be upgraded at the cost to the student to Pro to support hard drive encryption (see Section on Security Requirements below).
- ☐ Wireless Network capable (5 GHz only, 2.4 GHz not allowed)
- ☐ Built in Camera and Microphone
- ☐ 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 Weston Tolman or Jane Fujinami from our IT department ([cpcss@pharm.utah.edu](mailto: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 download free MS Office365 Cloud for both Win and Mac systems. 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.

## Home Wi-Fi Requirements:

Adapting to changing health concerns out of classroom testing maybe become an option. A reliable Wi-Fi signal is required for your exams for uploading and downloading exam files. Please be aware 'Phone Hotspots' are not stable enough for this task. You will be given a practice exam to help identify issues that you may have at home before you have an exam.

## 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](http://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](http://www.polleverywhere.com/guide)). Also, Ms. Donna Baluchi ([donna.baluchi@utah.edu](mailto: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 hold 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.

**Please do not enable 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](http://box.utah.edu).

Restricted Software: Please be aware Peer2peer file sharing is not allowed on the University networks. (e.g., 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](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 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.

As a student at the University of Utah College of Pharmacy, photos, and videos of you may be used for educational, commercial, advertising, or other media purposes. The college reserves full rights to the media we produce, and the visual identity of the individuals involved in it.

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 everyone 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, rotations, 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 Pharmacy. 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 would like to submit a news item to be posted on one of the college's official social media platforms, please submit a request ticket to CPWISE at <https://pharmacy.utah.edu/cpwise/cpwise.php>. 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** – Disbursed after July 1, 2020, and before July 1, 2020, 4.30% 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 \$33,000.

**Direct Graduate PLUS Loan** – Disbursed after July 1, 2020, and before July 1, 2020, 5.30% 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. You must request this loan through the University Office of Scholarships and Financial Aid. The online application can be found at: <https://financialaid.utah.edu/types-of-aid/grants-loans/grad-plus.php> or visit their website at <https://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 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 or email Melanie at [Shana.Yem@utah.edu](mailto:Shana.Yem@utah.edu).

**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](mailto:financialaid@sa.utah.edu)

**Emergency Loan Program** - Pharmacy students in need of financial aid may obtain emergency loans from the College. Application may be made at any time. Students should contact Student Affairs and 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. Teaching assistants must also be in good standing with the Dean's Office.
5. 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.
6. The faculty advisor of Rho Chi club and the Course Master of the class will have input on the choice of the tutor.
7. 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.
8. The Student Affairs office has the final say on tutoring that is paid for by their office.

# TEACHING ASSISTANT

## TA Contract

Coursemasters and TAs are the frontlines for helping students who are struggling academically, and they should be the first resource drawn upon for student needs.

The form on the next page is an example job description, and there is a fillable PDF version available on the CoP website. Faculty should fill and sign the Memo of Understanding and submit a copy to Student Affairs for record keeping before the first day of class.

## TA of the Year Award

TAs are encouraged to initiate an evaluation by their faculty supervisor at the end of the semester. Teaching assistants who achieve the top marks on that evaluation will be given consideration for the TA of the Year Award of \$500.

It is the TA's responsibility to make sure the evaluation form (found on pg. 55, or the PDF version on the CoP website) is completed, signed, and turned in to Shawna Webster, Associate Director of Student Services, Skaggs 105C. Evaluation forms must be submitted before the end of the semester to be considered.





College of Pharmacy, University of Utah  
**Teaching Assistant Position**

Congratulations on receiving the position as a Teaching Assistant with the College of Pharmacy. As such, you will provide professional support to professors and students, using your skills and talents while gaining valuable work experience.

You are a valuable part of our teaching process and some of the top students in the program. As students yourself, your insights and enthusiasm are very important to inspiring the next generation of students.

**Requirements for College of Pharmacy Teaching Assistants:**

1. Attend class lectures, scheduled office hours, and scheduled activities (may be excused for P4s).
2. Properly prepare for office hours pre-reading/pre-doing the course assignments.
3. Be available to consult with students by appointment.
4. Communicate effectively with the professor and students in the class.
5. Answer student questions and emails promptly and accurately.
6. Help grade homework assignments.
7. Provide additional support to your faculty supervisor.

The College of Pharmacy strives for excellence in our education efforts. To help meet this goal TAs are encouraged to be evaluated by their faculty supervisor at the end of the semester. Exceptional TAs will be considered for the TA of the Year Award. It is **your responsibility** to make sure the evaluation form is completed, signed, and turned in to **Shawna Webster**, Associate Director of Student Services, Skaggs 105C.

Any student for which English is not a fluent language should reach out to Shawna Webster.

If you don't feel qualified to teach or unable to meet the above requirements in a particular class, please contact your assigned faculty supervisor and let them know; then together contact Executive Associate Dean James Herron to request a change.

Teaching assistants who achieve the top marks will be given consideration for the TA of the Year Award of \$500.

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<sup>1</sup> Based on the requirements of the course as agreed with the faculty supervisor.

Teaching Assistant (Print Name)

(Print Name)

Faculty Supervisor

Teaching Assistant (Signature)  
(Return to the College of Pharmacy Front Office)

Faculty Supervisor (Signature)

Date

## College of Pharmacy University of Utah *Teaching Assistant Evaluation Form*

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 Teaching Assistant (Print Name)

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 Faculty Supervisor (Print Name)

The following form must be completed before the end of the semester. It is **the responsibility of the TA** to make sure the form is completed and signed by the faculty supervisor. If a particular line item does not apply to the particular course, the faculty supervisor should cross it out.

Please note that this list is not a complete job description. Should you have any questions about what your responsibilities are, please contact your faculty supervisor or the Executive Associate Dean for Professional Education.

Grading Scale: Not Satisfactory      Satisfactory      Very Satisfactory

1                      2                      3                      4                      5

TA:

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Is prepared for class/student consultation.   | 1 | 2 | 3 | 4 | 5 |
| 2. Comes to class regularly if applicable.   | 1 | 2 | 3 | 4 | 5 |
| 3. Knows subject matter well enough to judge correctness independently.                                      | 1 | 2 | 3 | 4 | 5 |
| 4. Able to communicate well (verbally) with students, both during office hours and in the classroom setting. | 1 | 2 | 3 | 4 | 5 |
| 5. Completes work (e.g., grading) on time.   | 1 | 2 | 3 | 4 | 5 |
| 6. Responds to student e-mails in a timely fashion.  | 1 | 2 | 3 | 4 | 5 |
| 7. Responds promptly to e-mails from faculty instructor.   | 1 | 2 | 3 | 4 | 5 |
| 8. Pays attention to detail and accuracy in grading and recording of grades.                                 | 1 | 2 | 3 | 4 | 5 |
| 9. Attends scheduled office hours.   | 1 | 2 | 3 | 4 | 5 |
| 10. Maintains a good rapport with students and is helpful to students.                                       | 1 | 2 | 3 | 4 | 5 |
| 11. Is Organized.  | 1 | 2 | 3 | 4 | 5 |

Any additional written feedback from the faculty supervisor.

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 Teaching Assistant (Signature)  
 (Return to the College of Pharmacy Front Office)

---

 Faculty Supervisor (Signature)

---

 Date



## 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 rotations (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), Associate Director of Student Services, (Shawna Webster) and/or the Senior Academic Advisor (Dallas Nelson) are available for consultation regarding curriculum or other issues.
- As a student at the University of Utah College of Pharmacy, photos, and videos of you may be used foreducational, commercial, advertising, or other media purposes. The college reserves full rights to the media we produce, and the visual identity of the individuals involved in it.

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Signature

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Date

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Print Name

# 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 62) (<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 18. 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** (<https://regulations.utah.edu/academics/6-400.php>) 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.



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 exam 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,

Dan Reed, Senior Vice President for Academic Affairs and Sarah Projansky, 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 4).

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 rotation 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 PharmD 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), 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](http://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's 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.

## **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 Executive Associate Dean for Professional Education 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.

#### **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 PharmD Program:** Students who fail to meet the conditions and terms for reinstatement to PharmD 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 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 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 rotation, 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 PharmD Program are generally not readmitted.

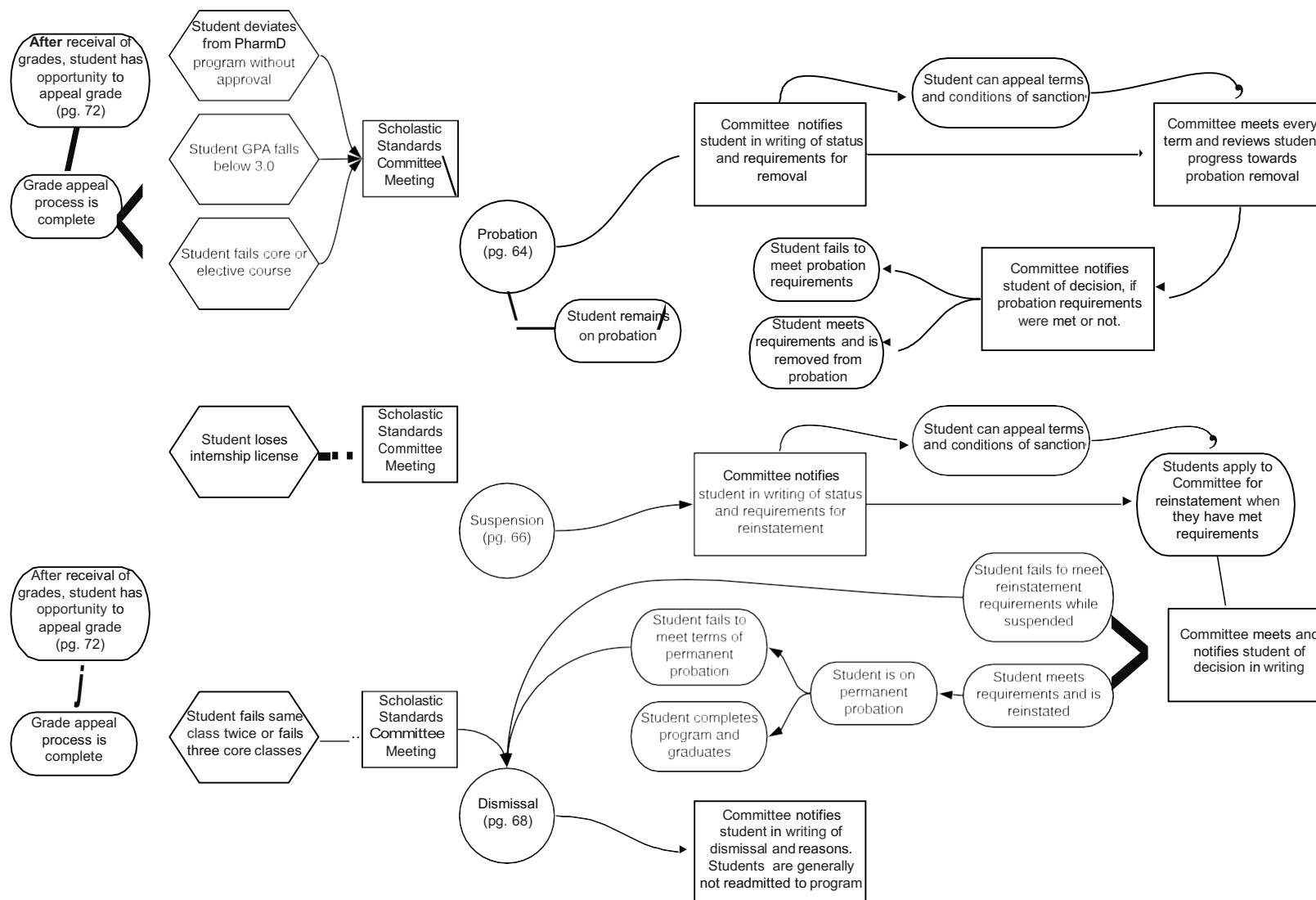
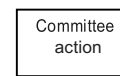
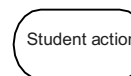
Students may be dismissed from the PharmD program by the Scholastic Standards Committee as the result of evaluations or grades in professional courses. Dismissal is not instituted until appeals concerning the course evaluation or grade are completed.

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.

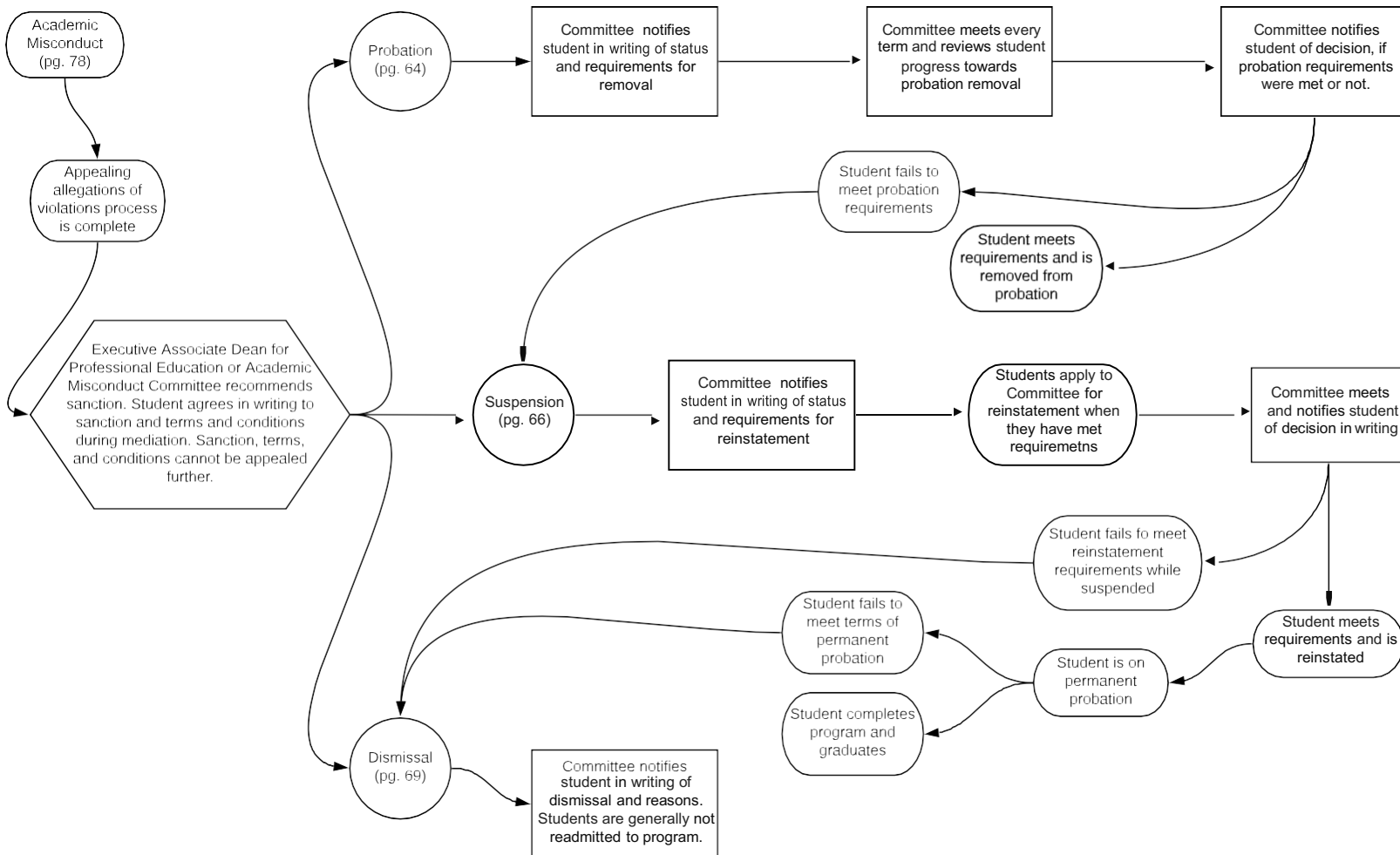
## Scholastic Standards Committee Flowchart

### Academic Course Evaluation Route

Key



## Scholastic Standards Committee Flowchart Academic Misconduct Route



## Definitions

1. “Academic action” means the recording of a final grade (including credit/no credit and pass/fail) in a course, on a comprehensive or qualifying examination, on a culminating project, or on a dissertation or thesis. It also includes a decision by the appropriate department or college committee to place a student on academic probation, or to suspend or dismiss a student from an academic program because the student failed to meet the relevant academic standards of the discipline or program. The term “academic action” does not include the decision by a department or program to refuse admission of a student into an academic program. Academic action also does not include academic sanctions imposed for academic misconduct or for professional misconduct.
2. “Academic misconduct” includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct. (See page 58)
3. “Academic sanction” means a sanction imposed on a student for engaging in academic or professional misconduct. It may include, but is not limited to, requiring a student to retake an exam(s) or rewrite a paper(s), a grade reduction, a failing grade, probation, suspension or dismissal from a program or the University, or revocation of a student's degree or certificate. It may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.
4. “Arbitrary and capricious” means that there was no principled basis for the academic action or sanction. Arbitrary is defined as something that is determined by judgment or whim and not for any specific reason or rule. Capricious is defined as a judicial decision which is not based on any apparent reason. Absence of a rational connection between the facts found and the choice made.
5. “Behavioral sanction” means a sanction imposed on a student for engaging in behavioral misconduct. It may include, but is not limited to, a written reprimand, the imposition of a fine or payment of restitution, community service, probation, or suspension or dismissal from the PharmD Program.
6. “Preponderance of the evidence” means the greater weight of the evidence required to decide in favor of one side or the other. This preponderance is based on the more convincing evidence and its probable truth or accuracy, and not on the amount of evidence.
7. “Professional misconduct” means the violation of professional or ethical standards for the profession or discipline for which a student is preparing as adopted or recognized as authoritative by the relevant academic program. The term also includes specific misconduct that demonstrates the student's unfitness for such profession or discipline.

## **APPEALING ACADEMIC COURSE GRADES OR EVALUATIONS OR TERMS AND CONDITIONS IMPOSED BY THE SCHOLASTIC STANDARDS 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 Student Affairs and the Executive Associate Dean for Professional Education in order to fully understand the appeal processes available to students and the potential consequences.

An academic action may be overturned on appeal only if the academic action was arbitrary or capricious. 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.

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.

### **A. Appeals Process**

1. **Faculty Member.** A student who believes that an academic action taken is arbitrary or capricious should, within twenty (20) business days of notification of the academic action, discuss the academic action with the involved faculty member and attempt to resolve the disagreement. If the faculty member does not respond within ten (10) business days, if the student and faculty member are unable to resolve the disagreement, or if the faculty member fails to take the agreed upon action within ten (10) business days, the student may appeal the academic action in accordance with the following procedures. Students are strongly recommended to submit their appeal in writing to the faculty member if verbal discussions are progressing unsatisfactorily. 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.
2. **Appeal to Chair of the Department.** Within forty (40) business days of notification of the academic action, the student shall appeal the academic action, with supporting evidence, in writing to, and consult with, the chair of the relevant department regarding such academic action. The written appeal should be submitted to Student Affairs for distribution to the department chair, faculty member and other appropriate parties. The department chair forwards copies of their decisions, to Student Affairs and the Executive Associate Dean for Professional Education, who then notifies the Scholastic Standards Committee chair. Within fifteen (15) business days of consulting with the student, the chair shall notify the student and faculty member, in writing, of his/her determination of whether the academic action was arbitrary or capricious and of the basis for that decision. If the chair determines that the academic action was arbitrary or capricious, the chair shall take appropriate action to implement his/her decision unless the faculty member appeals the decision. If the chair fails to respond in fifteen (15) business days, the student may appeal to the Academic Appeals Committee.
3. **Appeal to Academic Appeals Committee.** If either party disagrees with the department chair's decision, that party may appeal to the college's Academic Appeals Committee within fifteen (15) business days of written notification of the chair's decision in accordance with the procedures set forth below.

4. 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) business days of receipt of the Scholastic Standards Committee's written decision.
- B. Proceedings Before the Academic Appeals Committee
1. Written Appeal. The appeal to the Academic Appeals Committee shall set forth in writing the reasons for the appeal, and should be submitted to 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.
  2. Response to Appeal. The faculty member whose decision is being appealed, or the student in the case of a faculty member's appeal, should submit their written response to Student Affairs for distribution to the student/faculty member, College Academic Appeals Committee chair, Executive Associate Dean for Professional Education, and department chair, no later than five (5) business days after receipt of the appeal.
  3. Makeup of the Committee. The Executive Associate Dean for Professional Education shall ensure that an Academic Appeals Committee is constituted according to college procedures, subject to the following parameters. Two faculty members shall come from within the College of Pharmacy, one faculty member from outside of the College of Pharmacy, and two PharmD students. No more than one faculty member and two Committee members in total may come from the same department in a multi-department college. The members of the Committee who shall hear the case are the three faculty members and the two students from the appealing student's peer group. The Committee shall establish internal procedures consistent with the Orientation Manual and the Student Code.
  4. Proceedings Before the Committees. When an appeal and response are filed in a timely manner, the Committee shall schedule a hearing date if:
    - a. The documents raise material issues of disputed fact.
    - b. The Committee determines that a hearing is necessary or otherwise desirable to aid in the resolution of the issues; or
    - c. The academic action included dismissal from the program.
    - If the Committee determines that no circumstances exist that require a hearing, as provided above, the chair shall within a reasonable time notify the student and the faculty member (the parties) in writing of this determination and convene a closed meeting of the Committee to consider the documentation submitted by the parties. The Committee chair shall prepare a written report of the Committee's findings and decision, including the basis for that decision, for immediate distribution to the student, faculty members responsible for the course(s), department chair, 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.
  5. Notice of Hearings Before Committees. If the Committee determines that a hearing is required, the chair shall schedule a hearing date and notify the parties in writing of the date of the hearing, the names of the Committee members, and the procedures outlined below at least fifteen (15) business days prior to the hearing.

6. Hearing Procedures. Hearings shall be conducted according to the following procedures:

- a. Hearings shall be conducted within a reasonable time after the Committee's receipt of the written appeal and written response to the appeal.
- b. At least five (5) business days prior to the date of the hearing, the parties shall make available to each other and to the Committee a list of their witnesses and a list of the documents to be offered at the hearing. In exceptional circumstances, the Committee may allow a party to call witnesses not listed or submit additional documents at the hearing.
- c. The parties have a right to be accompanied by any person as advisor, including legal counsel, who will be permitted to attend, but not directly participate in, the proceedings.
- d. Hearings shall be closed to the public.
- e. All hearings, except Committee deliberations and voting, shall be recorded and a copy made available to any party upon request. Committee deliberations and voting shall take place in closed sessions.
- f. The Committee must have a quorum present to hold a hearing. A quorum consists of three (3) members, including at least one (1) student and the faculty member from outside the college. If there is more than one hearing in a matter, or if the hearing continues over more than one session, the same three members must be present for all sessions. All decisions of the Committee shall require a majority vote of the Committee members present at the hearing.
- g. At the hearing, the parties shall have the right to present questions to witnesses through the Committee chair, to present evidence and to call witnesses in their own behalf, in accordance with the Committee's established internal procedures.
- h. The Committee shall not be bound by strict rules of legal evidence or procedure and may consider any evidence it deems relevant.
- i. 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.
- j. To overturn the original academic action, the Committee must find that the academic action was arbitrary or capricious.
- k. The Committee shall make its findings and decisions based only on evidence and testimony presented by the parties at the hearing. Committee members shall not conduct their own investigations, rely on prior knowledge of the facts or develop their own evidence.
- l. If either party to the appeal fails to attend the hearing without good cause, the Committee may proceed with the hearing and take testimony and evidence and report its
- m. The Committee chair shall prepare a written report of the Committee's findings and decision, including the basis for that decision, for immediate distribution to the student, faculty members responsible for the course, department chair, 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 the Scholastic Standards Committee chair, if necessary, regarding the appeal and the Academic Appeals Committee's decision.

C. Appeal to the Dean of the College

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



- a. The written appeal should be submitted to Student Affairs for distribution to the Dean, the student, 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 will notify other parties involved, including the Scholastic Standards Committee chair and the Senior Vice President for Health Sciences, as appropriate.
  2. The other party may file a response to the appeal with the Dean within five (5) business days of receipt of the notice of appeal. Written response should be submitted to Student Affairs for distribution to the Dean, and other involved parties, as outlined above.
  3. The Dean of the College shall consider the appeal and the documentation submitted to the Committee, as well as the findings and conclusions of the Committee in making a decision.
    - a. To overturn the original academic action, the Dean must find that the academic action was arbitrary or capricious.
    - b. 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.
  4. Written notification of the Dean's decision, and basis for that decision, shall be communicated in writing to the student, faculty members and department chair, College Academic Appeals Committee chair, Executive Associate Dean for Professional Education, Senior Vice President for Health Sciences, and Scholastic Standards Committee chair within ten (10) business days of receipt of the appeal.
  5. The Dean's decision is final unless appealed to the Senior Vice President of Health Sciences within ten (10) business days.
- D. Appeal to Senior Vice President for Health Sciences
1. Within ten (10) business days of receipt of the Dean's decision, any party may appeal the decision by filing a written notice of appeal with the Senior Vice President for Health Sciences.
    - a. The written appeal should be submitted to Student Affairs for distribution to the Senior Vice President, the Dean, the other parties involved including students, faculty members and department chair, or Scholastic Standards Committee chair, Academic Appeals Committee chair, and Executive Associate Dean for Professional Education. The Executive Associate Dean for Professional Education also notifies the Scholastic Standards chair, if appropriate, of the appeal.
  2. The other party may file a response to the appeal with the Vice President within five (5) business days of receipt of the notice of appeal. Written response should be submitted to Student Affairs for distribution to the Vice President, and other involved parties, as outlined above.
  3. The Vice President shall consider the appeal and response to the appeal, and may solicit whatever counsel and advice the Vice President deems appropriate to arrive at a final decision. The Vice President may also convene an ad hoc committee composed of students and faculty members from outside the college or department to determine if there were substantial defects that denied basic fairness and due process. After receiving the appeal, the Vice President shall, within twenty (20) business days, take one of the following actions:



- a. Accept the decision of the Dean of the College.
    - b. Return the report to the Dean of the college, requesting that he/she clarify specific matters, materials, and issues, and forward to the Vice President a second report of his/her decision relating to the specific matters referred by the Vice President for further explanation; or
    - c. Reject all or parts of the Dean's decision, stating reasons and actions to be taken, therefore.
  4. 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.
  5. The decision of the Vice President 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.
- E. 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. If 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.
- F. Copies of Documents to Department Chair
1. During the appeals process and at the time they are submitted, the following documents should be copied to the chair of the department considering the academic appeal: the first written appeal, all subsequent appeals, all responsive documents, and all written recommendations or decisions made at each level of the appeal.

## Appeals Process Flowchart

\* "Arbitrary and capricious" means that there was no principled basis for the academic action or sanction. Pg. 71

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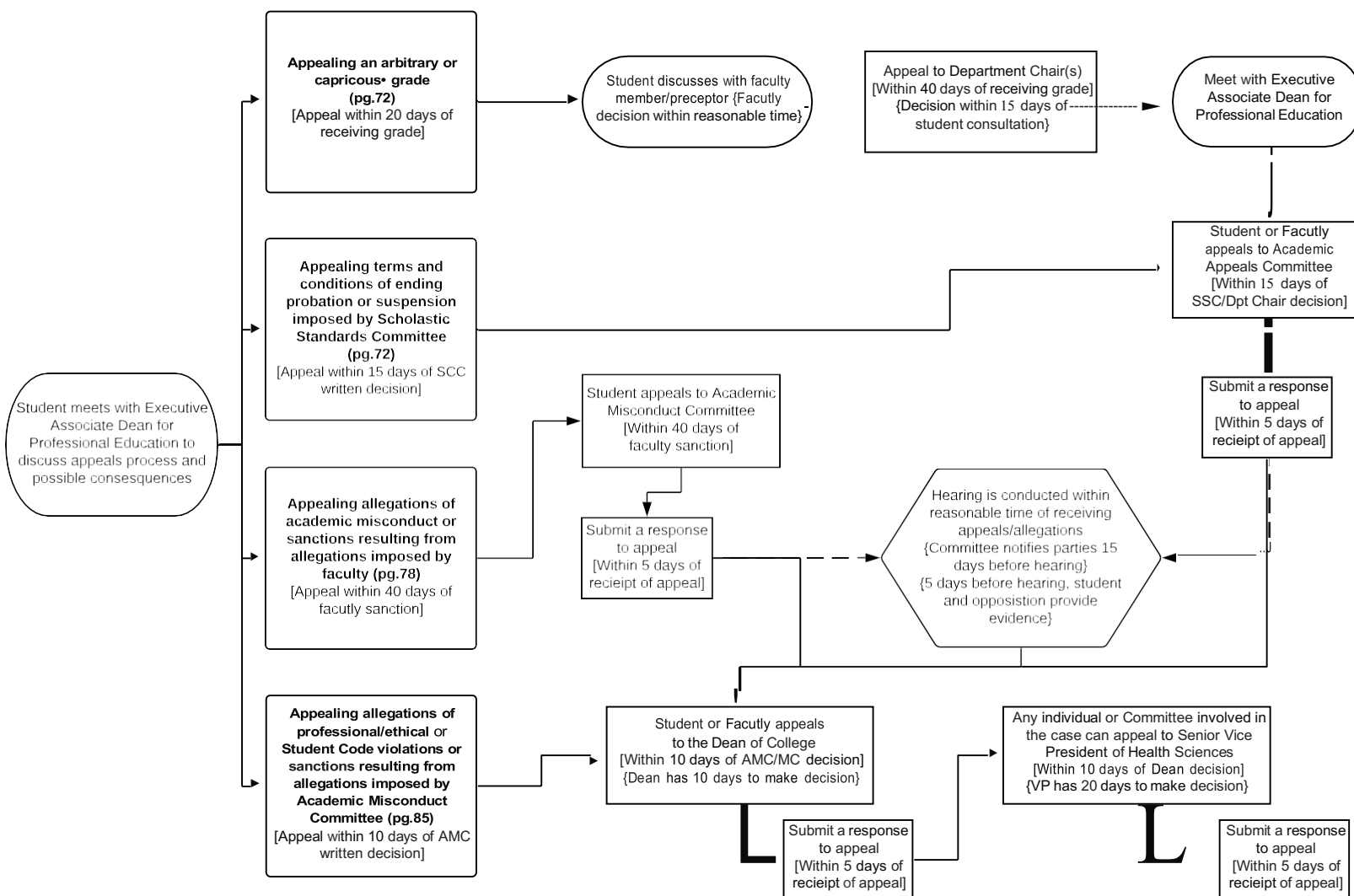
[Appeal Timeline]  
[Decision Timeline]

Hearing

Type of Appeal

Meeting

Appeal or Response



## **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.

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.

### **RESPONSIBILITIES**

#### **Faculty Responsibilities**

Faculty members responsible for didactic courses must actively proctor examinations (see new testing procedures, page 44) 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 Student Affairs and 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 Codes 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. Student Affairs and Executive Associate Dean for Professional Education provide counsel and assistance to both faculty and students in addressing allegations of academic dishonesty.

## APPEALING ALLEGATIONS OR SANCTIONS RESULTING FROM VIOLATIONS OF ACADEMIC INTEGRITY

Any student accused of violations of academic integrity should discuss the incident with Student Affairs and 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.

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.

### A. Academic Misconduct

1. A student who engages in academic misconduct may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from PharmD program. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession for which the student is preparing.
  - a. Any person who observes or discovers academic misconduct by a student should file a written complaint with the faculty member responsible for the pertinent academic activity.
  - b. A faculty member who discovers or receives a complaint of misconduct relating to an academic activity for which the faculty member is responsible shall take action under this Orientation Guide and University Student Code and impose an appropriate sanction for the misconduct.
  - c. Faculty should consult with Student Affairs to determine best course of action, and whether a Professionalism Concerns Report is necessary. If behavior is repeated or of a serious nature, a Professionalism Concerns Report (PCR) should be filed. Students who receive 3 or more PCRs will be automatically referred to the Academic Misconduct Committee. (See page 93 for more information on this report)
  - d. Upon receipt of a complaint or discovery of academic misconduct, the faculty member shall make reasonable efforts to discuss the alleged academic misconduct with the accused student and give the student an opportunity to respond. The faculty member shall give the student written notice of the academic sanction, if any, to be taken and the student's right to appeal the academic sanction to the Academic Misconduct Committee. Such sanctions may include requiring the student to rewrite a paper(s) or retake an exam(s), a grade reduction, a failing grade for the exercise, or a failing grade for the course. In no event shall the academic sanction imposed by the faculty member be more severe than a failing grade for the course.

- e. If the faculty member imposes the sanction of a failing grade for the course, the faculty member shall notify in writing, the department chair and Executive Associate Dean for Professional Education, of the academic misconduct and the circumstances which the faculty member believes support 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 sanction imposed by the faculty member is less than a failing grade for the course, the faculty member should report the misconduct to the department chair and Executive Associate Dean for Professional Education.
- f. A student who believes that the academic sanction given by the faculty member is arbitrary or capricious should discuss the academic sanction with the faculty member and attempt to resolve the disagreement. If the student and faculty member are unable to resolve the disagreement, the student may appeal the academic sanction to the Academic Misconduct Committee within forty (40) business days of receiving written notice of the academic sanction.

**B. Proceedings Before the Academic Misconduct Committee**

- 1. **Written Complaint or Appeal.** The written complaint or appeal shall be submitted through Student Affairs to the Executive Associate Dean for Professional Education for distribution to the chair of the Academic Misconduct Committee, and copies of the complaint or 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.
- 2. **Response to Complaint or Appeal.** The person responding to the complaint or appeal should submit their written response to Student Affairs for distribution to the student/faculty member, College Academic Misconduct Committee chair, Executive Associate Dean for Professional Education, and department chair, no later than five (5) business days after receipt of the complaint or appeal.
- 3. **Makeup of the Committee.** The Executive Associate Dean for Professional Education shall ensure that an Academic Misconduct Committee is constituted according to college procedures, subject to the following parameters. Two faculty members shall come from within the College of Pharmacy, one faculty member from outside of the College of Pharmacy, and two PharmD students. No more than one faculty member and two Committee members in total may come from the same department in a multi-department college. The members of the Committee who shall hear the case are the three faculty members and the two students from the appealing student's peer group. The Committee shall establish internal procedures consistent with the Orientation Manual and the Student Code.
- 4. **Scheduling Hearings Before the Committees.** When an appeal, together with a response, are filed in a timely manner, the Committee chair shall schedule a hearing date if:
  - a. The documents raise material issues of disputed fact.
  - b. The Committee determines that a hearing is necessary or otherwise desirable to aid in the resolution of the issues; or
  - c. The possible sanctions against the student may include dismissal from the PharmD program, or suspension for longer than ten (10) business days.
- If the Committee determines that no circumstances exist that require a hearing, as provided above, the chair shall within a reasonable time notify the student and the faculty member (the parties) in writing of this determination and convene a closed meeting of the Committee to consider the documentation submitted by the parties. The Committee chair shall prepare a written report of the Committee's findings and decision, including the basis for that decision, for immediate distribution to the student, faculty members responsible for the course(s), department chair, 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.

5. Notice of Hearings Before Committees. If the Committee determines that a hearing is required, the chair shall schedule a hearing date and notify the student, faculty member, department chair, Executive Associate Dean for Professional Education, and the Scholastic Standards Committee chair in writing of the date of the hearing, the names of the Committee members, and the procedures outlined below at least fifteen (15) business days prior to the hearing.
6. Hearing Procedures. Hearings shall be conducted according to the following procedures:
  - a. Hearings shall be conducted within a reasonable time after the Committee's receipt of the written complaint or the written appeal, and the response.
  - b. At least five (5) business days prior to the date of the hearing, the parties shall make available to each other and to the Committee a list of their witnesses and a list of the documents to be offered at the hearing. In exceptional circumstances, the Committee may allow a party to call witnesses not listed or submit additional documents at the hearing.
  - c. The parties have a right to be accompanied by any person as advisor, including legal counsel, who will be permitted to attend, but not directly participate in, the proceedings.
  - d. Hearings shall be closed to the public.
  - e. All hearings, except Committee deliberations and voting, shall be recorded and a copy made available to any party upon request. Committee deliberations and voting shall take place in closed sessions.
  - f. The Committee must have a quorum present to hold a hearing. A quorum consists of three (3) members, including at least one (1) student and the faculty member from outside the college. If there is more than one hearing in a matter, or if the hearing continues over more than one session, the same three members must be present for all sessions. All findings and recommendations of the Committee shall require a majority vote of the Committee members present at the hearing.
  - g. At the hearing, the parties shall have the right to present questions to witnesses through the Committee chair, to present evidence and to call witnesses in their own behalf, in accordance with the Committee's established internal procedures.
  - h. The Committee shall not be bound by strict rules of legal evidence or procedure and may consider any evidence it deems relevant.
  - i. 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.
  - j. If the appeal involves allegations of academic misconduct, the Committee must determine, by a preponderance of the evidence, whether the student engaged in the alleged academic misconduct. If the Committee answers this question in the affirmative, the Committee may then impose any academic sanction it deems appropriate under the entire circumstances of the case, including but not limited to retaking an exam(s), a grade reduction or a failing grade, academic probation, suspension and/or dismissal from the PharmD Program.

- k. If the appeal involves academic sanctions resulting from violations of academic integrity, the Committee must find, by a preponderance of the evidence, that the academic sanction imposed by the faculty member for academic misconduct was arbitrary and capricious in order to overturn the original sanction.
  - l. The Committee shall make its findings and decisions based only on evidence and testimony presented by the parties at the hearing. Committee members shall not conduct their own investigations, rely on prior knowledge of the facts or develop their own evidence.
  - m. If either party presenting to the Academic Misconduct Committee fails to attend the hearing without good cause, the Committee may proceed with the hearing and take testimony and evidence.
  - n. The Committee chair shall prepare a written report of the Committee's findings and decision, including the basis for that decision, for immediate distribution to the student, faculty members responsible for the course(s), department chair, 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 the Scholastic Standards Committee chair, if necessary, regarding the appeal and the Academic Misconduct Committee's decision.
- C. Appealing to the Dean of the College
- 1. 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) business days of notification of the College Academic Misconduct Committee's decision.
    - a. The written appeal should be submitted to Student Affairs for distribution to the Dean, the student, faculty members and department chairs, 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.
  - 2. The other party may file a response to the appeal with the Dean within five (5) business days of receipt of the notice of appeal. Written response should be submitted to Student Affairs for distribution to the Dean, and other involved parties, as outlined above.
  - 3. The Dean of the College shall consider the appeal and the documentation submitted to the Committee, and the findings and conclusions of the Committee in making a decision.
    - a. 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.
    - b. In considering appeals involving allegations of academic misconduct, the Dean must find, by a preponderance of the evidence, that the student engaged in alleged academic dishonesty.
    - c. Academic, professional, and ethical backgrounds while enrolled in the College of Pharmacy PharmD Program are taken into consideration by the Dean.
  - 4. Written notification of the Dean's decision shall be communicated 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) business days of receipt of the appeal.
  - 5. The Dean's decision is final unless appealed to the Senior Vice President of Health Sciences within ten (10) business days.



D. Appeal to Senior Vice President of Health Sciences

1. Within ten (10) business days of receipt of the Dean's decision, any party may appeal the decision by filing a written notice of appeal with the Senior Vice President for Health Sciences.
  - a. The written appeal should be submitted to Student Affairs for distribution to the Senior Vice President, the Dean, the other parties involved including students, faculty members and department chair, Academic Misconduct Committee chair, and Executive Associate Dean for Professional Education. The Executive Associate Dean for Professional Education also notifies the Scholastic Standards chair, if appropriate, of the appeal.
2. The other party may file a response to the appeal with the Vice President within five (5) business days of receipt of the appeal. Written response should be submitted to Student Affairs for distribution to the Vice President, and other involved parties, as outlined above.
3. The Vice President shall consider the appeal and response to the appeal, and may solicit whatever counsel and advice the Vice President deems appropriate to arrive at a final decision. The Vice President may also convene an ad hoc committee composed of students and faculty members from outside the college or department to determine if there were substantial defects that denied basic fairness and due process. After receiving the appeal, the Vice President shall, within twenty (20) business days, take one of the following actions:
  - a. Accept the decision of the Dean of the college.
  - b. Return the report to the Dean of the college requesting that he/she clarify specific matters, materials and issues, and forward to the Vice President a second report of his/her decision relating to the specific matters referred by the Vice President for further explanation; or
  - c. Reject all or parts of the Dean's decision, stating reasons and actions for imposing a greater or lesser sanction than determined by the Dean.
4. Written notification of the Vice President's decision and the basis for that decision shall be communicated to the parties, to the chair of the Academic Misconduct Committee and to the Dean within twenty (20) business days after 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.
5. The decision of the Vice President 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.

E. Copies of Documents to Department Chair

1. During the appeals process and at the time they are submitted, the following documents should be copied to the chair of the department considering the academic misconduct: the first written complaint, the first written appeal, all subsequent appeals, all responsive documents, and all written recommendations or decisions made at each level of the appeal.

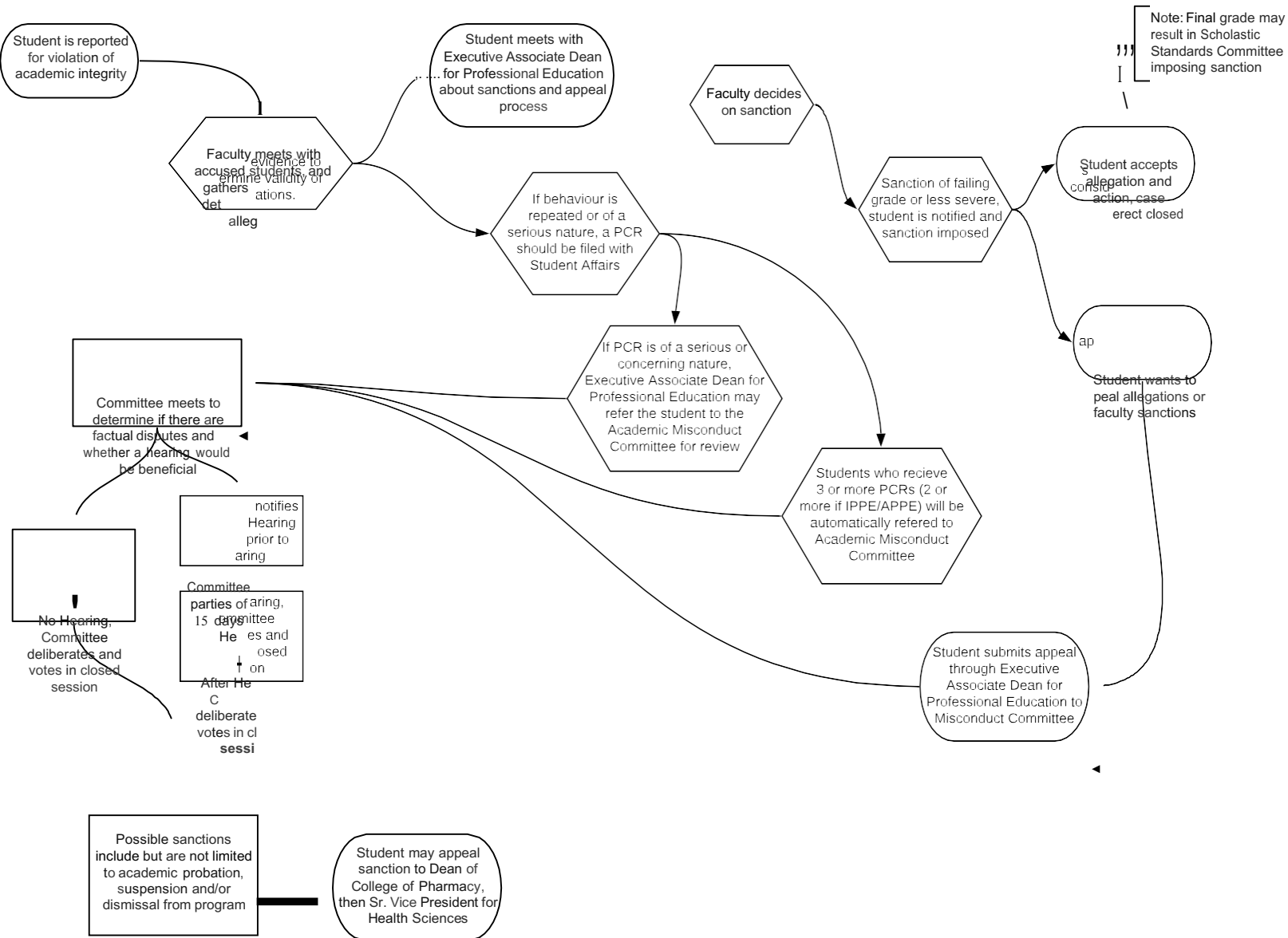
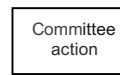
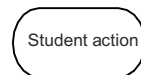


## Academic Misconduct Committee Flowchart

### Academic Integrity Violation

pg. 78

#### Key



## **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.

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.

### **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 Student Services and the Executive Associate Dean for Professional Education of the College. These cases will be acted upon by the Academic Misconduct Committee as described in the Orientation Guide and the University of Utah Student Code.

## **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. A Professionalism Concerns Report may be used as the written complaint (See page 93 for more information on this report). 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.

## **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.

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.

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

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. Student Affairs 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.

### **A. Professional Misconduct**

1. A student who engages in professional misconduct may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession for which the student is preparing.
  - a. Any person who observes or discovers that a student has engaged in professional misconduct should discuss and file a written complaint, also known as a Professionalism Concerns Report (PCR), with the Executive Associate Dean for Professional Education within forty-five (45) business days of the date of discovery of the alleged violation. 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.
  - b. Upon receipt of the complaint, the Executive Associate Dean for Professional Education shall notify the department chair, and within a reasonable time discuss the alleged misconduct with the accused student and give the student an opportunity to respond. The Executive Associate Dean for Professional Education may interview the complaining party and any other persons believed to have pertinent factual knowledge of the allegations. The Executive Associate Dean for Professional Education may also review any other relevant evidence, including documentary evidence.
  - c. The Executive Associate Dean for Professional Education shall determine whether there is a reasonable basis to believe that the student engaged in professional misconduct.

- d. Any written allegations and documentation will be kept in a secured file separate from student academic records.
- e. If the Executive Associate Dean for Professional Education determines that there is no reasonable basis to believe that the student engaged in professional misconduct, the Executive Associate Dean for Professional Education, shall notify the student, the matter will be dismissed, and the written documentation destroyed following the completion of the student's program of study.
- f. If the Executive Associate Dean for Professional Education determines that there is a reasonable basis for believing that the student engaged in professional misconduct, he/she shall determine whether efforts at informal resolution are appropriate and, if so, shall take whatever steps are useful to that end.
- g. If an informal resolution is reached and the responding student complies with the terms and conditions of the resolution, no further action against the student will be taken and the matter will be closed.
  - 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, Student Affairs, and the Executive Associate Dean for Professional Education. Student Affairs monitors student compliance with the terms and conditions of the resolution. If the student upholds the informal resolution, no further actions will be taken, and the matter will be closed.
  - A student may be requested to undergo further evaluation, remediation or referral to other professionals or programs in order to determine whether such interventions may form the basis of informal resolutions to the allegations. If evaluations, remediation and/or referrals are appropriate interventions and are agreed to by the student, Student Affairs, and 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.
- h. 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, Executive Associate Dean for Professional Education shall, within twenty (20) business days of receipt of the complaint, refer the complaint, including his/her recommendation for academic sanctions, to the Academic Misconduct Committee for proceedings in accordance with below, and so notify the student in writing. The Scholastic Standards Committee chair is also notified.

- i. If PCR is of a serious or concerning nature, Executive Associate Dean for Professional Education may refer the student to the Academic Misconduct Committee for review.
- j. Students who receive 3 or more PCRs (2 or more if IPPE/APPE related) will be automatically referred to the Academic Misconduct Committee.

**B. Proceedings Before the Academic Misconduct Committee**

1. **Written Complaint.** The written complaint(s), or PCRs, shall be delivered to the chair of the Committee, with a copy to the student.
2. **Response to Complaint.** The student responding to the complaint should submit his/her response to Student Affairs for distribution to the chair of the Academic Misconduct Committee, with a copy to appropriate parties, no later than five (5) business days after receipt of the complaint.
3. **Makeup of the Committee.** The Executive Associate Dean for Professional Education shall ensure that an Academic Misconduct Committee is constituted according to college procedures, subject to the following parameters. Two faculty members shall come from within the College of Pharmacy, one faculty member from outside of the College of Pharmacy, and two PharmD students. No more than one faculty member and two Committee members in total may come from the same department in a multi-department college. The members of the Committee who shall hear the case are the three faculty members and the two students from the appealing student's peer group. The Committee shall establish internal procedures consistent with the Orientation Manual and the Student Code.
4. **Scheduling Hearings Before the Committees.** When a complaint together with a response are filed in a timely manner, the Committee shall schedule a hearing date if:
  - a. The documents raise material issues of disputed fact.
  - b. The Committee determines that a hearing is necessary or otherwise desirable to aid in the resolution of the issues; or
  - c. The possible sanctions against the student may include dismissal from the PharmD program, or suspension for longer than ten (10) business days.
  - If the Committee determines that no circumstances exist that require a hearing, as provided above, the chair shall notify the student and the faculty member (the parties) in writing of this determination and convene a closed meeting of the Committee to consider the documentation submitted by the parties. The Committee chair shall prepare a written report of the Committee's findings and sanction, including the basis for that decision for immediate distribution to the student, faculty members responsible for the course(s), department chair, 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.
5. **Notice of Hearings Before Committees.** If the Committee determines that a hearing is required, the chair shall schedule a hearing date and notify the parties in writing of the date of the hearing, the names of the Committee members, and the procedures outlined below at least fifteen (15) business days prior to the hearing.

6. Hearing Procedures. Hearings shall be conducted according to the following procedures:
- a. Hearings shall be conducted within a reasonable time after the Committee's receipt of the written complaint and recommendations and the response.
  - b. At least five (5) business days prior to the date of the hearing, the parties shall make available to each other and to the Committee a list of their witnesses and a list of the documents to be offered at the hearing. In exceptional circumstances, the Committee may allow a party to call witnesses not listed or submit additional documents at the hearing.
  - c. The parties have a right to be accompanied by any person as advisor, including legal counsel, who will be permitted to attend, but not directly participate in, the proceedings.
  - d. Hearings shall be closed to the public.
  - e. All hearings, except Committee deliberations and voting, shall be recorded and a copy made available to any party upon request. Committee deliberations and voting shall take place in closed sessions.
  - f. The Committee must have a quorum present to hold a hearing. A quorum consists of three (3) members, including at least one (1) student and the faculty member from outside the college. If there is more than one hearing in a matter, or if the hearing continues over more than one session, the same three members must be present for all sessions. All findings and decisions of the Committee shall require a majority vote of the Committee members present at the hearing.
  - g. At the hearing, the parties shall have the right to present questions to witnesses through the Committee chair, to present evidence and to call witnesses in their own behalf, in accordance with the Committee's established internal procedures.
  - h. The Committee shall not be bound by strict rules of legal evidence or procedure and may consider any evidence it deems relevant.
  - i. 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.
  - j. In the hearing, the Committee must determine, by a preponderance of the evidence, whether the student engaged in the alleged professional or ethical misconduct. If the Committee answers this question in the affirmative, the Committee may then recommend any academic sanction 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.
  - k. The Committee shall make its findings and decisions based only on evidence and testimony presented by the parties at the hearing. Committee members shall not conduct their own investigations, rely on prior knowledge of the facts or develop their own evidence.
  - l. If either party presenting to the Academic Appeals Committee fails to attend the hearing without good cause, the Committee may proceed with the hearing and take testimony and evidence and report its findings and decision to Senior Vice President for Health Sciences, on the basis of such testimony and evidence.
  - m. The Committee chair shall prepare a written report of the Committee's findings and decision, including the basis for that decision, for immediate distribution to the student, faculty members responsible for the course(s), department chair, 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.

7. 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.

C. Appealing to the Dean of the College

1. 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) business days of notification of the College Academic Misconduct Committee's decision.
  - a. The written appeal should be submitted to Student Affairs for distribution to the Dean, Academic Misconduct Committee, individual(s) making allegations, 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.
2. The other party may file a response to the appeal with the Dean within five (5) business days of receipt of the notice of appeal. Written response should be submitted to Student Affairs for distribution to the Dean, and other involved parties, as outlined above.
3. The Dean of the College shall consider the appeal and the documentation submitted to the Committee, and the findings and conclusions of the Committee in making a decision.
  - a. 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.
  - b. 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.
4. Written notification of the Dean's decision shall be communicated 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) business days of receipt of the appeal.
5. The Dean's decision is final unless appealed to the Senior Vice President of Health Sciences within ten (10) business days.

D. Appeal to Senior Vice President of Health Sciences

1. Within ten (10) business days of receipt of the Dean's decision, any party may appeal the decision by filing a written notice of appeal with the Senior Vice President for Health Sciences.
  - a. The written appeal should be submitted to Student Affairs for distribution to the Senior Vice President, the Dean, the other parties involved including students, individual(s) making allegations, department chair, Academic Misconduct Committee chair, and Executive Associate Dean for Professional Education. The Executive Associate Dean for Professional Education also notifies the Scholastic Standards chair, if appropriate, of the appeal.



2. The other party may file a response to the appeal with the Vice President within five (5) business days of receipt of the appeal. Written response should be submitted to Student Affairs for distribution to the Vice President, and other involved parties, as outlined above.
3. The Vice President shall consider the appeal and response to the appeal, and may solicit whatever counsel and advice the Vice President deems appropriate to arrive at a final decision. The Vice President may also convene an ad hoc committee composed of students and faculty members from outside the college or department to determine if there were substantial defects that denied basic fairness and due process. After receiving the appeal, the Vice President shall, within twenty (20) business days, take one of the following actions:
  - a. Accept the decision of the Dean of the college.
  - b. Return the report to the Dean of the college requesting that he/she clarify specific matters, materials and issues, and forward to the Vice President a second report of his/her decision relating to the specific matters referred by the Vice President for further explanation; or
  - c. Reject all or parts of the Dean's decision, stating reasons and actions for imposing a greater or lesser sanction than determined by the Dean.
4. Written notification of the Vice President's decision and the basis for that decision shall be communicated to the appealing party, and to the Dean within twenty (20) business days after receipt of the appeal. The Dean then notifies the other parties involved, Academic Misconduct Committee chair, Executive Associate Dean for Professional Education, and the Scholastic Standards Committee chair of the Senior Vice President's decision.
5. The decision of the Vice President 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.



## Academic Misconduct Committee Flowchart

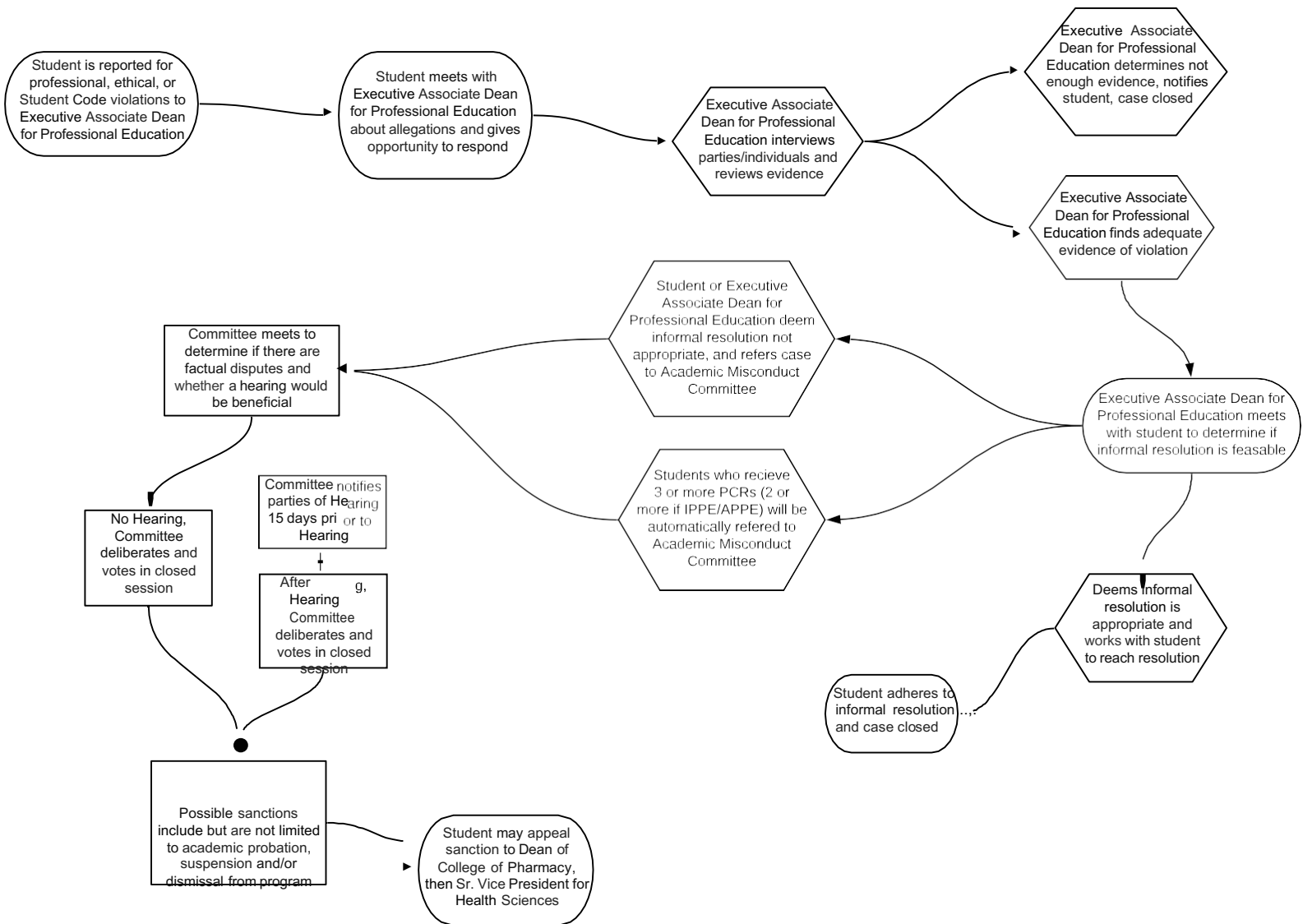
**Professional/Ethical/Student Code Violation**  
pg.85

Key

Faculty  
action

Student  
action

Committee  
action



## PROFESSIONALISM CONCERNS REPORT (PCR)

A Professionalism Concerns Report (PCR) is prepared when a student exhibits behavior not consistent with the College of Pharmacy Professionalism Guidelines and is intended to assist the student in meeting professionalism expectations in academic, professional or administrative settings. Upon discovery of the concerning behavior, the individual should discuss the incident with Student Affairs and the Executive Associate Dean for Professional Education. If the incident occurs in a Patient Care setting, including IPPEs and APPEs, the EE Director is included in the discussion.

When behavior is repeated or of a serious nature, a PCR should be completed. In the case of Academic Misconduct, the faculty member who completed the report should meet with the student to discuss improvements, and follow procedures outlined on page 79. In the case of Professional Misconduct, the Executive Associate Dean for Professional Education will meet with the student, giving them a chance to respond to the allegations, and investigate as outlined on page 85.

A student who engages in professional misconduct may be subject to academic sanctions including but not limited to a grade reduction, failing grade, probation, suspension or dismissal from the program. Sanctions may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession for which the student is preparing.

Students who receive 3 or more PCRs (2 or more if IPPE/APPE related) will be automatically referred to the Academic Misconduct Committee.

UoU COLLEGE OF PHARMACY

**PROFESSIONALISM CONCERNS REPORT**

Type or print all entries.

Student Name	Course (Name & Course No.)* or Incident Site
Name of Coursemaster, EE Director, Assoc Director, or Exec Dean filing the form (type / print legibly)	Date of Incident(s)
Signature of Coursemaster, EE Director, Assoc Director, or Exec Dean filing the form <b>(Required)</b>	Date Discussed with Student
Date:	

\*If applicable

This report is prepared when a student exhibits behavior not consistent with the UoU Professionalism Guidelines and is intended to assist the student in meeting professionalism expectations in academic, professional or administrative settings. Improvement in the area(s) noted below is needed in order to meet the standards of professionalism inherent in being a pharmacist.

**Check the appropriate category(ies). Comments are required.**

**Patient-Centered Care**

- ☐ The student did not act in the best interest of the patient.
- ☐ The student did not demonstrate sensitivity to the needs, values or perspectives of patients, family members or caregivers.
- ☐ The student did not establish appropriate rapport with patients, family members or caregivers.
- ☐ The student did not demonstrate openness/ responsiveness to the patient's ethnic and cultural background.
- ☐ The student did not respond to patient needs in a timely, safe or effective manner.
- ☐ Other unprofessional behavior related to Patient Centered Care:

**Comments: (Describe the specifics of the incident-who, what, when, where)**

**Respect**

- ☐ The student did not demonstrate respect for the rights of others in academic or professional settings.
- ☐ The student did not demonstrate respect in interactions with others.
- ☐ The student did not establish or maintain appropriate boundaries with patients, family members, fellow students, faculty or staff.
- ☐ The student did not demonstrate equal respect for all persons, regardless of, race, gender, religion, sexual orientation, age, disability or socioeconomic status.
- ☐ The student did not demonstrate respect for the confidentiality rights of patients or others.
- ☐ Other behavior that demonstrated lack of respect:

**Comments: (Describe the specifics of the incident-who, what, when, where)**

**Integrity**

- ☐ The student provided false information in an academic, professional or administrative setting.
- ☐ The student acted outside the scope of his/her role in an academic, professional or administrative setting.
- ☐ The student presented the work of others as his/her own (e.g. plagiarism or cheating).
- ☐ The student used his/her professional position for personal advantage.
- ☐ The student used the physical or intellectual property of others without permission or attribution (e.g. plagiarism).
- ☐ Other behavior that demonstrated lack of integrity:

**Comments: (Describe the specifics of the incident-who, what, when, where)**

**Service**

- ☐ The student did not function collaboratively within the health care team.
- ☐ The student did not demonstrate sensitivity to the requests of the health care team.
- ☐ The student did not demonstrate the ability to collaborate with students, faculty and staff in a learning environment.
- ☐ Other behavior that impeded collaboration:

**Comments: (Describe the specifics of the incident-who, what, when, where)**

**Responsibility**

- ☐ The student was tardy, absent, and/or misses deadlines/appointments.
- ☐ The student was disruptive or rude.
- ☐ The student needed continual reminders in the fulfillment of responsibilities.
- ☐ The student did not accept responsibility for his/her actions, recommendations or errors.
- ☐ The student could not be relied upon to complete his/her responsibilities in a timely manner.
- ☐ The student did not adhere to policies, procedures and/or instructions.
- ☐ The student did not dress in attire appropriate for a patient care setting.
- ☐ Other irresponsible behavior:

**Comments: (Describe the specifics of the incident-who, what, when, where)**

**Responsiveness & Adaptability**

- ☐ The student was resistant or defensive when provided with constructive feedback.
- ☐ The student did not demonstrate awareness of his/her own limitations and/or willingness to seek help.
- ☐ The student resisted adopting recommendations from faculty or others to improve learning or performance.
- ☐ The student did not demonstrate adaptability in a patient care or classroom environment.
- ☐ Other behavior that impeded self-improvement:

**Comments: (Describe the specifics of the incident-who, what, when, where)**

**6. Your recommendations and/or requirements for remedying the Professionalism Concerns listed on this report.**

**7. This section is to be completed by the student (optional).**

Comments (use back or attach additional information if desired)

I have read this evaluation and discussed it with the Coursemaster / Associate Director / EE Director / Executive Associate Dean.

\_\_\_\_\_  
Student signature

\_\_\_\_\_  
Date

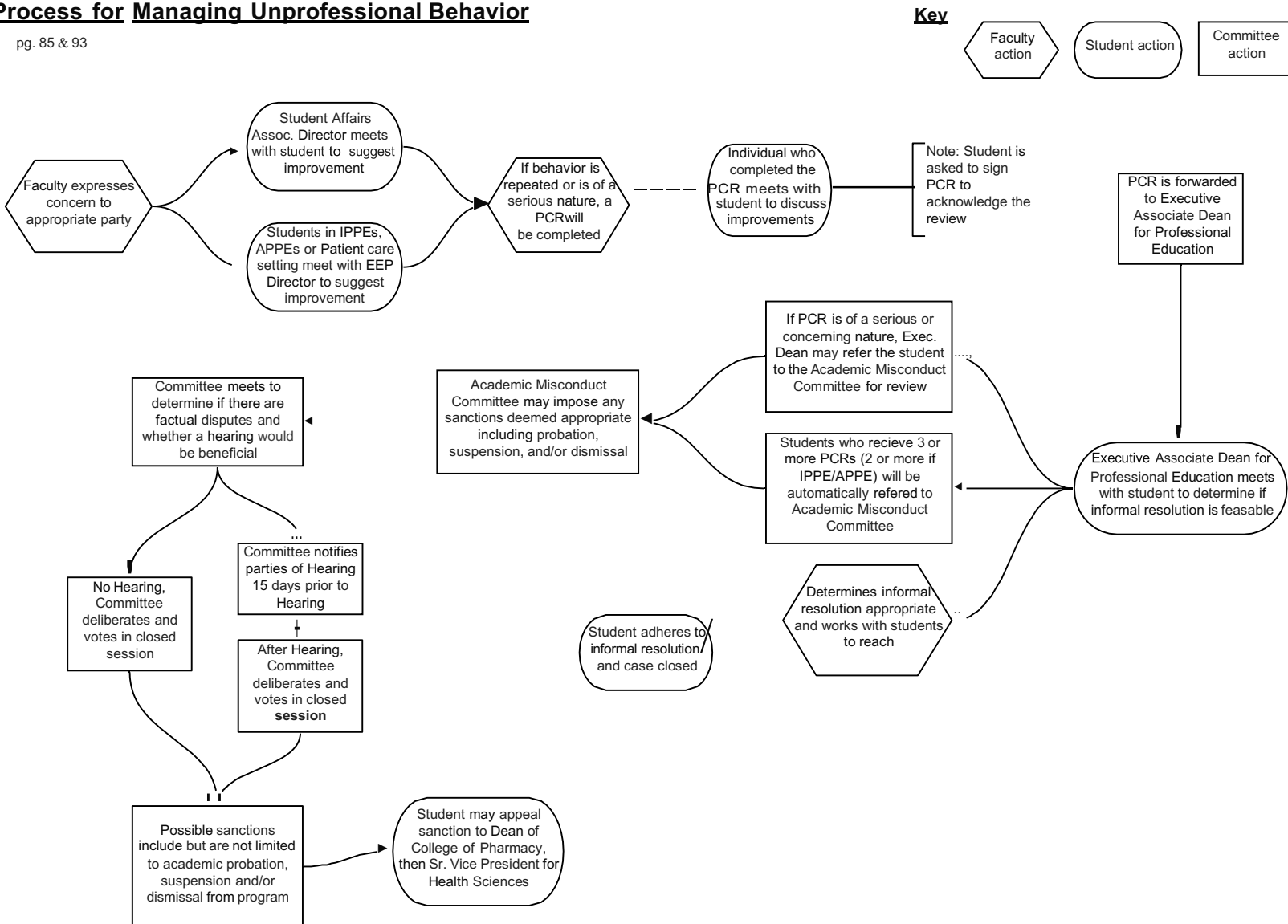
Your signature indicates that you have read the report, and it has been discussed with you. It does not represent your agreement or disagreement with the PCR. If you disagree or want to comment, you are encouraged to comment in the space provided.

The PCR will be sent to Executive Associate Dean for Professional Education and will be maintained separately from your academic file. In the event a referral is made to the Academic Misconduct Committee, the PCR will become part of your academic file.

03/14/19

## Process for Managing Unprofessional Behavior

pg. 85 & 93



## 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.	Associate Dean, Professional Education	105M SKH	581-7303
Carol Lim, Ph.D.	Associate Dean, Research/Grad. Education	2916 SRB	587-9711
Mark A. Munger, PharmD	Associate Dean, College Affairs/Accreditation	4958 SRB	581-6944
Kristen Keefe, Ph.D.	Associate Dean, Faculty	3928 SRB	585-7989
Don K. Blumenthal, Ph.D.	Associate Dean, IPE	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	Assistant Dean, Experiential Education	105J SKH	581-4590
Karen Gunning, PharmD	Associate Dean, Community Engagement	4982 SRB	587-9553
Jennifer Aoyagi Bangerter, Ed. D.	Assistant Dean, Finance and Administration	105E SKH	581-6808
Jim Ruble, PharmD, J.D.	Assistant Dean, Student Affairs	4924 SRB	581-4514
Heather Nyman, PharmD	Assistant Dean, Inclusion, Diversity & Equity	4769 SRB	587-9594

### DEAN'S OFFICE STAFF

**801-581-6731**

Misti Christensen	Executive Assistant to the Dean	110A SKH	581-3402
Jennifer Aoyagi Bangerter, Ed.D.	Assistant Dean, Finance and Administration	112 SKH	581-6808
Judy Babbitt	Administrative Officer	105 SKH	581-6731

### CPCSS:

Weston Tolman	IT Project Manager	4290 SRB	585-3637
Taylor "Mars" Jacobsen	IT Specialist	4290 SRB	585-3193

### CPWISE:

Gisel Gomez	Sr. Web Designer	105G SKH	585-9025
Renee Adams	Spec. Media Coordinator	105G SKH	585-0959
Kevin Bacon	Web Design, Junior	105G SKH	

### Development Office:

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

### Student Services:

Shawna Webster	Associate Director, Student Services College Title IX Deputy	105C SKH	581-1848
Dallas Nelson	Senior Academic Advisor	105B SKH	581-5384
Kamryn Shepherd	Pre-Pharmacy Academic Advisor	105A SKH	581-7046
JP Varney	Student Affairs Clerk	105K SKH	581-3337





#### Experiential Education:

Elle Jurado	Experiential Education Program Manager	105D SKH	213-3533
Tyler Clark	Experiential Education Specialist	105H SKH	581-2851
Bridget Smith	Experiential Education Specialist	105K SKH	581-5502

#### Human Resources:

Sunnavy Thomson	Employment and Travel Specialist	112 SKH	231-3421
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#### Ph.D. Program Advisor:

Brittany Thurgood	Research and Academic Manager	105E SKH	213-6439
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#### Finance:

Emily Zhou	Grants Accounting Officer	112 SKH	587-9057
Andy Lee	Grants Accounting Officer	112 SKH	581-7063
Teresa Moss	Senior Accountant	112 SKH	581-5984
Lisa Chandler	Purchasing Accountant	112 SKH	581-7216
Jing Zhou	Accountant	112 SKH	581-2739

#### Project Advisor:

Craig Henchey, Ph.D.	Associate Instructor – PharmD Projects	Offsite	craig.henchey@ pharm.utah.edu
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#### MEDICINAL CHEMISTRY

**801-581-5881**

Darrell Davis, Ph.D.	Professor, Chair	1958 SRB	581-7006
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.	Professor	1914 SRB	581-3198
Margo Haygood, Ph.D.	Research Professor	1960 SRB	585-7269
Charles Poulter, Ph.D.	Research Professor	EEJRM4100	581-6685
Grzegorz Bulaj, Ph.D.	Associate Professor	1952 SRB	581-4629
Raphael Franzini, Ph.D.	Assistant Professor	1926 SRB	585-9051
Jaclyn Winter, Ph.D.	Assistant Professor	1962 SRB	585-7117
Katharine Diehl, Ph.D.	Assistant Professor	1928 SRB	587-7227
Zhenjian Lin, Ph.D.	Research Associate Professor	1470 SRB	585-6983
Hari Vankayalapati, Ph.D.	Research Associate Professor	HCI RN 3264	213-8424
Rodrigo Galindo-Murillo, Ph.D.	Research Associate Professor	4290 SRB	581-3285
Shuanghu Liu, Ph.D.	Research Assistant Professor	SOM 4R118	585-3409
Holly Freedman, Ph.D.	Research Assistant Professor		581-5465



**PHARMACEUTICS & PHARMACEUTICAL CHEMISTRY**
**801-585-0070**

Hamid Ghandehari, Ph.D.	Professor, Chair	5215 SMBB	587-1566
Carol S. Lim, Ph.D.	Professor, Associate Dean, Research/Grad. Education	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.	Professor	2914 SRB	581-3944
You Han Bae, Ph.D.	Distinguished Professor	2972 SRB	585-1518
James N. Herron, Ph.D.	Associate Professor Associate Dean, Professional Education	2926 SRB	581-7303
Mingnan Chen, Ph.D.	Associate Professor	2962 SRB	581-7616
Shawn Owen, Ph.D.	Assistant Professor	2952 SRB	581-8069
Shreya Goel, Ph.D.	Assistant Professor	2960 SRB	608-338-2310
Jiyuan Yang, Ph.D.	Research Professor	205C BPRB	581-7349
Darrell Galloway, Ph.D.	Research Professor	2928 SRB	581-7271
Shuyun Dong, Ph.D.	Research Assistant Professor	2958 SRB	581-8987
Makoto Kondo, Ph.D.	Research Assistant Professor	301 SKH	232-8741
Paris Jafari, PharmD, MS, Ph.D.	Research Assistant Professor	5501 SMBB	585-1566

**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
Kristen Keefe, Ph.D.	Professor, Associate Dean, Faculty	3928 SRB	585-7989
Louis R. Barrows, Ph.D.	Professor	116 SKH	581-4547
Christopher A. Reilly, Ph.D.	Professor	3982 SRB	581-5236
Donald K. Blumenthal, Ph.D.	Associate Professor Associate Dean, IPE	102A SKH	585-3094
Marco Bortolato, Ph.D.	Associate Professor	3916 SRB	587-3352
Philip Moos, Ph.D.	Associate Professor	3914 SRB	585-5952
Tingting Hong, Ph.D.	Associate Professor	3926 SRB	581-3090
Mei Yee Koh, Ph.D.	Assistant Professor	3912 SRB	581-4612
Alessandro Venosa, PharmD, Ph.D.	Assistant Professor	3780 SRB	587-8814
Joseph Rower, Ph.D.	Research Assistant Professor	3861 SRB	587-0879
Cameron Metcalf, Ph.D.	Research Assistant Professor	SRB B0884	581-4028
Misty D. Smith, Ph.D.	Research Assistant Professor	417 Wakara	581-3190
Peter West, Ph.D.	Research Assistant Professor	206 SKH	581-8971

**PHARMACOTHERAPY**
**801-585-3092**

Dan M. Witt, PharmD	Professor, Chair Assistant Dean, Clinical Affairs	4323 SRB	581-8851
Karen M. Gunning, PharmD	Professor (Clinical) Associate Dean, Community Engagement	4982 SRB	587-9553
Diana I. Brixner, RPh, Ph.D.	Professor	4781 SRB	581-3182

## Executive Director PORC

Mark A. Munger, PharmD	Professor Associate Dean, College Affairs	4958 SRB	581-6944
Nancy Nickman, Ph.D.	Professor	4930 SRB	581-6239
Nathorn Chaiyakunapruk, Ph.D., PharmD	Professor	4964 SRB	585-3092
Dan Malone, PharmD	Professor	4922 SRB	581-8054
Laura Shane-McWhorter, PharmD	Professor (Clinical) Emeritus	4964 SRB	585-9564
Linda S. Tyler, PharmD	Professor (Clinical) Associate Dean, Pharmacy Practice	4775 SRB	581-2732
David C. Young, PharmD	Professor (Clinical)	4916 SRB	581-8510
Patricia L. Orlando, PharmD	Professor (Clinical)	4928 SRB	581-7545
Joanne LaFleur, PharmD, MSPH	Associate Professor	4765 SRB	585-3794
Jim Ruble, PharmD, JD	Associate Professor (Clinical), Assistant Dean, Student Affairs	4924 SRB	581-4514
Krystal Moorman, PharmD	Associate Professor (Clinical) Assistant Dean, Experiential Education	4931 SRB	581-4590
Heather Nyman, PharmD	Associate Professor (Clinical), Assistant Dean, Inclusion, Diversity & Equity	4769 SRB	587-9594
Casey Tak, M.P.H., Ph. D,	Assistant Professor	4320 SRB	585-0536
Amberly Johnson, PharmD	Assistant Professor (Clinical) Executive Director UPCC	4761 SRB	587-0605
Jennifer Babin, PharmD	Assistant Professor (Clinical)	4779 SRB	587-7923
Elizabeth Bald, PharmD	Assistant Professor (Clinical)	4929 SRB	585-0982
Nicholas Cox, PharmD	Assistant Professor (Clinical)	4911 SRB	585-7266
Alisyn May, PharmD	Assistant Professor (Clinical)	4911 SRB	585-0094
Kyle Turner, PharmD	Assistant Professor (Clinical)	4961 SRB	581-6304
Hanna Raber, PharmD	Assistant Professor (Clinical)	4911 SRB	585-1845
Joseph E. Biskupiak, MBA, Ph.D.	Research Professor, Director PORC	4962 SRB	585-5249
Natalie Ruiz-Negron, PharmD	Research Assistant Professor	4963 SRB	581-7393
Casey Tak, Ph.D. M.P.H.	Assistant Professor	4320 SRB	585-0536

## 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**



## 2021-2022 STUDENT ORGANIZATION OFFICERS

### **Utah Student Pharmacist Alliance (USPA)**

President: Jenni Giles

President-Elect: Trisha Matsuura

Secretary: Julia Zhu

Treasurer: Joe Rapp

Treasurer-Elect: Edward Chang

Vice-President of Student Affairs: Sydney Pickett

Vice-President of Public Relations: Haley Cain

### **American College of Clinical Pharmacy (ACCP)**

President: Kerina Gibb

President-Elect: Lindsey Kisielewski

Secretary: Rilee Christensen

Treasurer: Jeaninna Flores Bello

Project/Event Coordinator: Neden Yacine

### **Academy of Managed Care Pharmacy (AMCP)**

President: Raymond Pan

President-Elect: Michal Tvrdik

Treasurer: Iris Wan

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

President: Katelin Everitt

President-Elect: Kortney Parker

VP of Communications: James Kirklow

VP of Membership: Jennie McFarland

VP of Finance: Ashley Teter

VP of Patient Care: Katarina Jackson

VP of Policy: Victor Ha

Operation Diabetes Chair: Nirali Patel

Operation Immunization Chair: Jeaninna Flores Bello

Operation Heart Chair: Mckenna Evans

Operation OTC Medicine Safety Chair: Alexis Timpson

Operation Generation Rx Chair: James Jolley

Rural Outreach Co-Chairs: Daniel Atwood and Soren Wadsworth



**International Pharmaceutical Student Federation (IPSF)**

IPSF VP: Kerina Gibb

IPSF VP President-Elect: Neden Yacine

**American Society of Health-System Pharmacists**

Student Societies of Health-System Pharmacy (ASHP- SSHP)

President: Gisoo Imani

President-Elect: McKenna Fowler

Secretary: Vanessa Vincent

Treasurer: Connor Jensen

Public Relation/Historian Chair: Ashley Park

Advancement of Pharmacy Practice Chair: Amber Rasmussen

Communications and Community Outreach Chair: Jenni Nguyen

Career Development and Continuing Education Chair: Hailey Vandenhazel

**College of Psychiatric and Neurologic Pharmacists (CPNP)**

President: Bryson Bellacomo

President-Elect: Anthony Nguyen

**National Community Pharmacists Association (NCPA)**

President: Emma Wynn

President-Elect: Elizabeth Schindler

Secretary: Laura Galvao

Treasurer: Meaghan Walker

Outreach Coordinator: Scott Khuu

**Utah Pediatric Pharmacy Advocacy Group (UPeds)**

President: Eleni Gamvroulas

President-Elect: Ryley Collard

Treasurer: Paige Spriggs

Executive Board: Evan Hawes

Executive Board: Jacqueline Clark

Executive Board: Tera Fisher

Executive Board: Roxy Hedges

Executive Board: Steven Balls

Executive Board: Alexa Ellis

**Oncology and Hematology Pharmacy Advocacy Group (U-Onc)**

President: Brenae Ashton

President-Elect: Melissa Hansen

Secretary/Communications: Evan Hawes



Historian/social media/Marketing: Emi Radetich

Treasurer: Darin Chao

Director of Professional Programming: Landon Welch, Samantha Gallegos

### **ASUU**

Senator: Emi Radetich

Assembly Representative: Iris Wan

### **Faculty Advisors:**

Chair/Faculty Mentor: Dr. Dave Young

USPA: Dr. Kyle Turner

ACCP-UUSCP: Dr. Patricia Orlando

APhA-ASP: Dr. Kyle Turner & Dr. Hanna Raber

ASHP-SSHP: Dr. Jennifer Babin

AMCP: Dr. Diana Brixner

CPNP: Dr. Abril Atherton

NCPA: Dr. Jayme Garcia

UPeds: Dr. Karen Gunning

ISPOR: Dr. Joanne LaFleur

IPSF: Dr. Hanna Rabe

### **Rho Chi, Beta Epsilon chapter**

President: Joseph Lambson

Vice President: TBD

Secretary: TBD

Treasurer: TBD

Faculty Advisor: Dr. Krystal Moorman

### **Phi Lambda Sigma**

President: Erin Price

President Elect: Erin Price

Vice President: Kelsey Merlo

Treasurer: Alan Abbinanti

Secretary: Joseph Lambson

PLS Leadership Challenge

Coordinator: TBD

Faculty Advisor: Dr. Jim

Ruble

### **Kappa Psi**

Regent: Gilnou Pamphile

Immediate Past Regent: Eleni Gamvroulis

Vice Regent: Christopher Cahoon

Secretary: TBD

Treasurer:

Historian:

College of Pharmacy | 30 South 2000 East | (801) 581-6731





Sergeant at Arms: Alexandara Dansereau

Chaplain:

Webmaster:

Pledge Masters: Melina Bachtar and Lea Ljubicic

ASUU Liaison: TBD

Grand Council Convention Delegate:

Faculty Advisor: Dr. Alisyn May

**College Student Council  
(CSC)**

**P1: Landon Welch**

**P2: Darin Chao**

**P3: Scott Kuu**

**P4: Ross Urry**

**Alumni Association**

**Student Reps: Tyler**

**Tinkham, David Webb,**

**Patrisha Ganowsky,**

**Cassidy Jennings**

## **COLLEGE STUDENT COUNCIL (CSC)**

The College Student Council (CSC) 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 CSC is to facilitate communication between the College administration and the students and between the students themselves. The CSC 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 CSC representative to communicate concerns anonymously and/or collectively to the College administration.

The CSC 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. CSC representatives are asked to perform reviews of specified faculty one or more times a year from a student perspective. CSC representatives are asked to attend a university workshop on the retention, promotion, and tenure process each year. CSC representatives attend the College Council meetings each semester. The class College Student Council representative will also be involved in requesting funding from the Associated Students of the University of Utah (ASUU) for college-wide events and activities.

As is apparent from the above, the CSC 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 CSC 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 below. 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 the fall semester. Membership runs from November 1st to October 31st with dues being \$35 (2020-21). 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 \$43 (2020-2020 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.

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>

Annual student dues for ASHP are \$50 (2020-21).

Local student dues for ASHP are \$10 (2020-2021).

## **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 (2020-21 dues).

Local student dues for NCPA are \$10 (2020-2021).

## **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 (2020-21).

Local student dues for AMCP are \$10 (2020-2021).

## **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 pharmacoeconomic 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 pharmacoeconomic (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 pharmacoeconomic (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.

## **Oncology and Hematology Pharmacy Advocacy Group (U-Onc)**

The Oncology and Hematology Pharmacy Advocacy Group is an independent organization started at the University of Utah College of Pharmacy. This organization is focused on raising awareness of the role of pharmacists in the world of oncology-related medicine. The goals of this organization are to create lasting relationships and further the fight against cancer.

Annual student dues for U-Onc are \$15 (2020-2021).

## 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 Webster, Associate Director of Student Services  
105C Dean's Suite | 581-1848  
  
Dallas Nelson, 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 is located on 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 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 into 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.

The University of Utah seeks to provide a safe and healthy experience for students, employees, and others who make use of campus facilities. In support of this goal, the University has established confidential resources and support services to assist students who may have been affected by harassment, abusive relationships, or sexual misconduct. A detailed listing of University Resources for campus safety can be found at <https://registrar.utah.edu/handbook/campussafety.php>.

## 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 to Shawna Webster, College of Pharmacy Title IX Deputy, 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.

### OEO/AA Responsibilities

- Oversee the University's Efforts to remain in compliance with Equal Opportunity and Access laws
  - Serve as the ADA/Section 504 & Title IX Coordinator
- Investigations
  - Internal and External
- ADA Accommodations for employees and visitors
- Accommodation requests related to religion or pregnancy
- Affirmative Action Plan
- Minors in University Programs Policy 1-015

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/>

College of Health Science Psychologist: Kim Meyers, [kmeyers@sa.utah.edu](mailto:kmeyers@sa.utah.edu)

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.

The university has additional excellent resources to promote emotional and physical wellness, including the Counseling Center (<https://counselingcenter.utah.edu>), the Wellness Center (<https://wellness.utah.edu>), and the Women's Resource Center (<https://womenscenter.utah.edu>). Counselors and advocates in these centers can help guide you to other resources to address a range of issues, including substance abuse and addiction.

## **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](mailto: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://www.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://apartments.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/>