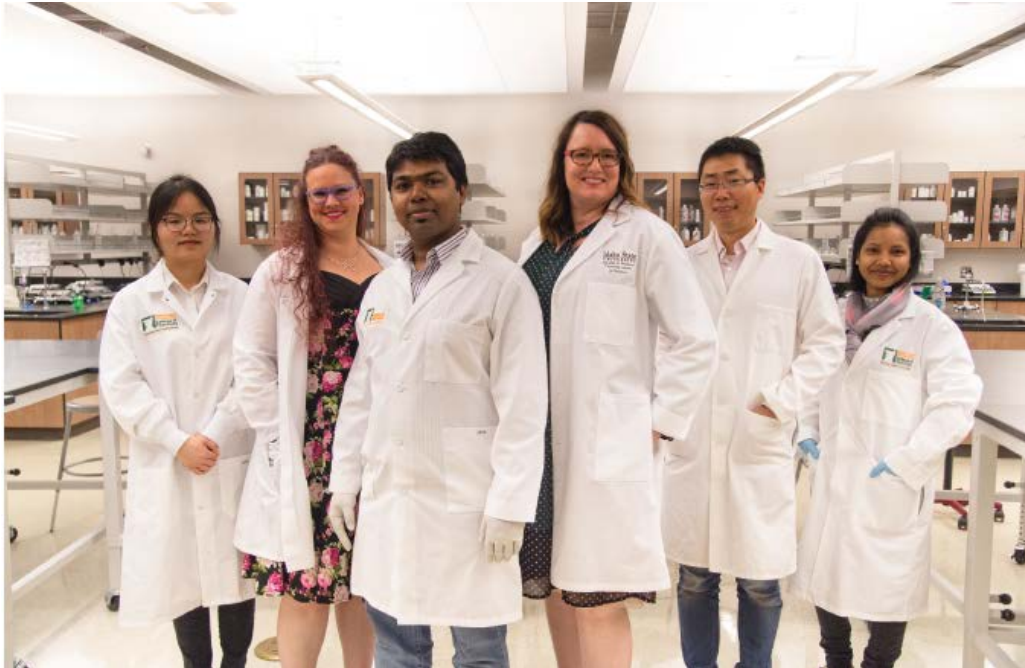


2018-2019  
Student Handbook  
**Idaho State**  
**UNIVERSITY**  
College of Pharmacy



[Meridian]

[Pocatello]

[Anchorage]



This Student Handbook is intended to offer a framework of the intended learning environment provided by the ISU College of Pharmacy faculty and staff. It is also provided to inform students of their rights as students as well as their obligations and responsibilities. Students are responsible for knowing the information, policies and procedures outlined in this document. The College reserves the right to update and change the Student Handbook as necessitated by governing authorities or administrative needs. Once the changes are posted online, they are in effect. Students are encouraged to check the online version of the Student Handbook for the updated versions of all policies and procedures.

Questions or suggestions for improving the Student Handbook may be addressed to the College of Pharmacy Office of Student Affairs.

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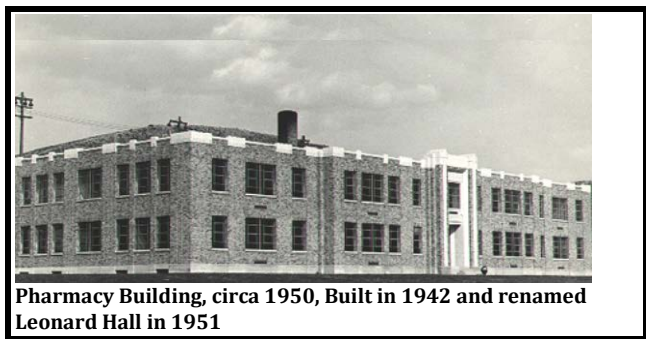
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# History of the College of Pharmacy

In May 1918 Eugene O. Leonard was named to develop a program in pharmacy at the Idaho Technical Institute in Pocatello, Idaho. Mr. Leonard served initially as director of the Division of Pharmacy and later as dean of the College of Pharmacy, serving with distinction until 1948. Classes in the two-year pharmacy program leading to the Ph.G. (Pharmacy Graduate) were first offered in September 1920. Four students were enrolled in the first class. By 1922 the Ph.C., a three-year program, was also offered.



Pharmacy Building, circa 1950, Built in 1942 and renamed Leonard Hall in 1951

The pharmacy program was initially housed in Swanson Hall. In 1926 it was moved to the basement of Faris Hall and in 1928 to the newly constructed Baldwin Hall. In 1942 the program was moved to its present location in the newly completed Leonard Hall, which was built with a state appropriation of \$175,000.

As is the case at other pharmacy colleges, enrollment has fluctuated considerably over the years. By 1925 the enrollment was forty students.

By 1939 the enrollment had increased to 133 students, and by 1942, it was 185. Enrollment decreased during World War II, but after the war, returning servicemen received federal support under the GI Bill, and enrollment surged to more than 360 students by 1948. By 1952 enrollment had declined to pre-war levels of about 180 students. As a result of the Federal Health Professions Scholarship Program (Capitation Program), enrollment reached a second post war peak of 337 students in 1976.

For the fall term of 1929, the school began offering the four-year BS degree in pharmacy under the banner of the Southern Branch of the University of Idaho. In 1932 the BS degree in pharmacy was mandatory in all states for licensure in pharmacy. During World War II, accelerated programs were offered and three classes per year graduated.

Emmons E. Roscoe, a faculty member for some twenty-five years, succeeded Dean Leonard in 1948. Dean Roscoe resigned the deanship in 1954, and was replaced by Dr. Ivan W. Rowland. Dr. Rowland resigned in 1956 to serve as founding dean of the College of Pharmacy at the University of the Pacific in Stockton, California. Dr. Rowland took several faculty members with him to Stockton, so five new faculty members were appointed in 1956, the year that Dr. Laurence E. Gale became dean.

Although the five-year BS in pharmacy did not become mandatory nationally until 1960, the College initiated this program in 1957; thus once again, the College was well ahead of the nation in curricular evolution. Dean Gale called for the establishment of a graduate program. A modest research program was initiated in 1957, and the Poison Information Center was established in 1958.

John V. Bergen assumed the deanship in 1963. Under his administration, the research program grew substantially and a grant from the National Science Foundation was received. The first two MS degrees were conferred in 1964. Dr. Bergen called for addition of biochemistry courses in the College of Liberal Arts and the development of a toxicology laboratory in the College of Pharmacy.

Dr. Frank P. Cosgrove became dean in 1968. Clinical pharmacy courses were introduced in the curriculum in 1970 and the first pharmacy administration faculty member was hired in 1975. The Drug Information Service was also established during Dr. Cosgrove's tenure as dean, and library holdings and laboratory equipment were significantly enhanced. Dr. Cosgrove also advocated implementation of a PhD degree.

Dr. Ira W. Hillyard became dean in 1979. In 1985, the Idaho legislature appropriated funds for a significant expansion of faculty. A commitment to consider a building project was also made at that time. In 1986, a decision was made to remodel Leonard Hall and add a small addition in two phases. A decision was also made in 1986 to offer the Doctor of Pharmacy degree as the single entry-level professional degree in pharmacy.

In 1987 Dr. Arthur A. Nelson, Jr. was appointed dean. Dr. Nelson finalized the plans for the remodeling and shepherded the project to its completion. Under his guidance, the College was restructured into two academic departments, and the

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## College of Pharmacy 2018/2019 Student Handbook

Doctor of Pharmacy degree and the PhD in Pharmaceutical Sciences were implemented. A nontraditional pathway to the Doctor of Pharmacy degree was also implemented during Dr. Nelson's tenure. Dr. Nelson resigned in 1994 to become the founding dean at Texas Tech University College of Pharmacy in Amarillo, Texas.

Barbara G. Wells was appointed dean in 1995. In addition to strengthening the teaching, research and service programs, her deanship was committed to enhancing the physical plant and growth in scholarship endowments. Under Dr. Wells' leadership, plans were finalized for a 10,000 square foot addition to Leonard Hall. This addition provided a much-needed new classroom, rooms for teaching in small groups, a research laboratory, faculty offices and an unfinished basement. For the first time, the clinical faculty were housed in Leonard Hall. Dr. Wells accepted a position as dean of the University Of Mississippi School Of Pharmacy in May 2001.

In August 2001, Dr. Joseph F. Steiner assumed deanship. Dr. Steiner completed a University of

Michigan Medical Center Pharmacy Residency and has a Doctor of Pharmacy Degree from the University of Michigan. Under his leadership, the College revised the curriculum to integrate basic science concepts that underlie the application of pharmacotherapy principles. He promoted the use of active learning strategies, life-long learning, developed practice experiences earlier in the curriculum and improved critical thinking skills and communication skills. Dr. Steiner accepted the position of dean of the University Of Wyoming College Of Health Sciences in August, 2009.

The College expanded its class size by adding the ISU-Meridian site in the fall of 2009. The program expansion was made possible by a \$5 million gift from the ALSAM Foundation, founded by L.S. "Sam" Skaggs and his wife Aline. The year 2016 marked the inaugural class at our new site in Anchorage, Alaska. Idaho State University's College of Pharmacy - the only on-site pharmacy education program in Idaho and Alaska - now offers the professional program in Pocatello and Meridian, Idaho, and on the University of Alaska Anchorage campus.

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Portions were excerpted from the book written by Dean Emeritus Frank Cosgrove, PhD, *Remember when... The History of Idaho State University College of Pharmacy 1918 - 1990*.

## Welcome from the Dean

I would like to welcome you to the College of Pharmacy and to the profession of Pharmacy. You are entering the profession at a very exciting time. The role of a pharmacist is expanding. The opportunities are growing. The call to decrease the cost of health care is a call we can answer. We have the skills, knowledge and abilities necessary to do the job. Pharmacists have been and remain ready to assist in assuring that patients receive appropriate and effective medication. We are ready to help improve quality and lower expenditures.

The opening of the L. S. Skaggs Pharmacy complex in Meridian was a very significant event for the College. With our expansion into Alaska, we reassert our position as Idaho's College of Pharmacy. We continue our legacy. Our larger presence will provide our students with many additional opportunities to become involved in serving the community. With the assistance of the ALSAM Foundation that made this possible, we are prepared and able to have a larger impact on healthcare in Idaho and Alaska.

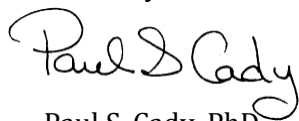
You are entering a great profession. As I travel around the state and meet with pharmacists, I am excited by what I witness. I see pharmacists expanding the practice and providing new and innovative services. I see pharmacists in hospitals, community pharmacies and other practice sites actively involved in the care of their patients. I see pharmacists in small towns and large cities providing monitoring and medication therapy services for their patients. I am moved as I see caring, kind pharmacists going the extra mile as they seek to improve the lives of those they serve. I am proud to be associated with these wonderful men and women.

You are the future of the profession. Our goal at the College of Pharmacy is to prepare you to be a leader in Pharmacy. With strong leadership, the profession of Pharmacy will continue to play an ever-increasing role in the provision of quality healthcare. We at the College of Pharmacy are committed to help you be among the best. With a strong commitment to your professional education, you will have an exciting and rewarding career.

As a student in the College of Pharmacy, you will have the opportunity of working with other students, faculty and practitioners who are committed to the advancement of healthcare. Additionally, our student organizations will sponsor many opportunities for you to provide patient care. Take the time to become involved. Care about those you serve. The experiences you gain, the friends and contacts you make will serve you well. Indeed, your education will be what you make it.

While the path you have chosen may not be easy, the goal is worth it.

Sincerely,



Paul S. Cady, PhD  
Dean





## Faculty and Staff

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Fonger, Darcy, Instruction Assistant  
Gardner, Denice, Office Specialist II (part-time)

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## College of Pharmacy 2018/2019 Student Handbook

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Stafford, Ryan, Technology Support Manager  
Wadsworth, Thomas, PharmD, BCPS, Clinical Associate Professor and Assistant Dean for Alaska Programs

## About the ISU College of Pharmacy

### ***Accreditation Status***

ACPE is recognized by the United States Department of Education as the national agency for accreditation of professional degree programs in pharmacy and continuing pharmacy education programs. The following link will connect you to the ACPE website that lists the standards for accreditation for all US schools and colleges of pharmacy:

[www.acpe-accredit.org/pdf/Standards2016FINAL.pdf](http://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf)

We encourage all pharmacy students to familiarize themselves with these standards.

The accreditation term granted to the professional Doctor of Pharmacy degree program at Idaho State University College of Pharmacy by the Accreditation Council for Pharmacy Education (ACPE) extends through June 30, 2025. This represents the customary cycle between comprehensive evaluations.

ACPE may be contacted electronically using [www.acpe-accredit.org](http://www.acpe-accredit.org) or via:

Accreditation Council for Pharmacy Education  
135 S. LaSalle Street, Suite 4100  
Chicago, IL 60603  
Phone (312) 664-3575  
Fax: (312) 664-4652

### **ACPE Standards and Complaint Information**

The Accreditation Council for Pharmacy Education (ACPE) requires each College of Pharmacy to have a formal process for other institutions, students, faculty, or the public to lodge written complaints against the college related to ACPE standards, policies or procedures, including tuition and fee policies. The complaint must be related to the standards or the policies and procedures of ACPE and must be submitted in writing. Please note that complaints regarding specific courses should be resolved by discussion with the course instructor. If the student's complaint requires further resolution, the student should make an appointment with the Department Chair. For further information and the online complaints form for issues related to ACPE standard, policies or procedures please go to:

[www.acpe-accredit.org/complaints](http://www.acpe-accredit.org/complaints)

Complaints submitted shall be reviewed by ACPE's Executive Director and the issue resolved generally within six months. A record of complaints shall be kept for consideration on file at the Council office. The complainant shall be advised of the decision or action as soon as possible. When a complainant has threatened or filed legal action against the institution, ACPE will hold complaints in abeyance pending resolution of the legal issues and the complainant is so advised.

### ***Career Advancement***

Of the 2017 graduates completing the exit survey, 100% are employed in pharmacy, continuing their education through a pharmacy residency, fellowship, or other advanced degrees, or had no plans for employment.

### ***Licensure***

To become a registered pharmacist, you must fulfill both national and state requirements. Participating states use the North American Pharmacist Licensure Examination™ (NAPLEX®) and the Multistate Pharmacy Jurisprudence Examination™ (MPJE®). See the National Association of Boards of Pharmacy website, [www.nabp.net](http://www.nabp.net) for a list of state boards of pharmacy and for further information.

The State of Idaho requires 1,740 registered hours of practical experience before taking the NAPLEX®. Successful completion of IPPEs and APPEs will more than adequately satisfy Idaho's requirement. Idaho does not require a law exam for licensure. Carefully check the specific licensing requirements and eligibility regarding NAPLEX/MPJE procedures of the state where you plan to practice.

## **College of Pharmacy Vision, Mission, and Values**

### ***Vision***

To lead the nation in innovative pharmacy discovery and practice and inspire learners to be catalysts for change.

### ***Mission***

To develop caring and collaborative pharmacists and scholars who improve health outcomes through transformative research and patient-centered care.

### ***Values***

In addition to upholding the values of Idaho State University's Kasiska Division of Health Sciences, the College of Pharmacy embraces the following core values:

1. **Integrity:** Doing the right thing.
2. **Access:** Creating opportunities for outreach and engagement of underserved populations.
3. **Inclusiveness:** Seeking diversity by valuing everyone.
4. **Collaboration:** Nurturing a respectful community through mentorship, communication, and transparency.
5. **Intellectual Curiosity:** Fostering an environment that encourages research, scholarship, and entrepreneurship.
6. **Accountability:** Promoting a culture of patient and professional advocacy.

### ***Department of Pharmacy Practice and Administrative Sciences Vision and Mission***

#### **Vision**

The department will be an innovator and leader in providing clinical education and experiences to our students and residents that will enable them to practice pharmacy as essential members of an interprofessional health care team in a Medical Home Model. We will be at the forefront of the evolving role of the pharmacist **in conducting clinical research and providing patient-centered care.**

#### **Mission**

The Department of Pharmacy Practice:

- Provides clinical instruction and experiential learning opportunities to students, residents, and practicing pharmacists in support of the College's mission to prepare caring and highly capable pharmacists;
- Advances the profession of pharmacy through the discovery of knowledge that improves patient care, promotes the pharmacist's clinical role, and ensures the safe and cost-effective use of medications;
- Renders service that enhances the educational experience of current and future students, provides leadership to the profession at local, state, and national levels, and upholds the mission and vision of the College and University;
- Models patient-centered care through innovative pharmacy practice that incorporates the principles of evidence-based medicine and the highest degree of professionalism.

### ***Department of Biomedical and Pharmaceutical Sciences Vision, Mission, and Values***

#### **Vision**

To be nationally and internationally recognized for innovation and leadership in biomedical and pharmaceutical sciences education, service and scholarly activity.

#### **Mission**

To advance the pharmacy profession and the biomedical and pharmaceutical sciences by providing a high-quality education for professional and graduate students, contributing to the pursuit of knowledge in the biomedical and pharmaceutical sciences, and making meaningful contributions to the College, University, scientific community, and public.

#### **Values**

- Excellence
- Integrity
- Leadership
- Professionalism
- Diversity
- Innovation
- Collaboration

## **Curricular Philosophy Statement**

(approved by the faculty February 16, 2017)

The goal of the Idaho State University College of Pharmacy is to provide an educational environment that develops caring pharmacotherapy experts who positively impact the health care needs of our patients and who are effective interprofessional team members. An essential premise is that ISU graduates must be capable of managing the therapy of patients with multiple co-morbidities receiving complex drug regimens. To this end, we deliver a highly integrated curriculum taught in parallel with a small group, problem-based learning format. The primary curricular goal is the development of a strong foundational knowledge in the biomedical, pharmaceutical, and clinical sciences that includes the Pharmacists' Patient Care Process and fosters an evidenced-based approach to optimizing pharmacotherapy and patient health outcomes. Because it is a dynamic work in progress, we continue to experiment, assess, revise, and innovate within our curriculum to graduate highly competent practitioners.

The College of Pharmacy maximizes student engagement through sound instructional design. Knowledge, skills, and abilities are reinforced and built upon throughout the curriculum using a variety of techniques. We embrace diversity in innovative teaching methods and encourage the integration of active learning components into the traditional lecture style of course delivery, along with a robust use of technology and multiple curricular and co-curricular opportunities for leadership and professional development. We believe that socialization to the profession is crucial for the development of student pharmacists with the requisite interpersonal skills to effectively advocate for their patients with other healthcare providers. The socialization process occurs during synchronous classroom learning, collaborative learning in small group case studies and skills laboratories, the delivery of community outreach projects, shadowing of clinical pharmacists, and other experiential learning.

We view the curriculum as a tool to develop professionals who assume responsibility for their own learning and who are committed to the advancement of pharmacy practice. Our faculty has high expectations regarding attitudes, professional behavior, and performance. The desired result is a practice-ready generalist pharmacist with a highly developed sense of professional self, who upholds high standards of behavior in all settings. The state of Idaho provides a unique, patient-focused rural environment for students to develop the ability to make safe and cost-effective recommendations to optimize complex pharmacotherapy regimens in the context of a medical home model of practice.

## **Statement on Interprofessional Education**

Team-based, patient-centered care is essential to meeting the future healthcare needs of the public and is a critical part of the educational experience in the Idaho State University Division of Health Sciences, which includes the College of Pharmacy. Interprofessional education (IPE) occurs when educators and learners from two or more health professions create and foster a collaborative learning environment in which individuals learn from, with, and about members of other health professions. IPE facilitates interprofessional practice (IPP) which is defined as the provision of high-quality patient care in a collaborative, interprofessional environment. The goal of both IPE and IPP experience is to help students develop the knowledge, skills and attitudes that will result in positive interprofessional team behaviors, increase mutual recognition and respect between professions, and foster a more diverse and higher quality educational experience, with the ultimate goal of improving patient care and outcomes. The goal of the College of Pharmacy is to incorporate IPE and IPP throughout the didactic and experiential curriculum in a deliberate, coordinated, and integrated fashion.

## Financial Information

### *Cost of Attendance*

#### **Fees per semester\***

<b>2018/2019</b>	<b>Idaho Resident</b>	<b>Nonresident</b>	<b>Alaska</b>
Tuition and Fees	\$3,710	\$11,470	\$0
PharmD Fee	\$5,578	\$7,681	\$14,600
Malpractice Insurance	\$5	\$5	\$5
<b>Total per semester</b>	<b>\$9,293</b>	<b>\$19,156</b>	<b>\$14,605</b>

\*Please note that costs required for Certiphi Screening, background checks, drug testing, TurningPoint software, and any electives taken outside the ISU College of Pharmacy are not included above and are the responsibility of the student.

### ***ISU's Refund Policy***

Idaho State University's current refund policy, including refund periods and percentages is available at: <https://isu.edu/financeadmin/student-financial-services/refunds/>.

### ***Financial Aid***

Federal and State financial aid programs include the Federal Perkins Loan, State Student Incentive Grant, Federal Supplemental Education Opportunity Grant, and Federal Direct Loan.

For need-based financial assistance, students must complete a Free Application for Federal Student Aid (FAFSA). The FAFSA is returned to the federal processor with accurate tax information, as soon as possible after January 1. Priority is given to completed applications received by March 1.

Per federal financial aid guidelines and the FAFSA, a professional pharmacy student is considered for the same funding opportunities as a graduate student for financial aid purposes. For the Advanced Pharmacy Practice Experience year, students are advised to apply before March 1 of the student's P2 year for an additional semester of financial aid.

### ***WICHE Funding***

The Western Interstate Commission for Higher Education (WICHE) was established by western states to promote and facilitate resource sharing. The professional student exchange program enables students to attend out-of-state professional programs of study with in-state privileges when a professional program is not offered in their home state. Participation varies from state to state and from program to program. Some states require the student to return to the sponsoring state and practice their profession. For more information contact [www.wiche.edu](http://www.wiche.edu)

### ***Pharmacy Scholarships***

In addition to Idaho State University financial aid and exterior scholarships, the College of Pharmacy administers scholarships to professional PharmD students. Some awards are annual and others are renewable to the same student. Awards may focus on criteria such as Idaho residency, academic performance and extracurricular and leadership involvement.

Every spring semester all pharmacy students are encouraged to complete the online College of Pharmacy Scholarship Application to facilitate awards for the following academic year. Students who do not complete the online scholarship application by the deadline are not eligible to receive awards.

## 2018/2019 Scholarship Awards

Vic Allen Family Pharmacy	Paul and Eleanor Loscalzo
Michael Edward Araki-Kawaguchi	Jeanette Low
Asian American	Mark & Rachel Mailhot
Judith Marie Bernat	Val D. Middleton Memorial
Bi-Mart	Mary Gunderson Moss Memorial
Lane Alan Broyles	George Murray
Neal Atlee Broyles	National Association of Chain Drug Stores
Cardinal	Angela Osterman Memorial
Joseph W Carlson	Ara G. & Shirley W. Paul
Walter and Wayne Carte	Pharmacy Alumni Memorial
College of Pharmacy Class of 1972	Pharmacy General
David and Jane Chu Foundation	Pharmacy Endowment
Dr. Glenn W Corbett	Michael and Robyn Prime
Dean Emeritus Frank P. Cosgrove	Past Presidents of ISPA
Robert L. and W. H. "Bill" Dixon	Pullen-Grey Charitable
Harold W. & Lois Austin Driver	A.D. & Irene S. Rounds
E, I and J	Reinhaus Family Foundation
EIRMC Auxiliary	Frank L. Savage
Denise Fujimoto & Esther Fujimoto College of Pharmacy	Fred Schwamb
Sidney J. and Amy A. Fry	ShopKo
Jennifer A. Garner Memorial	Skaggs, ALSAM Foundation
Joshua Gehrke PDX College of Pharmacy	Sidney L. and Hetty H. Sly
Robert and Janice Goettsch	Ralph & Betty Smith
W. Robert Hepworth	William G. Story
Colonel Garth H. Holmes	Noall R. and Anna N. Streeper Pharmacy
Robert D. Joosten Memorial	Roy Y. and Linda Suminda
Idaho Society of Health-System Pharmacists	SuperValu -Albertsons
John B.& Virginia Kanarr	Bolujo F. Tunrarebi
G. Richard "Dick" Kerr	Lawrence & Debra Updyke
Lucile H. Kingsbury Memorial	Guy Curtis Waid
Gordon R. Klodt Memorial	Walgreens Diverisity
Sylvan L. Kuhn Endowment	Wal-Mart
Oscar and Mary Leonard	RoseMary Sampson Wells
	Dr. Dennis L. Wight, M.D.



## Curriculum

### *PharmD Program*

#### **PharmD Program Structure**

The first year provides a firm foundation in the basic sciences. The second and third years provide courses that build on knowledge base and skills. Courses will primarily focus on disease state management utilizing a modular, integrated approach. The final 42 weeks are devoted to full-time advanced pharmacy practice experiences (APPEs) at various clinical sites including Pocatello (Eastern Idaho Zone), Boise (Western Idaho Zone), and Coeur d'Alene (North Idaho Zone), as well as Anchorage, Alaska (Alaska Zone) and Reno, Nevada (Reno Zone).

#### **PharmD Program Goals**

*The major goals of the Doctor of Pharmacy program at Idaho State University are to prepare graduates with:*

1. A basic foundation of knowledge, skills, values and attitudes necessary for generalists to practice patient-centered pharmaceutical care and to continue their professional growth beyond graduation.
2. A sense of responsibility for optimizing pharmacotherapy for their patients.
3. The capabilities to assume leadership in the provision of patient-centered pharmaceutical care and advocate for advancement and change within the practice of pharmacy.
4. A unique set of skills and abilities that establishes graduates as the most qualified health care professional for managing complex pharmacotherapy regimens.

The guiding principle of the PharmD program is the delivery of patient-centered pharmaceutical care, which is the responsible provision of drug therapy for the purpose of achieving definite outcomes that improve a patient's quality of life (Hepler & Strand, 1990). Patient-centered care involves the process through which a pharmacist collaborates with a patient and other professionals in designing, implementing and monitoring a therapeutic plan that will produce specific outcomes for the patient. This in turn involves three major functions: (1) identifying potential and actual drug-related problems; (2) resolving actual drug-related problems; and (3) preventing drug-related problems.

The philosophy of patient-centered pharmaceutical care requires practitioners to utilize their knowledge and skills in order to identify individual patient-specific problems and create effective solutions for these problems. The practice of pharmaceutical care requires the skill of pharmaceutical diagnosis, which is the problem-centered, cognitive process used to identify patient-specific drug-related problems (Culbertson et al., 1997).

## Endpoint Abilities and Educational Outcomes for Graduates of the Doctor of Pharmacy Program

UISU's 2015 Educational Outcomes are derived from and closely emulate the Center for Advancement of Pharmacy Education's (CAPE) 2013 revised guidance document<sup>1</sup>. To that end, the 2015 ISU Educational Outcomes represent the knowledge, skills, attitudes, and behaviors that entry-level graduates of the Doctor of Pharmacy program should possess. Consistent with the CAPE document, the ISU Educational Outcomes were expanded beyond the fundamental knowledge and skills required of a graduate to include an affective domain, in recognition of the importance of professional skills and personal attributes necessary for the practice of pharmacy. This change emphasizes the mindset of self-awareness, innovation, leadership, and professionalism needed for pharmacy practice. Overall, an essential premise is that ISU graduates now and in the future must be capable of managing the drug therapy of complex patients receiving multiple drug therapies. Additionally, future graduates will require an expanded set of skills and abilities, which includes collaborating as part of an interprofessional team, advocating for patients, demonstrating leadership, providing care for diverse patient populations, contributing to the health and wellness of individuals and communities, educating a broad range of constituents, and effectively managing a highly technical workplace.

<sup>1</sup>Medina MS, Plaza CM, Stowe CD, Robinson ET, DeLander G, Beck DE, Melchert RB, Supernaw RB, Roche VF, Gleason BL, Strong MN, Bain A, Meyer GE, Dong BJ, Rochon J, Johnston P. Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes 2013. *Am J Pharm Educ.* Volume 77, Issue 8, 2013; Article 162.

# Idaho State UNIVERSITY College of Pharmacy 2015 Educational Outcomes

### 1.0 Foundational Knowledge (CAPE - Learner)

Graduates must develop, integrate, and apply knowledge from the foundational sciences (i.e. pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

- 1.1 Integrate and apply foundational knowledge and independently acquire new knowledge as needed for the practice of pharmacy.
- 1.2 Appropriately evaluate and utilize scientific literature to provide an evidence-based approach to patient care and pharmacy practice.

### 2.0 Essentials for Practice and Patient Care

Graduates must first and foremost have the ability to provide optimal patient-centered care in cooperation with patients, prescribers, and other members of an interprofessional health care team. Included in this goal are the competencies required to provide medication therapy management for patients with complex pharmacotherapy regimens.

#### 2.1 Patient Centered Care (CAPE - Caregiver)

- 2.1.1 Efficiently gather and organize relevant data from a patient interview or medical record.
- 2.1.2 Perform basic aspects of physical assessment.
- 2.1.3 Accurately assess the patient's/caregiver's self-management skills (i.e. medication adherence and/or ability to correctly use their drug regimen or device).
- 2.1.4 Assess a patient's risk for adverse drug reactions.
- 2.1.5 Perform an accurate and prioritized assessment of the patient's drug-related problems including any related health care needs that might affect drug therapy.
- 2.1.6 Appropriately utilize clinical literature to evaluate all therapeutic options.
- 2.1.7 Establish patient-specific therapeutic outcomes.
- 2.1.8

2.1.9	Determine the best pharmaceutical care plan for each patient (including use of pharmaceutical and clinical science knowledge, evidence-based medicine and sound clinical judgment).
2.1.10	Determine patient-specific monitoring parameters for drug therapy outcomes. Articulate and document a succinct, optimal pharmaceutical care plan including appropriate justification for patient-specific recommendations.
<b>2.2</b>	<b>Medication Use Systems Management (CAPE - Manager)</b> All graduates must possess the entry-level competencies needed to safely and accurately dispense medications and ensure that prescriptions or medication orders are appropriate for each patient. In addition, they must have the ability to manage medication use systems to optimize the safety and efficacy of medications.
2.2.1	Dispense prescription medications safely, accurately, efficiently, and in accordance with all federal and state Requirements.
2.2.2	Accurately calculate the quantity of medication to be compounded or dispensed, including the rate of parenteral drug administration.
2.2.3	Using proper compounding and/or aseptic technique and quality assurance methods, accurately compound individual bulk, or sterile medication products.
2.2.4	Be familiar with basic medication distribution, inventory control and medication error/safety management systems in various practice settings.
2.2.5	Apply basic principles of marketing, financial, and business management to the delivery of pharmacy services including marketing of medication therapy management and other patient care services and be able to justify fair compensation for these services.
2.2.6	Understand the development and maintenance of a formulary system.
2.2.7	Manage health care needs of patients during transitions of care and optimize the transition process.
2.2.8	Provide medication therapy management for patients with complex pharmacotherapy regimens.
2.2.9	Contribute to the pharmaceutical care system's process for reporting and managing medication errors and adverse drug reactions.
2.2.10	Apply principles of pharmacoeconomic, quality assurance, and humanistic outcomes research methods to the evaluation of medication delivery systems and patient-centered care.
<b>2.3</b>	<b>Health and Wellness (CAPE - Promoter).</b> A primary role of the graduate is to contribute to the health and wellness of individuals and communities.
2.3.1	Identify and provide effective health promotion and disease prevention services for individual patients, including educating them about behaviors that promote health, maintain wellness, and prevent disease.
2.3.2	Participate effectively in activities that promote health and wellness.
<b>2.4</b>	<b>Population-based Care (CAPE-Provider)</b>
2.4.1	Appropriately apply clinical guidelines and/or interpret medication use reviews to develop disease management protocols to optimize population-based outcomes.
2.4.2	Assist pertinent local and state organizations, health care providers, and policy makers in the development of public health initiatives and policies.
2.4.3	Identify the role and responsibility of pharmacists in emergency preparedness and response (e.g. bioterrorism and chemical terrorism, natural disasters).
<b>3.0</b>	<b>Approach to Practice and Care</b> Graduates must master a variety of skills and abilities that are necessary for providing patient care, working within dynamic health care systems, and interacting with patients in a culturally sensitive manner.
<b>3.1</b>	<b>Problem solving (CAPE - Problem-solver)</b>
3.1.1	Demonstrate the ability to identify and solve patient-related health care problems.
3.1.2	Demonstrate the ability to independently solve multiple problem types in a variety of settings.
<b>3.2</b>	<b>Education (CAPE - Educator)</b>
3.2.1	Provide effective counseling to patients and/or caregivers including proper instructions for self-care and the safe and effective use of medications and devices.
3.2.2	Provide accurate and useful drug information by defining the needs of the requestor, thoroughly evaluating information from all appropriate resources and effectively communicating a response.
3.2.3	Provide effective education to a variety of audiences including, patients, other health care professionals, students and the lay public.
<b>3.3</b>	<b>Patient advocacy (CAPE - Advocate)</b>
3.3.1	Assist patients in taking responsibility for and control of their health.
3.3.2	Recognize patients having difficulty navigating the health care system and help them to obtain optimal services.

<b>3.4</b>	<b>Interprofessional collaboration (CAPE - Collaborator)</b>
3.4.1	Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
<b>3.5</b>	<b>Cultural sensitivity (CAPE - Includer)</b>
3.5.1	Communicate and interact in a professional and culturally sensitive manner including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory, and maintaining patient confidentiality.
<b>3.6</b>	<b>Communication (CAPE - Communicator)</b>
3.6.1	Communicate effectively and appropriately at all levels (patient, interprofessional, lay public, peers).
3.6.2	Demonstrate skill in verbal, non-verbal, and written forms of communication.
3.6.3	Display effective interpersonal skills.
<b>4.0</b>	<b>Personal and Professional Development</b> Graduates must display the attitudes, behaviors, and values of a professional. As professionals, pharmacists are held to a high standard of conduct. Students are expected to meet these high standards both throughout the curriculum and upon graduation.
<b>4.1</b>	<b>Self-awareness (CAPE - Self-aware)</b>
4.1.1	Demonstrate a commitment to professional growth and lifelong learning, including the ability to self-assess, accept and utilize feedback and learn independently.
4.1.2	Utilize reflections to develop a personal plan for improvement.
<b>4.2</b>	<b>Leadership (CAPE - Leader)</b>
4.2.1	Demonstrate responsibility for creating and achieving shared goals, regardless of position.
<b>4.3</b>	<b>Innovation and Entrepreneurship (CAPE - Innovator)</b>
4.3.1	Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional
4.3.2	goals. Demonstrate initiative when confronted with challenges.
<b>4.4</b>	<b>Professionalism (CAPE - Professional)</b>
4.4.1	Demonstrate professional behavior including but not limited to punctuality, reliability, meeting deadlines, appropriate dress, and assuming responsibility for one's actions.
4.4.2	Accept responsibility for individual patient outcomes and give priority to patient well-being and safety, even if it means making personal sacrifices.
4.4.3	Maintain high standards with regard to moral, ethical and legal conduct.

# Curriculum Overview

## Doctor of Pharmacy Curriculum 2018-2019

### First Professional Year (P-1) – 38 credit hours total

PHAR 9911*	Intro Pharm Practice Experience I	1			
	<b>Fall Semester</b>			<b>Spring Semester</b>	
PHAR 9910	Dean's Recitation	0	PHAR 9905	Intro to Clinical Problem Solving	2
PHAR 9921	Biological Basis of Drug Action I	4	PHAR 9912	Intro Pharm Practice Experience II	1
PHAR 9924	Physicochemical Basis of Drug Action	3	PHAR 9922	Biological Basis of Drug Action II	5
PHAR 9931	Health Care I	3	PHAR 9923	Professional Development I	0
PHAR 9941	Intro Pharm Prac Literature I	4	PHAR 9926	Basic Pharmacokinetics & Calculations	3
PHAR 9941L	Intro Pharm Prac Literature I Lab	0	PHAR 9926R	Basic Pharmacokin & Calc Recitation	1
PHAR 9949	Human Physiology I	4	PHAR 9942	Intro Pharm Practice and Literature II	3
PHAR 9949/R	Human Physiology I Recitation	0	PHAR 9956	Human Physiology II	4
			PHAR 9956R	Human Physiology II Recitation	0
		<b>Credits 18</b>			<b>Credits 19</b>

\* On-line required summer 2018 course

### Second Professional Year (P-2) – 31 credit hours total

	<b>Fall Semester</b>			<b>Spring Semester</b>	
PHAR 9906	Case Studies w/Pharmacother Lab I	2	PHAR 9907	Case Studies w/Pharmacother Lab II	2
PHAR 9920	Recitation/Exam	0	PHAR 9913	Intro Pharm Practice Experience III	1
PHAR 9927	Dosage Form Design and Compounding	4	PHAR 9920	Recitation/Exam	0
PHAR 9927L	Dosage Form Design and Compounding Lab	0	PHAR 9933	Professional Development II	0
PHAR 9961	Pharmacotherapy I (Pulm/Renal)	4	PHAR 9944	Health Care II	3
PHAR 9962	Pharmacotherapy II (CV I)	4	PHAR 9944L	Health Care II Lab	1
			PHAR 9963	Pharmacotherapy III (CV II)	2
			PHAR 9964	Pharmacotherapy IV (Endocrine)	3
			PHAR 9965	Pharmacotherapy V (Musculoskel/Pain)	2
			PHAR 9966	Pharmacotherapy VI (GI)	3
		<b>Credits 14</b>			<b>Credits 17</b>

### Third Professional Year (P-3) – 30 credit hours total

	<b>Fall Semester</b>			<b>Spring Semester</b>	
PHAR 9908	Case Studies w/Pharmacother Lab III	2	PHAR 9914	Intro Pharm Practice Experience IV	1
PHAR 9930	Recitation/Exam	0	PHAR 9930	Recitation/Exam	0
PHAR 9945/L	Health Care III w/Lab	4	PHAR 9943	Professional Development III	1
PHAR 9967	Pharmacotherapy VII (Infect Dz)	5	PHAR 9948	Pharmacy Law	2
PHAR 9968	Pharmacotherapy VIII (Spec Pops)	3	PHAR 9952	Pharmacotherapy Lab IV	1
			PHAR 9969	Pharmacotherapy IX (CNS)	4
			PHAR 9970	Pharmacotherapy X (Heme/Onc)	2
			PHAR 9971/R	Capstone Pharmacy w/Recitation	5
		<b>Credits 14</b>			<b>Credits 16</b>

### Electives – 6 credits to be taken throughout the first three professional years

### Fourth Professional Year (P-4) – 50 credit hours total

PHAR 9981	Advanced Pharmacy Practice Experiences (APPE)	49 cr	PHAR 9982	Professional Student Seminar	1 cr
	General Adult Medicine	6 weeks		Ambulatory Care	6 weeks
	Patient Care Electives	6-12 weeks		Non-Patient Care Elective	6-12 weeks
	Advanced Community	6 weeks		Advanced Institutional	6 weeks

## Electives

A minimum of six (6) elective credits must be completed prior to beginning APPEs. Elective courses must have relevance to the healthcare profession and serve to enhance the professional skills and knowledge of the student.

Suitable elective credits must be:

1. 3000 level or higher unless specifically listed in the list of "Approved Electives" below. Pharmacy students in a joint program, e.g., PharmD/MBA program, may fulfill elective requirements in the professional program using graduate level coursework.
2. Taken after matriculation into the PharmD curriculum. Courses taken prior to PharmD enrollment do not qualify as an elective.
3. Approved by his or her adviser prior to registration.
4. If the elective is not on the list of "Approved Electives" below, a petition must be submitted to the Office of the Associate Dean for approval in order for the course to count toward the six hours of electives.

Completed before beginning rotations.

Elective credits less than a 3000 level and/or off campus classes not on the Approved Elective list below are subject to approval by the College of Pharmacy Curricular Affairs Committee.

Courses may be selected from the ISU College of Pharmacy offerings or other accredited academic institutions.

## Approved Electives

### COLLEGE OF PHARMACY

#### BIOMEDICAL AND PHARMACEUTICAL SCIENCES

<u>Credits</u>	<u>Course</u>	<u>Title</u>
2	PSCI 3308	Drug Discovery
3	PSCI 3368	Introduction to Toxicology
2	PSCI 4401	Drug Abuse
2	PSCI 4407	Pharmacogenomics
3	PSCI 4430	Psychopharmacology
2	PSCI 4437	Nuclear Pharmacy
2	PSCI 4438	Pharmaceutical Sciences Research
2	PSCI 4439	Drug Delivery in 21 <sup>st</sup> Century
1	PSCI 9937	Professional Student Seminar
1-4	PSCI 9938	Independent Problems in Pharmaceutical Sciences
1-4	PSCI 9992	Special Topics in Pharmaceutical Sciences

#### PHARMACY PRACTICE AND ADMINISTRATIVE SCIENCES

1	PPRA 3335	Smoking Cessation
1-2	PPRA 3341	Topics in Drug Utilization Review
2	PPRA 4428	Diet Alternatives and Nutrition
2	PPRA 4440	Pharmacoeconomics
1-4	PPRA 4491	Topical Seminar in Pharmacy Practice
1	PPRA 4499	Introduction to Interdisciplinary Work
2	PPRA 4499	Pharmacy Leadership and Advocacy
2	PPRA 4499	OTC medications/Self Care
2	PPRA 4499	Alcoholism and Drug Dependencies (APhA Institute)
2	PPRA 4499	Special Topics in Oncology
2	PPRA 9907	Complementary and Natural Medicine
2	PPRA 9913	Personal Financial Management for Pharmacists
2	PPRA 9915	Financial Management of the Community Pharmacy
2	PPRA 9925	Residency Readiness

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2	PPRA 9928	Women's Health
2	PPRA 9935	Veterinary Medicine
1-2	PPRA 9988	Independent Problems in Pharmacy Practice

### DIVISION OF HEALTH SCIENCES

1-2	DHS 4401	Mindfulness in Health Sciences
3	DHS 4402	Survey of Aging Issues
3	DHS 4403	Interprofessional Systems in Geriatric Management
3	DHS 4404	Geriatric Interprofessional Collab Pract Internship
2	DHS 4410	Fundamentals of Mindfulness
3	DHS 4499	Introduction to Health Care Quality
2	DHS 4499	Interprofessional Community Health
1-2	DHS 4499	Introduction to Mindfulness

### DIETETICS

3	NTD 3340	Nutrition for Health Professionals
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### HEALTH EDUCATION

3	HE 3383	Epidemiology
1-3	HE 4401	Issues in Health and Wellness
2	HE 4425	Patient Education Skills
3	HE 4443	Substance Abuse and Health Ed

### COLLEGE OF SCIENCE AND ENGINEERING

#### BIOLOGICAL SCIENCES

4	BIOL 3324	Developmental Biology
3	BIOL 3358	Genetics
3	BIOL 4423	General Parasitology
3	BIOL 4443	Endocrinology
2	BIOL 4448	Advanced Experimental Biochemistry
3	BIOL 4466	Medical Mycology

### COLLEGE OF ARTS & LETTERS

#### ANTHROPOLOGY

3	ANTH 4407	Anthropology of Global Health
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#### COMMUNICATION, MEDIA AND PERSUASION

3	CMP 4422	Conflict Management
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#### ENGLISH AND PHILOSOPHY

3	PHIL 2230	Medical Ethics
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#### GLOBAL STUDIES AND LANGUAGES

3	SPAN 2210	Spanish for Health Care I
3	SPAN 2211	Spanish for Health Care II
3	SPAN 3301	Spanish Conversation & Composition I
3	SPAN 3302	Spanish Conversation & Composition II
4	SPAN 4460	Medical Interpretation and Translation
1-3	SPAN 4494	Topics in Languages & Cultures for the Health Profs I
1-3	SPAN 4495	Topics in Languages & Cultures for the Health Profs II

#### POLITICAL SCIENCE

3	POLS 4405	Democracy and Governance
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#### PSYCHOLOGY

1-3	PSYC 3369	AIDS
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COLLEGE OF BUSINESS

HEALTH CARE ADMINISTRATION

3 HCA 2215 Healthcare Leadership

MANAGEMENT

3 MGT 3312 Individual & Organizational Behavior

MARKETING

3 MKTG 2225 Basic Marketing Management

UNIVERSITY OF ALASKA ANCHORAGE

HEALTH SCIENCE

3 HS A230 Introduction to Global Health

3 HS A370 Medical Sociology

## Course Requirements

### *Background Checks*

Students are required to have a criminal background check completed upon admission and again prior to beginning APPEs. Students may not begin an IPPE or an APPE without a background check. An applicant will not be fully matriculated into the program or may be dismissed from the program if the applicant has a record of conviction, plea agreement, withheld judgment or pending charges including, but not limited to, the following (felony or misdemeanor): crimes of a sexual, violent and/or exploitive nature, crimes involving theft, embezzlement and/or fraud and/or any crimes that would impact the applicant's ability to complete the requirements of the Doctor of Pharmacy program. Additional background checks and/or drug testing may be required by particular IPPE or APPE sites; students are responsible for the cost.

The Associate Dean for Student Affairs is responsible for monitoring adverse information, "hits" on background checks and notifying students that prior criminal activity may negatively affect their eligibility for licensure. Background "hits" deemed serious by the Associate Dean for Student Affairs will be brought before the Student Affairs Committee to determine progression in the program. Adverse information contained in the criminal background report may result in: (1) being denied full admission to the Program and consequently, dismissal from the Program; or (2) being denied or dismissed from the field-based experience and, consequently, denied admission to or dismissal from the Program; or (3) being denied a clinical assignment and, consequently, dismissal from the Program. Students will be afforded the opportunity to be heard before any such withdrawal from the Program.

### *Computer Use/Literacy*

Students should be competent in using word processing, database, and presentation software. ISU's Information Technology Services offers basic computer courses and a help desk. Access to ISU's computer network requires an additional university-imposed fee. The use of all computers and related equipment must comply with the ISU Information Systems Acceptable Use Policy.

### *Pharmacy Practice Experiences*

#### **Introductory Pharmacy Practice Experience (IPPE)**

The profession of pharmacy has changed over the years from a focus on drug dispensing to the provision of patient-centered care. Idaho State University College of Pharmacy has implemented curricular changes that will produce professionals prepared to fill the evolving roles of pharmacy



practice. The primary goal of IPPE is to provide the student with an opportunity to experience a broad range of pharmacy practice experiences early in their academic career. The IPPE courses are designed to prepare students for the Advanced Pharmacy Practice Experience (APPE) they will complete during the fourth professional year.

A total of 310 IPPE hours are required before a student can begin their APPE year, as outlined below:

- 120 Community IPPE hours completed during P1 year
- 120 Institutional IPPE hours completed during P2 year
- 40 Clinical Practice IPPE hours completed during P3 year
- 30 Service IPPE hours completed P1-P3 year (10 hour maximum can be completed per didactic year)

In addition, there are required Interprofessional Education (IPE) components that must be completed in the P1-P3 years. Refer to the IPPE syllabi for further details.

Registration as an intern is required for Idaho and the state(s) in which you are completing IPPE hours. If you wish to complete some or all of your IPPE hours in another state, you must receive permission from the Office of Experiential Education. If approved, please check with the Board of Pharmacy in that state for any additional requirements. Be sure to follow all laws in the state in which you are working. In some states, you may need to be licensed as a technician.

Students cannot be paid for IPPE experiences per Accreditation Council for Pharmacy Education (ACPE) guidelines ([www.acpe-accredit.org](http://www.acpe-accredit.org)). ACPE specifically prohibits students from receiving payment for educational experiences. Please note that travel, vaccines, Board of Pharmacy registration fees and other related expenses related to completion of IPPE hours are the responsibility of the student.

## Pre-Advanced Pharmacy Practice Experience (APPE) Competencies

### Foundational Knowledge

- |     |   |
|-----|---|
| 1.1 | Integrate and apply foundational knowledge and independently acquire new knowledge as needed for the practice of pharmacy.            |
| 1.2 | Appropriately evaluate and utilize scientific literature to provide an evidence-based approach to patient care and pharmacy practice. |

### Assessment

- |       |   |
|-------|---|
| 2.1.1 | Efficiently gather and organize relevant data from a patient interview or medical record. |
|-------|---|

### Problem Solving

- |       |  |
|-------|--|
| 2.1.5 | Perform an accurate and prioritized assessment of the patient's drug-related problems including any related health care needs that might affect drug therapy |
| 3.1.1 | Demonstrate the ability to identify and solve patient-related health care problems   |

### Patient Centered Care

- |       |   |
|-------|---|
| 2.1.8 | Determine the best pharmaceutical care plan for each patient (including use of pharmaceutical and clinical science knowledge, evidence-based medicine and sound clinical judgment). |
| 2.1.9 | Determine patient-specific monitoring parameters for drug therapy outcomes.   |

### Med Use Systems Management

- |       |   |
|-------|---|
| 2.2.1 | Dispense prescription medications safely, accurately, efficiently, and in accordance with all federal and state requirements. |
|-------|---|

### Essentials for Practice and Patient Care

- |       |  |
|-------|--|
| 2.2.2 | Accurately calculate the quantity of medication to be compounded or dispensed, including the rate of parenteral drug administration. |
|-------|--|

### Communication

- |       |   |
|-------|---|
| 3.2.1 | Provide effective counseling to patients and/or caregivers including proper instructions for self-care and the safe and effective use of medications and devices. |
| 3.6.1 | Communicate effectively and appropriately at all levels (patient, interprofessional, lay public, peers).  |
| 3.6.2 | Demonstrate skill in verbal, non-verbal, and written forms of communication.  |

### Education

**3.2.2** Provide accurate and useful drug information by defining the needs of the requestor, thoroughly evaluating information from all appropriate resources and effectively communicating a response.

**Interprofessional Collaboration**

**3.4.1** Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

**Professionalism**

**4.1.1** Demonstrate a commitment to professional growth and lifelong learning, including the ability to self-assess, accept and utilize feedback and learn independently.

**4.4.2** Accept responsibility for individual patient outcomes and give priority to patient well-being and safety, even if it means making personal sacrifices.

**4.4.1** Demonstrate professional behavior including but not limited to punctuality, reliability, meeting deadlines, appropriate dress, and assuming responsibility for one's actions.

**Pre-APPE Curriculum**

**5.0** Demonstrate acceptable competence In the Capstone pharmacotherapy module including all documentation and certifications required for entry into the APPE year.

Total **18**

**Certification Criteria for Advancement to APPE Placement**

Students must demonstrate competency to advance to APPEs by meeting the criteria defined here. Failing one or more criteria will result in remediation and may impact graduation and student rotation schedules.

Criteria	Measure
Pre-APPE Educational Outcomes	All educational outcome scores $\geq 2.0$
PCOA Exam	Adjusted score $\geq 15^{\text{th}}$ national percentile
Communication Score on Capstone Oral Exam	Passing score
Capstone course grade	Passing score $\geq C-$

**Remediation of Deficient Criteria**

<b>Criteria</b>	<b>Measure*</b>
Pre-APPE Educational Outcomes	Focused remediation to resolve identified deficiencies
PCOA Exam	Focused remediation to resolve identified deficiencies
P3 Case Studies Oral Exam	<ol style="list-style-type: none"> <li>1. Retake Oral Exam</li> <li>2. Complete Essay and Reflection with a score of 2 or better</li> </ol>
Capstone Course Grade	Focused remediation to resolve identified deficiencies

**\*Students failing to meet remediation requirements will be referred to the Progressions Committee**

**Advanced Pharmacy Practice Experience (APPE)**

Students must successfully complete all didactic course work (i.e., general education requirements and the first three years of the professional curriculum) prior to entering Advanced Pharmacy Practice Experiences (APPEs).

The purpose of Idaho State University’s College of Pharmacy (ISU-COP) is to prepare a competent pharmacy practitioner with effective primary care practice skills, including abilities to communicate and educate others on the rational use of medications and related devices. Advanced Pharmacy Practice Experiences (APPEs) are a series of in-depth clinical practicums within the fourth professional year that build on the skills and knowledge obtained in the previous three years of the didactic pharmacy curriculum and reiterate the purpose of the ISUCOP. APPEs will stress patient care services, clinical skills, problem solving, critical thinking, interprofessional collaboration, outcome-oriented decision, and professionalism making which allows the student to incorporate and apply the values, skills, knowledge, ethics, and attitudes taught throughout the curriculum. Experiences are of adequate intensity, duration and breadth to enable achievement of required competencies which are demonstrated and validated by assessment of outcome expectations.

The APPE program consists of 8 six-week blocks in which students will be required to complete 7 practicum experiences which include: 4 core, 1-2 patient-care (p-care) and 1-2 elective pharmacy practice experiences. The required core experiences consist of General Medicine, Ambulatory Care, Advanced Institutional, and Advanced Community. The Accreditation Counsel for Pharmacy Education (ACPE) requires that all core APPEs must be completed in the United States. All students will be required to complete the majority (4 blocks) of APPEs within their assigned geographical zone of either Coeur d’Alene, Eastern Idaho, Twin Falls, Western Idaho, or Reno, NV). With prior approval, other APPEs may be completed elsewhere at an ISU-approved site. Students will accumulate a total of 1680 experiential hours during the fourth year. Under the close supervision of experienced, well-qualified preceptors, students will have the opportunity to serve a wide variety of patient populations in various practice settings.

APPEs are full-time with a minimum of 40 hours per week. The 40-hour week, except in weeks where there are holidays recognized by the scheduled facility, may include shift work and/or weekends. Most preceptors are volunteer faculty; however, some receive compensation. Students cannot be paid for any activity associated with APPE training. Refer to the APPE Manual for further details.

**APPE Scheduling and Relocation**

The College guarantees that each student will be assigned the APPE hours necessary to graduate. Requests for specific experiences will be considered, but approval cannot be guaranteed. Preceptor and

site availability dictates scheduling of APPEs, and schedules may change at any time – even during the fourth professional year.

If, for any reason, a student does not progress through the curriculum with their original incoming class, their APPE preferences will be considered after those of the class they have been moved to.

The majority of APPEs will be located within the assigned geographical zone. Personal expenses including travel, food and lodging, and related expenses while enrolled in the Doctor of Pharmacy program are the student's responsibility.

### **Personal sickness**

Students should not come to a practicum site if they are experiencing:

- Productive/uncontrollable cough or sneezing
- Fever above 100° F
- Unidentified rash
- Excessive nasal discharge
- Vomiting or diarrhea

The student should contact the preceptor before the start of the rotation day. Some preceptors may require make-up time for students missing IPPE or APPE time due to illness.

### **Positive HIV or infectious hepatitis status**

Students are not required to inform the College of Pharmacy of their HIV or infectious hepatitis status. However, the Director of Experiential Education will work closely with any student who may be HIV positive to place that student into experiences, which are likely to pose less risk of significant exposure to infectious diseases. The Director will also work with students with infectious hepatitis who are concerned about potential disease transmission. Information regarding the bloodborne pathogen status of any student will be considered highly confidential by the staff member interacting with the student and will not be communicated in verbal or written form to any other student, staff, or faculty member without express permission of the student. This information also applies to students who are or may be immunocompromised for other reasons.

### ***Pregnancy***

Students who are pregnant or suspect pregnancy should use extra caution when around body fluids to try to avoid patients who may have communicable diseases. Potential health risks are associated with laboratory work during pregnancy. If a student is or becomes pregnant during the semester in which a science laboratory is required, she should contact the laboratory instructor immediately to arrange for suitable alternatives.

## Assessment

The assessment program at the College of Pharmacy employs a variety of measures from students, faculty, alumni, and preceptors. Throughout the curriculum, students participate in assessments that are embedded as required components of specific courses and practice experiences. **Participation in these assessment activities is required.** Participation in competency and other College of Pharmacy assessment activities is required for all Doctor of Pharmacy students. Assessments must be completed by each student, each semester for the student to successfully progress in the program. Failure to actively participate and complete assessments is considered unprofessional conduct.

Assessment Tools			
Assessment Activity	Class	Timing/Frequency	Description
Annual Assessment Exam	P1, P2	End of Spring Semester	Compiled questions covering pharmacy curriculum completed
Case Studies Self-Assessment	P1, P2, P3	Once annually	26 point instrument which is based upon the Endpoint Abilities and Competencies for Graduates of the Professional Program
PCOA -Pharmacy Curriculum Outcomes Assessment*	P3	Late Fall/Spring Semester – Administered every three years	Multiple choice test developed by the National Association of Boards of Pharmacy to assess curricular outcomes across time. Provides formative and summative for curricular assessment and feedback to individual students on strengths and weaknesses in student progress.
P4 Exit Activities	P4	End of the P4 spring semester	P4 Exit Survey and P4 Self-Assessment
P4 Exit Survey	P4	End of the P4 spring semester	Survey of career plans, demographics and open ended curriculum questions.
P4 Self-Assessment	P4	End of the P4 spring semester	43 question instrument which is based upon the Endpoint Abilities and Competencies for Graduates of the Professional Program
AACP Graduating Student Survey	P4	End of the P4 spring semester	Extensive survey on curriculum, educational experience and future plans
Course Evaluations	P1, P2, P3	End of each course	Standardized course evaluation instrument
Faculty Evaluations	P1, P2, P3	End of each course	Standardized faculty evaluation
IPPE Evaluations	P1, P2, P3	Upon completion of IPPE experiences	Standardized assessment of preceptor and site
APPE Evaluations	P4	Upon completion of each rotation	Standardized assessment of preceptor and site
Student Portfolios	P1, P2, P3, P4	Each semester	Evidence of student accomplishments (e.g., presentations, patient work-ups, reflection, professionalism self-assessment, awards, etc)

Additional tools may be added as necessary and students will be notified of the need to complete specific assessment activities.

\* Students who do not meet the minimum requirements on the PCOA exam will need to complete the following to be considered ready to progress to APPEs:

1. Write a 2-3 page reflective essay that contains a summary of the NAPLEX Competency Statements (beginning on pg 23 of the attached NAPLEX/MPJE Bulletin) and identification of perceived weak areas after seeing PCOA score report.
2. Create a 50 question practice exam and key with 2/3 of the questions from Area 1 and 1/3 of questions from Area 2. This should be submitted and used for future study.
3. Take and Pass an additional NAPLEX or in-house assessment exam with 70% or better.
4. Meet with a faculty advisor and submit an email to the Associate Dean for Academic Affairs outlining the above has been completed.

## Transfer from Other Schools of Pharmacy

Students wishing to be considered for transfer from another college of pharmacy should meet the criteria to be competitive amongst students accepted into ISU's Doctor of Pharmacy program and must present the following materials to the Associate Dean for Student Affairs of the College of Pharmacy:

1. A letter from the dean of the College of Pharmacy previously attended certifying the program the student was matriculated in and status as to good academic standing;
2. An official transcript(s) showing that the prepharmacy requirements of Idaho State University have been completed as well as any pharmacy courses completed thus far;
3. A letter to the Associate Dean for Student Affairs requesting evaluation of class standing.

## MBA/PharmD Program

The College of Business and College of Pharmacy at Idaho State University offer a joint PharmD/MBA program for students interested in earning both degrees. Students enrolled in the PharmD program may earn an MBA degree with approximately one summer and one year of additional course work. The program is closely aligned with the PharmD curriculum with the following changes and requirements:

- During the two years of prepharmacy course work, the student should take:  
ECON 2201 Principles of Macroeconomics (Partially satisfies General Education Objective 6)  
ECON 2202 Principles of Microeconomics (Partially satisfies General Education Objective 6)  
ACCT 2201 Principles of Accounting I  
ACCT 2202 Principles of Accounting II
- Students opting for the dual degree program will follow the traditional PharmD curriculum with the exception that MBA 6612 Human Behavior in Organizations (3 credits) will be substituted for PHAR 9944 Health Care II (3 credits). PharmD/MBA candidates must still complete PHAR 9944L Health Care II Lab (1 credit).
- Completion of the following courses can be used to satisfy six hours of electives required for the PharmD degree: MBA 6610, MBA 6611, MBA 6613, MBA 6614, MBA 6615. In order for these courses to count as professional electives, they must be taken while enrolled in the PharmD program, typically during the third professional year in the PharmD program and the summer preceding that year.
- Throughout and following the professional PharmD program, the student must complete the second year of the MBA curriculum, which includes MBA 6620, MBA 6621, MBA 6622, MBA 6623, MBA 6626, MBA 6628, MBA 6629, and MBA 6637
- Upon completion of all required MBA classes, students must complete the MBA oral exam.

Students interested in the combination MBA/PharmD should work closely with the MBA Program advisor to ensure they are meeting all requirements for this program.

## **Residencies and Fellowships**

A pharmacy residency is an organized, directed postgraduate training program in a defined area of pharmacy practice. A pharmacy fellowship is a directed, highly individualized, postgraduate program designed to prepare the participant to become an independent researcher.



## **Policies and Procedures**

### ***General Education Requirements***

Pharmacy students without a US baccalaureate degree from an accredited college or university, or an associate's degree or core certification from a school covered by the state articulation agreement, are required to complete the same general education requirements as students completing a Bachelor of Science degree at Idaho State University. The 9 objectives are identified in the ISU undergraduate catalog at [www.isu.edu](http://www.isu.edu). The College of Pharmacy requires all Doctor of Pharmacy Students to have a broad educational background with communication, humanities, and social sciences. Students must complete a minimum of 72 college/university credits before beginning the Doctor of Pharmacy program.

### ***Petitions***

A petition is utilized to make a written request to deviate from institutional policy and/or other needed purposes. Petitions are commonly used for general education requirements, university requirements, departmental and/or college requirements, re-admission, challenge by examination, and late registration. If a petition is approved, it is the student's responsibility to follow up by adding or dropping courses.

### ***Professional Technical Standards***

Students admitted to the College of Pharmacy must possess the mental, emotional, and physical abilities to complete the curriculum and ultimately perform the functions of a generalist pharmacy graduate. These professional technical standards are essential to ensure that students are capable of achieving the basic competencies in pharmacy practice adopted by the College. Applicants must possess the following skills and abilities, with or without reasonable accommodations as needed for those with disabilities:

#### **Intellectual skills**

Candidates must have mastered effective learning techniques in order to assimilate and apply a detailed and complex curriculum to resolve individual drug-related problems. They must be able to acquire knowledge through many modalities of teaching and instruction. It is essential that student pharmacists are able to transcribe verbal messages precisely, interpret written orders accurately, and perform pharmacokinetic and dosing calculations rapidly and correctly.

#### **Communication skills**

Applicants must be able to understand, speak, read, and write fluent English. They must be able to communicate effectively with patients from a broad range of backgrounds. Candidates must also be able to communicate accurately, respectfully and rapidly with colleagues and other members of the healthcare team in both oral and written forms.

#### **Motor skills**

Candidates must possess the motor, tactile, auditory, and visual abilities required to perform the duties of a generalist pharmacist, such as intravenous dose drawing and patient assessment.

#### **Behavioral, social, and emotional skills**

Applicants must be capable of relating to patients, caregivers, and other healthcare professionals in a culturally sensitive and caring manner. Candidates must be able to understand, interpret, and apply the ethical standards of the profession to a variety of different situations. They must also demonstrate emotional stability under stressful conditions and a willingness to accept responsibility for patient outcomes.

### **Stamina**

Pharmacy students must demonstrate a high level of physical and emotional stamina in the face of difficult workloads and stressful situations. All applicants accepted into the College of Pharmacy must demonstrate an aptitude for meeting each of these skill sets during the interview process. Deficiencies in any of the abilities described above which are revealed during the pharmacy curriculum may prevent progression. Individuals with a diagnosed disability may function as a pharmacy student as long as the professional technical standards are met.

Requests for accommodation secondary to an established disability may be brought to the attention of the Associate Dean confidentially.

The College of Pharmacy requires all students to meet or exceed its professional technical standards with or without reasonable accommodation. Reasonable accommodations will be provided, where feasible, in accordance with University guidelines and applicable law. Accommodations are provided on a case-by-case basis and are dependent on an analysis of the task to be performed and the nature of the requested accommodation. In the instance of examinations designed to measure real life skill sets, a universal design concept is generally used for allowing extra time to complete the assessment. Exams measuring these skill sets include case study midterms, finals, and oral exams.

## ***Progression Policy***

### **Overview**

The College of Pharmacy adheres to rigorous standards of academic performance in view of its responsibility to the people of Idaho and to the profession of pharmacy. The Progressions Committee, a subcommittee of the Student Affairs Committee, is established within the College to ensure acceptable academic and professional standards are maintained.

### **Progressions Committee**

The Progressions Committee is composed of the Associate Dean for Academic Affairs, a representative from Experiential Education, and the Associate Dean for Student Affairs as permanent voting members of the Committee. The remaining voting members are appointed annually by the Dean of the College. The Progressions Committee is charged with monitoring student progress and its authority includes, but is not limited to, the following:

- Reviewing student competency assessments to determine advancement to the next academic year.
- Imposing disciplinary measures for students referred by faculty, staff, or the Student Conduct Committee for violations of the Professionalism or Professional Conduct Policies.
- Referring students to formal counseling, mentoring or academic advising services.
- Dismissal of any student not allowed to progress.

### **Procedural Guidelines for Progressions Committee Meetings**

Students will be notified by email to meet with the Progressions Committee at least three (3) days prior to the meeting. This meeting is an opportunity for the student to be heard by the committee members; both student's and faculty's rights to due process will be upheld. Student attendance at Progressions Committee meetings is mandatory and failure to attend could result in dismissal from the program. Progressions Committee meetings are private; the meeting may be recorded. The recording is the property of the College and maintained according to applicable laws and policies. Students may be accompanied by one support person of their choosing; students should provide the name and role of

their support person to the Associate Dean no fewer than two (2) business days prior to the meeting. The support person does not speak directly to the Progressions Committee members or otherwise participate in the meeting. However, the support person may confer with the student that they have accompanied. No delays shall be granted on the basis of an advisor's scheduling conflicts. Students who wish to provide supporting documentation for consideration by the Committee should submit materials to the Progressions Committee at least two (2) business days prior to the scheduled meeting. The student will be invited to share their perspective of the situation with the committee and are welcome to read prepared statements if desired. At the end of the discussion period with the student, there will be an opportunity for questions from committee members. The Progressions Committee shall go into closed session following the discussion with the student. Deliberations during closed sessions are not recorded. Students are notified of the Committee's decision within five (5) business days. Students wishing to appeal the decision of the Progressions Committee must submit notice of their intention to appeal in writing to the Dean of the College of Pharmacy within two weeks. The Dean or his designee is the final level of appeal for decisions made by the Progressions Committee.

### Progression Requirements

In order for a student to make uninterrupted progress in the pharmacy program, the student must:

1. Maintain a C or better in all courses AND a pharmacy GPA of  $\geq 2.0$  in the PharmD curriculum (calculated based upon required and elective courses taken after matriculation into the PharmD program).
2. Successfully pass all courses after matriculation into the PharmD program within four years (exceptions made subject to Progressions Committee approval).
3. Successfully remediate course grades lower than a "C" (see Academic Remediation Plan).
4. Meet the student conduct and professionalism requirements of the College and the Division of Health Sciences.
5. Successfully complete all student assessment activities. (see Assessment in the College of Pharmacy Student Handbook).
6. Not have been dismissed from an experiential site.
7. Rank not less than the 10<sup>th</sup> percentile of class rank (or make a critical error) in two or more of the following Student Competency Measures within a single academic year:

<u>P1 Competency Assessment Activities</u>	<u>Measure Description</u>	<u>Student Measures</u>
P1 Core Course Grade	Class grade for Physiology I, II and BBDA II	P1 Percentile Class Rank
P1 Knowledge-based Exam	NAPLEX simulated Test Questions	P1 Percentile Class Rank
P1 Case Studies Exam Scores	P1 mean Midterm and Final Case Study Exams	P1 Percentile Class Rank
P1 Communications Assessment	Score on Patient Communication Assessment	Critical Error on Assessment
<u>P2 Competency Assessment Activities</u>		
P2 Core Course Grade	Class grade for Renal Pulm, CV I, Endocrine modules	P2 Percentile Class Rank
P2 Knowledge-based Exam	NAPLEX simulated Test Questions	P2 Percentile Class Rank
P2 Case Studies Exam Scores	P2 grade Midterm and Final Case Study Exams	P2 Percentile Class Rank
P2 Communications Assessment	Score on Patient Communication Assessment	Critical Error on Assessment
<u>P3 Competency Assessment Activities</u>		
P3 Core Course Grade	Class grade for ID, CNS, Capstone modules	P3 Percentile Class Rank
P3 Knowledge-based Exam	Pharmacy Curriculum Outcomes Assessment (PCOA)	P3 Percentile Class Rank
P3 Case Studies Exam Scores	P3 grade Midterm and Final Case Study Exams (Fall)	P3 Percentile Class Rank
P3 Capstone Competency Assessment	Score on Oral Capstone Final	P3 Percentile Class Rank
<u>P4 Competency Assessment Activities*</u>		
APPE Course grade	All APPEs completed with "C" or better	Pass
Senior Seminar	Seminar Faculty Evaluation Score	Pass
Endpoint Competencies Survey	Complete Endpoint Competencies Survey	Completed

\* P4 students must pass all APPEs with a grade of "C" or better, pass the P4 seminar course, and complete the Endpoint Competencies Survey.

Students who fail to meet any of the 7 progression requirements outlined above will be required to meet with the Progressions Committee.

### **College of Pharmacy Academic Status**

Failure to meet the College of Pharmacy's academic progression requirements may result in one or more of the following:

- The student receives an Academic Performance Alert
- The student is placed on College of Pharmacy Academic Probation
- The student is disenrolled and placed on Academic Suspension
- The student is permanently dismissed from the College

Students are also held accountable for upholding Idaho State University academic policies and procedures, and will receive additional notifications from the University when performance falls below acceptable standards. If a student's Doctor of Pharmacy Program GPA falls below 2.0, the University will restrict the maximum number of credit hours a student may enroll in the following semester. This will likely result in a significant delay of on-time graduation each time a student is unable to stay with their class cohort.

### **Academic Performance Alert**

The College of Pharmacy faculty and staff issue Academic Performance Alerts as a mechanism for early identification of struggling students. An Academic Performance Alert is used to inform the student of the consequences if unsatisfactory performance continues and alerts the student to meet with their advisor or an academic performance coach. Alerts may be issued any number of times to students with identifiable issues, and are not considered part of the student's permanent record. Students will receive an academic performance alert when:

- Any midpoint evaluation in a required or elective course is below a C
- Faculty identifies significant deficits of knowledge, skills or behavior

Students are responsible for their academic performance, and failure of the College of Pharmacy to issue an Academic Performance Alert for any reason shall not excuse unsatisfactory performance.

### **College of Pharmacy Academic Probation**

Students who fail to meet any of the academic progression requirements outlined above will be placed on College of Pharmacy Academic Probation. Academic Probation status provides students an opportunity to correct deficiencies and potentially avoid permanent dismissal from the College. Students are given the terms of their academic probation on a case-by-case basis. Students on College Academic Probation should not participate as officers or chairs in any College of Pharmacy organization.

### **Removal of College of Pharmacy Academic Probation Status**

College Academic Probation status will be removed when the noted deficiency has been successfully remedied.

### **Permanent College of Pharmacy Academic Probation**

Once a student has successfully remediated three courses in the required Doctor of Pharmacy curriculum, the student is placed on Permanent College of Pharmacy Academic Probation. One additional grade of less than a C in a required course will result in permanent dismissal from the College.

### **Academic Suspension**

Students who are disenrolled from the College of Pharmacy for poor academic performance are considered under Academic Suspension. Disenrollment may occur when poor academic performance is secondary to extreme extenuating circumstances. These situations are rare and will be determined by the Progressions Committee after discussion with the affected student.

These students will be reclassified as pre-pharmacy students, are not considered in “good standing” with the College of Pharmacy.

### **Readmission After Academic Suspension**

Students who have been disenrolled from the College for poor academic performance will be given the terms of their Academic Suspension on a case-by-case basis by the Progressions Committee.

Readmission is not guaranteed, and the student may have to complete up to two semesters of full time, upper division, preapproved coursework before petitioning for readmission. If readmission via petition is granted, students may be required to repeat an entire year in the PharmD curriculum to solidify their knowledge base.

## ***ISU College of Pharmacy Remediation Plan***

### **Overview**

The College of Pharmacy is committed to the academic success of each student in the program. To ensure a student’s progress and success, we have implemented a remediation plan that aims to identify and prevent unacceptable academic performance.

### **Remediation**

Remediation is defined as the act of remedying academic deficiencies, allowing students an opportunity to correct or improve upon prior performance. The ability to remediate coursework is a privilege, not a right. Remediation must be determined and approved by the Associate Dean for Academic Affairs (or designee).

Students are allowed to remediate a maximum of two courses per academic year, and a maximum of three courses during the length of the program. Students who are remediating coursework will be placed on College of Pharmacy Academic Probation. However, after a student has remediated the maximum three courses allowable, they are placed on Permanent Academic Probation and any subsequent grade lower than a C in any course will likely result in permanent Academic Dismissal.

### **Conditions of Remediation**

Students in need of remediation will be subject to the following conditions:

- Students will be placed on College of Pharmacy Academic Probation.
- Students must provide a written remediation plan that is approved by the Associate Dean or designee.
- Students receiving fall semester grades (P1-P3 year) that require remediation, will be allowed to continue with the spring semester as long as no more than two courses require remediation during the subsequent summer.
- Course remediation must be successfully completed by the end of the summer term, except for APPE courses which are subject to preceptor and site availability.
- Students must earn a grade of C or better in all remediated coursework.
- Remediation may result in a delay of on-time graduation.
- Students requiring remediation of any coursework must register for and pay required tuition and fees.

## ***Dismissal Policy***

### **Academic Dismissal\***

Any student who fails to uphold the academic and professional standards of the College may be dismissed without prior probationary action. Academic Dismissal may occur if a student:

- Earns a grade of F in any professional course.
- Earns a grade of less than a C in a course they are remediating.
- Earns a grade of less than a C in two separate APPE courses.
- Fails to attend a Progressions Committee meeting or comply with stipulations mandated by the Committee.

### **Readmission after Academic Dismissal**

Students who have been dismissed from the College for academic performance will not be considered for readmission. These students are not considered in “good standing” with the College of Pharmacy, and are not eligible to hold an intern/extern registration with the Idaho/Alaska Board of Pharmacy.

### **Dismissal for Misconduct\***

Students at risk for being dismissed from the College for reasons of misconduct will be evaluated on a case-by-case basis. The student will be called to meet with the Progressions Committee and given an opportunity to discuss the situation.

#### **Readmission after Dismissal for Misconduct**

Students who are dismissed for misconduct will receive written notification of the conditions, if any, for readmission. Students who are dismissed for reasons of misconduct must complete the following before being considered for readmission:

1. Students must prove they have met the conditions of readmission specified in their dismissal letter.
2. Submit a letter of commitment to self-improvement.

Students who have completed the above requirements should submit evidence to the Student Affairs Office via petition at least 60 days prior to the start of the next semester. Students are not guaranteed readmission and after review will be notified in writing of their status. Students who are readmitted to the College may be placed on College of Pharmacy Academic Probation as determined by the Student Affairs Office.

Students who have been previously readmitted after dismissal for misconduct will not be considered for readmission to the College after being dismissed a second time.

\*Students who are dismissed for any reason are ineligible to hold an intern/extern registration with the Idaho/Alaska State Board of Pharmacy.

## ***Due Process and Right to Appeal***

The College of Pharmacy extends the right of due process to all students. Students appealing a course grade or program dismissal should follow the Scholastic Appeals Policy found in the ISU Undergraduate Student Handbook. Students appealing a course grade must file their appeal in writing or via email, starting with the course instructor, within two (2) weeks of the final grade. Students appealing a Progressions Committee decision must file their appeal with the Dean of the College of Pharmacy. The Dean must be notified in writing or via email of a student’s intent to appeal within two (2) weeks of the Progressions Committee decision. After receipt of a formal written statement from the student, the Dean or designee will set a date for a hearing to discuss the situation. The Dean or designee shall chair and conduct the hearing and keep a written record of it. The hearing shall include the student, the Dean or

designee, and at least one Department Chair or faculty member not on the Progressions Committee. The student has the option of bringing one support person as long as the Dean is notified of the support person's role and attendance at least three (3) business days prior to the hearing. The support person does not participate in the hearing, but may speak directly to the student. The student may read their formal written statement, but may not present new evidence at that time. The student may be asked questions to clarify any potential misunderstandings. Within five (5) business days following the hearing, the Dean or designee shall issue a final determination in writing. The decision of the Dean or designee is final.

### ***Voluntary Withdrawal/Leaves of Absence***

Students enrolled in the College of Pharmacy who voluntarily withdraw from the Doctor of Pharmacy Program must do so prior to the established withdrawal deadline set by the University, must follow the procedures outlined in the Idaho State University Undergraduate Student Handbook, and must notify the College of Pharmacy Office of Student Affairs. Students who are in good academic standing and who voluntarily withdraw may be required to re-apply to the Doctor of Pharmacy Program if they decide to return.

Students who need to take a leave of absence due to medical or personal hardship situations must have prior approval from the Office of Student Affairs before leaving. Each request is evaluated on a case-by-case basis. Students who return from a leave of absence will need to notify the Office of Student Affairs of their intent in writing at least 60 days prior to the start of the following semester. Students may be required to retake previously completed coursework in the College of Pharmacy or complete competency testing prior to returning.

### ***Academic Performance Coaches***

As part of the early-identification and remediation policies, students at risk for poor academic performance are notified to meet with an Academic Performance Coach. Academic Performance Coaches are available as a resource for students any time they have concerns. Academic Performance Coaches work together with faculty advisors and the Progressions Committee to meet the goals of the student and improve academic performance. Academic Performance Coaches are available at each site to assist students in developing individualized Academic Improvement Plans. Academic Improvement Plans will be required of each student within 30 days of being placed on Academic Probation. Academic Performance Coaches can refer students to meet with the Progressions Committee or Student Conduct Committee.

#### **Academic Improvement Plan**

The purpose of an Academic Improvement Plan is to identify potential barriers to student success, to provide a specific plan of action that the student is connected to and accountable for, and to overcome obstacles to success. The academic improvement plan will be drafted with assistance from the Academic Performance Coach, and must be signed by the student. Academic Improvement Plans are uploaded to the student's advising profile and may be reviewed by the student's advisor and the Progressions Committee as necessary.

### ***Yellow Card***

Faculty and staff interact with students in many different situations and venues. In order to facilitate the identification of and intervention regarding behaviors that are not aligned with our Professional Technical Standards, faculty and staff are encouraged to report interactions with students via the online student tracking form (Yellow Card). Reportable incidents include perceived deficiencies in critical thinking, verbal communication, interpersonal skills, as well as physical or emotional problems that may interfere with a student's ability to function as a pharmacist. Incidents of suspected academic dishonesty



(such as wandering eyes during exams or repeated requests to take exams late) or unprofessional behavior in class or at any college-sponsored event may also be reported on a Yellow Card. The submitted Yellow Card goes directly to the Office of the Associate Dean for Academic Affairs. The Associate Dean for Academic Affairs exercises discretion regarding the nature and extent of follow-up. In most cases, an isolated incident will not provoke a reaction; a series of similar events with the same student will likely result in calling the student to a meeting with the Associate Dean for Academic Affairs or designate to clarify the situation and determine if further action is required, such as a meeting with the Student Conduct Committee or the Progressions Committee, or if a referral needs to be made.

### ***Professionalism Policy***

Students in the College of Pharmacy represent the College as well as the profession of pharmacy. You are expected to act in a professional manner at all times when participating in College or pharmacy-related activities. Unprofessional behavior may result in students being referred to the Progressions Committee, which has the authority to place students on probation or dismiss them from the program. Professional behavior includes dress, speech, and actions. Disruptive or inappropriate behavior will not be tolerated. Consistent with the University policy on disruptive behavior, preceptors and instructors may impose sanctions in cases of disruptive behavior.

#### **Dress Code in Classroom**

Students are expected to dress professionally as befitting a future Doctor of Pharmacy. Business casual style clothing and shoes are preferred in the classroom setting. Hats, caps, bandanas, and wavecaps are specifically not permitted in the classroom setting (except headgear considered a part of religious/cultural dress or in cases of medical need [e.g. chemotherapy]). Other attire considered inappropriate in the classroom setting include: soiled or torn clothing, provocative clothing or clothing exposing undergarments, workout clothing, pajamas, scrubs, flip-flops, and attire showing inappropriate advertising or representations (alcoholic beverages, sexual behavior or innuendo, tobacco products, profane language or gestures).

#### **Professional Dress for Settings with Direct Patient/Provider Contact**

If you are in a working environment where you will be seen by patients or any other healthcare professional, you are representing the College of Pharmacy and professional dress is appropriate.

Appropriate professional dress means:

- Slacks, collared shirt and tie for men
- Pants or skirt with a conservative blouse/shirt for women

Professional dress **does not** include:

- Jeans
- Bare midriffs
- Undergarments showing
- Skirts shorter than mid-thigh

It is up to each individual IPPE or APPE preceptor to define appropriate attire when you are not seeing patients in a clinic or in an environment surrounded by other healthcare professionals.

#### **Cell Phones**

Cellular phones can interfere with classroom discussion and lecture. Cell phones shall be turned off while in class and placed in a secured location (such as inside a backpack placed at the front or rear of the class) during exams.

#### **Attendance**

Professionals are involved in their own education. Students are expected to be present during scheduled classes and to actively participate in those classes. Attendance is considered particularly important

when “guest” instructors are teaching class. Instructors have the right to enforce attendance requirements. Only documented illnesses and attendance at national or regional professional meetings are considered excused absences from learning experiences where attendance is required. If an exam must be missed due to an unforeseeable event, prior notification via phone or email is necessary. Failure to notify the course coordinator of the situation as soon as possible may result in receiving no points for the exam; exam retakes are administered at the discretion of the course instructor or coordinator.

While many classes will follow “lecture” format, faculty encourage students to ask questions and actively participate. If students feel a need to use personal computers as learning aids during class, they are welcome to do so. Personal computers are not to be used to play games, “web surf,” send emails, send text messages or for other non-course-related activities. Use of computers for other than course-related activities during class time is considered unprofessional conduct and may be referred for action to the Student Conduct Committee.

### **Online Notes and Video Recordings**

Electronic handouts and video recordings are available at the discretion of the lecturer or module coordinator. The length of time that notes and video recordings are available is also at the discretion of the lecturer or module coordinator. Once removed at the end of each semester, the materials cannot be reposted. It is the individual student’s responsibility to identify those materials they want to download or print to keep on file for later reference.

### **Audio/videotaping**

Audio or visual recording of any lecture or laboratory is not allowed without the prior direct permission of the presenter. On-line posting or other forms of dissemination of any recordings or posted notes is strictly forbidden without prior specific written permission from the lecturer.

### **E-Professionalism Policy**

(adapted from ASHP’s Statement on Use of Social Media by Pharmacy Professionals at [www.ashp.org/DocLibrary/BestPractices/AutoITStSocialMedia.aspx](http://www.ashp.org/DocLibrary/BestPractices/AutoITStSocialMedia.aspx))

The phrase “electronic and social media” may be defined as online or electronic tools that allow interaction among individuals, such as Facebook, LinkedIn, Twitter, email, and texting. Pharmacy students who use electronic and social media should do so in a professional, responsible, and respectful manner. This policy is designed to protect ISU students from potentially adverse interactions secondary to unprofessional behavior in electronic and social media and to guide professional student behavior in these modes of communication. Failure to conform to the guidelines presented here may result in disciplinary action up to and including disenrollment from the College of Pharmacy.

Students represent the College of Pharmacy at all times; your actions and interactions reflect on the College as well as the profession of pharmacy. The College supports the following recommendations from ASHP regarding the use of social media:

#### **Advancing the Well-Being and Dignity of Patients**

- Provide medical advice through social media in accordance with the professional standards of pharmacy practice. Be aware that providing medical advice may create a pharmacist-patient relationship, with all attendant obligations and liabilities.
- Recognize when a patient’s health care needs would be better met through a phone consult or office visit.
- Never complain about or disparage patients. This is a violation of HIPAA as well as the e-professionalism policy. Remember that simply avoiding the patient’s name may not be enough to comply with HIPAA.

### **Acting with Integrity and Conscience**

- Be conscious that content posted may have consequences on reputations or careers for years to come, reflect poorly on the profession, and/or undermine patient confidence. The professional standards and ethical considerations are the same in social media as in other personal or public interactions.
- Carefully distinguish between personal and professional information in social media and make conscientious decisions regarding who will have access to this information.

### **Collaborating Respectfully with Health Care Colleagues**

- Debate about health care and pharmacy practice issues should be conducted in a respectful manner, whether your colleagues are fellow students, pharmacists, or other health care professionals.
- Refrain from derogatory comments that needlessly denigrate specific care providers, institutions, or professions.

### **Maintain Patient Privacy**

- Adhere to all laws, regulations, standards, and other mandates intended to protect patient privacy and confidentiality in all environments, including social media.
- Exercise professional judgment and employ best practices to ensure compliance with privacy requirements when communicating with patients or about specific cases on social media.
- Select privacy settings in social media accounts that provide the greatest degree of protection for personal information.

Students should keep in mind that any information posted online is likely permanent. The best guideline is that if you would not want the community at large to see what you have posted published on the front page of the local newspaper, do not post it.

Students must be diligent to ensure that their electronic communication or postings on social media sites do not violate laws pertaining to patient or student privacy, including the Health Insurance Portability and Affordability Act (HIPAA) and the Family Education Rights and Privacy Act (FERPA). HIPAA and FERPA regulations apply to all comments made on social media sites and violators are subject to the same prosecution as with other HIPAA or FERPA violations. HIPAA or FERPA violations are also subject to disciplinary action within the College as well. To avoid legal ramifications, students should adhere to the following guidelines:

- Take all precautions you would normally use in public forums to maintain patient privacy when using social media.
- Avoid online discussions of specific patients, even if all identifying information is excluded. It may be possible for someone to identify the patient from the context of the discussion.
- Under no circumstances is it appropriate or legal to post photos of patients or patient body parts on social media without the specific written permission of the patient.
- Medical advice and professional interactions with patients through social media should be avoided.
- Do not report protected academic information of another student. Such information includes, but is not limited to: course grades, evaluations, examination scores, Student Conduct Board findings, judicial outcomes, or adverse academic actions.

Accessible postings on social media, websites, or other electronic means are subject to the same professional standards as any other personal interaction. Violation of any of the following will

constitute unprofessional behavior; if it is brought to the attention of the College, appropriate disciplinary action may be taken.

- The College of Pharmacy faculty and staff often use e-mail to communicate with students. This information may be important and/or time-sensitive. Thus, it is expected that all pharmacy students are connected to e-mail and check it frequently.
- When writing an email to a faculty or staff member of the College, remember to use their title in the salutation and avoid texting shortcuts. In other words, do not start an email with “Hey” or include statements such as “I m late 4 class lol.” Be sure to sign your email with your name, class rank and site, such as “John Smith, P4 Meridian.” Use complete sentences and spell/grammar check your email before you hit “send.”
- Students must not utilize websites and/or applications in a manner that interferes with work or academic commitments. Use of email, text, social media sites, or other websites should not be used in class unless it is directly related to the subject material presented and use is expressly permitted by the instructor.
- Students should use discretion when considering “friend” requests or other social media connection with faculty and staff. It is up to the discretion of faculty and staff to accept or not accept requests.
- Students should not use social media to communicate with faculty and staff about school-related matters.
- Students must not represent themselves as another person.
- No external websites may be created by student organizations. Social media may be used (e.g. Facebook, Twitter, blogs) but it should have a disclaimer that it is not an official site of the Idaho State University College of Pharmacy.
- Students may not present themselves as an official representative or spokesperson for the College of Pharmacy. When speaking to news sources, always indicate that your views are your own. Do not speak for the College, University, or any national organization.
- When pharmacy students see content posted by colleagues that appears unprofessional, they have a responsibility to bring that content to the attention of the individual, so that he/she can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, the student should report the matter to the Office of Student Affairs.
- Do not use any person’s likeness or name on a public site without that person’s express permission.
- Avoid vulgar language and display of language or photographs that imply disrespect for any individual or group because of age, race, weight, gender, ethnicity, or sexual orientation. Avoid presentations or photographs that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.

## ***Substance Abuse and Drug Testing Policies***

Student use of illegal drugs, misuse of controlled substances, and/or alcohol abuse is a matter of concern to the Idaho State University College of Pharmacy. The College of Pharmacy endeavors to protect and assist students by providing reliable information about the hazards of drugs and alcohol and, where possible, assist students in receiving substance abuse treatment. The College of Pharmacy also recognizes its obligation to patient safety and the integrity of precepted student activities. The College of Pharmacy has a specific policy related to substance abuse by students.

The objectives of these policies are to:

1. Promote an environment free of illegal drug use;
2. Stress moderation, safety and individual accountability by those who choose to drink alcohol;
3. Provide an atmosphere free of coercion for those who choose not to drink alcohol;
4. Provide information and education on the health risks associated with drug and alcohol use and/or abuse;
5. Provide information and referral for confidential guidance and counseling for those with special needs related to substance abuse; and
6. Protect patient safety and the integrity of educational practice settings.

### **Substance Abuse Policy**

The unlawful manufacture, distribution, dispensing, possession, or use of drugs is prohibited at Idaho State University College of Pharmacy. All students must report to work, class, or any other official College activity unimpaired and remain in a condition fit to perform. Reporting to work, class or other official College activity or working while impaired by drugs or alcohol is a violation of this policy and shall subject the student to the appropriate disciplinary and/or rehabilitative action.

As a condition of enrollment, every student must abide by the terms of this policy and notify the Associate Dean of any drug- or alcohol-related hospitalization, arrest, or conviction. If during enrollment a drug- or alcohol-related hospitalization, arrest or conviction should occur, notice is to be given no later than five days after such event; this includes, but is not limited to DUI arrests and convictions.

The College of Pharmacy shall provide students with an opportunity to address substance abuse or dependence problems confidentially during any phase of their academic experience. The guiding philosophies of the following policy are first to protect patients from potential harm caused by impaired students in clinical practice experiences, and second to encourage the discovery and recovery of substance impaired or addicted students.

When reasonable information is available of a potential substance abuse problem by a student, the student will be required to obtain a clinical assessment. This may be done with the assistance of the Pharmacist Recovery Network (PRN). Students refusing assessment may be dismissed from the College.

Students determined to have substance abuse problems may be required to enter into an agreement with the PRN, which the College of Pharmacy considers the primary group empowered to assist the College of Pharmacy in serving pharmacy students' needs for substance abuse treatment monitoring. Students entering into and maintaining an agreement with the PRN may continue their pharmacy education, with permission of the Associate Dean. Students with substance abuse problems and not under PRN contract will be dismissed from the College of Pharmacy.

### **Drug Testing Policy**

This policy was established to comply with emerging accreditation standards and to promote the highest level of integrity in the health professions. The rationale for conducting drug testing is as

follows:

1. To protect the safety of patients at settings where Idaho State University students perform educational experiences;
2. To ascertain the ability of pharmacy students to eventually become licensed as pharmacists;
3. To meet the requirements of ACPE accreditation standards; and
4. To meet the requirements of the affiliation agreements between and minimize the liability of the College and its experiential education practice sites by diminishing the risk that may be presented by persons under the influence of illegal drugs.

The College may require random mandatory drug testing of students as delineated in our agreement with Certiphi Screening. Additionally, pharmacy students may be required to undergo screening for drug and/or alcohol if they exhibit behaviors while in class, completing experiential requirements or participating in pharmacy-related trips or activities that raise suspicion of substance abuse. These behaviors include, but are not limited to:

- Aberrant or unusual behavior;
- A pattern of abnormal or erratic behavior;
- Reliable information from independent sources;
- Hospitalization, arrest or conviction for a drug- or alcohol-related incident;
- Being identified as the subject of a criminal investigation regarding substances of abuse; and/or
- Appearance of impairment at school, while engaged in College of Pharmacy activities on- or off-campus or in a clinical setting.

Pharmacy students may undergo multiple drug and/or alcohol screenings during their program of study. Standards of confidentiality will apply to all phases of the process. If a student does not consent to participate, declines the request for a drug test or Breathalyzer screen, or once evaluated does not fully comply with the terms of the student treatment plan/contract, the student may be dismissed from the program.

Students may be required to provide the results of drug tests to any Doctor of Pharmacy experiential education site (IPPE or APPE) participating in the academic training of that Doctor of Pharmacy student. Such requests will be made per the terms of the affiliation agreement and policies of the facility. The experiential education site has the authority to make a final determination whether the student may participate or continue to participate in that setting. Such a determination will be independent from any determination by the College or program regarding a student's admission or progression in the clinical sequence. Positive drug screens may delay a student's graduation.

### **Testing Protocol**

Samples are transferred with chain of custody forms and analyzed at Substance Abuse and Mental Health Services Administration (SAMHSA) certified laboratories by qualified technicians in nationally certified laboratories. A Medical Review Officer (MRO) contracted by Certiphi Screening consults confidentially with any student whose screening test is positive to verify if there is a valid medical explanation.

### **Response to Positive Findings**

A student with a positive screening for either drugs or alcohol will cease all experiential activities until the positive test can be investigated. Only students with positive drug screens due to verified, legally prescribed medication(s) will be cleared to continue.

In the event of a positive drug or alcohol screening, the implicated student has one week to challenge the test results by requesting that a confirmatory analysis be run on the sample. The cost of this analysis will be borne by the student.

In the event of an unchallenged positive urine drug screening or confirmed positive urine drug screen or alcohol breath or blood test above 0.02%, the implicated student has two options:

1. Withdraw from the program; or
2. Agree to participate in a college-identified professional addiction intervention program and any College-mandated counseling programs. All related costs are the student's responsibility.

The latter pathway is consistent with the pharmacy profession's understanding that addiction is a treatable disease and may not pose, by itself, insurmountable barriers to participation in the profession. If a student does not consent to participate, or does not fully comply with the terms of the treatment plan/contract, the student will be dismissed from the College.

A second positive drug test will result in dismissal from the program with no option for readmission.

A positive drug test connected to the individual's verified participation in distribution or diversion of drugs/controlled substances, violence against persons, possession of a unregistered weapon, or any other crime or pattern of criminal behavior or sexual harassment, which, in the opinion of the Progressions Committee, warrants exclusion or dismissal from the degree program, will remove the option for return to the program following treatment and demonstration of continuing sobriety.

## ***Professional Conduct Policy***

Developed by the Student Senate in January 2005 - April 2006; Finalized April 7<sup>th</sup>, 2006. (Passed by Faculty on 3/7/06) (Revised by Student Senate 10/6/2015)

The College of Pharmacy Student Senate adopted the Professional Conduct Policy. This policy does not deny students or faculty their rights as described in the Idaho State University Student Handbook or prevent the Progressions Committee from taking action independently of this student group.

### A. Code of Conduct

The Idaho State University College of Pharmacy strives to promote professionalism among its students as it fosters an environment committed to excellence in education and the practice of pharmacy. Pharmacy practice is a profession that requires adherence to impeccable ethical standards. Students represent the College as well as the profession and are expected to act with honor and integrity at all times, including times in the classroom, in pharmacy practice settings, and in the community. Students are expected to demonstrate respect towards faculty members and their fellow students, thereby creating an environment conducive to learning. Any form of academic or professional misconduct violates the standards expected of students. Disruptive or inappropriate behavior of any type is not acceptable.

Students will be held accountable for standards regarding professional and ethical behavior specified in the Idaho State University College of Pharmacy Student Handbook and the Idaho State University/University of Alaska Anchorage Student Handbooks, which are updated regularly. Any violation of the Idaho State University, University of Alaska Anchorage and/or Idaho State University College of Pharmacy Code of Conduct or APhA Code of Ethics will result in the offending student appearing before the Student Conduct Committee for possible resolution. When deemed necessary, the “offending” student may then be referred to the Student Affairs Committee for further resolution.

The Idaho State University College of Pharmacy encourages students to be service-oriented, actively involved in student organizations, such as senate or class leadership, and to participate in service opportunities within the community, such as health fairs. Professional meeting attendance is also promoted on a local, state, and national level.

### B. Qualities that constitute professional and ethical behavior, students should:

- Be consistent
- Be prepared
- Be punctual
- Be respectful to students, instructors, staff, patients and other professionals
- Embrace teamwork
- Have good interpersonal skills
- Respect the contribution of professionalism to patient care
- Be receptive to feedback
- Promote trust
- Be good role models
- Maintain a professional appearance
- Be accountable
- Be open minded and flexible
- Be empathetic towards others
- Be culturally sensitive



### C. Student Conduct Board

The Student Conduct Board will consist of nine members, including two nominated members of each class (one from Pocatello and one from Meridian) and the two student senate co-presidents. When a member representing a class is not chosen, the president of that class at their respective campus location will serve as the committee member. If, for any reason, a member of the Student Conduct Committee is unable to attend, he/she may send his/her class president in place of a nominated member or the vice president in place of the class president as a representative for that class. If any member of the committee is involved or associated with the situation being reviewed by the Committee, the person will be required to step down temporarily and his/her class president or vice president will take his/her place.

### D. Referral Process

Students and/or faculty may submit a written statement to a member of the Student Conduct Committee detailing their concern about a particular student or situation. The Student Conduct Committee will review all written statements submitted to determine the particular action that should be taken regarding that particular student. The Student Conduct Committee may require students to come before the committee to discuss possible resolutions. Students will be notified by one of the student senate co-presidents of their right to request the presence of a faculty adviser at the meeting. If students do not comply with the recommendations put forth by the Student Conduct Committee, the student will then be sent to the Student Affairs Committee for further evaluation. All reviews, decisions, and actions made by the Student Conduct Committee will be documented in writing and kept by the Student Senate.

## **Misconduct**

### **Academic Integrity**

Academic dishonesty is unacceptable and will not be tolerated. Academic dishonesty includes, but is not limited to, cheating and plagiarism. Cheating is defined as using or attempting to use materials, information, or study aids that are not permitted by the instructor in exams or other academic work. Specific examples of both cheating and plagiarism may be found in the ISU Student Handbook. Dishonest acts undermine the College of Pharmacy's educational mission and the students' personal and intellectual growth. Pharmacy students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise the academic process will be sanctioned. Students who are aware of cheating should report this activity immediately to the instructor or exam proctor. Academic sanctions are at the discretion of the instructor(s) and may range from an F on the assignment to an F in the course. Reports of suspected academic dishonesty or unprofessional behavior should be sent to the Office of the Associate Dean or to any member of the College of Pharmacy's Student Conduct Board.

Students should review the policies and procedures on misconduct, academic dishonesty, and appeals as defined in the Idaho State University Student Handbook ([www.isu.edu](http://www.isu.edu)).

### **Cheating**

Cheating is defined as using or attempting to use materials, information, or study aids that are not permitted by the instructor in examinations or other academic work.

Examples of cheating include, but are not limited to:

1. Obtaining, providing, or using unauthorized materials for an examination or assignment, whether verbally, visually, electronically, or by notes, books, or other means.
2. Acquiring examinations or other course materials, possessing them, or providing them to others without permission of the instructor. This includes providing any information about an examination in advance of the examination.
3. Taking an examination for another person or arranging for someone else to take an examination in one's place.
4. Submitting the same work or substantial portions of the same work in two different classes without prior approval of the instructor.
5. Fabricating information for any report or other academic exercise without permission of the instructor.

### **Plagiarism**

Plagiarism is defined as representing another person's words, ideas, data, or work as one's own. Plagiarism includes, but is not limited to, the exact duplication of another's work and the incorporation of a substantial or essential portion thereof without appropriate citation. Other examples of plagiarism are the acts of appropriating creative works or substantial portions thereof in such fields as art, music, and technology and presenting them as one's own.

The guiding principle is that all work submitted must properly credit sources of information. In written work, direct quotations, statements that are paraphrased, summaries of the work of another, and other information that is not considered common knowledge must be cited or acknowledged. Quotation marks or a proper form of identification shall be used to indicate direct quotations.

As long as a student adequately acknowledges sources of information, plagiarism is not present. However, students should be aware that most instructors require certain forms of acknowledgment or references and may evaluate a project on the basis of form, penalizing the student in the grade assigned if citation of sources is improper.

It is not appropriate to take an entire sentence from a resource and present it as your own writing, even if it is cited correctly. For example, if reference A states that "Hypertension is the primary risk factor for the development of diabetic nephropathy." You can effectively reword this as: "The major cause of diabetic nephropathy has been identified as high blood pressure." Simply changing one or two words is not sufficient; the concept must be expressed in your own terms. If you reworded the original statement as "High blood pressure is the primary risk factor for the development of diabetic nephropathy." this would be considered plagiarism.

### **Testing Policy**

All College of Pharmacy required courses utilize the ExamSoft's testing software Exemplify for testing. Exemplify will be used on students' personal laptops. Students are responsible for installing regular updates and maintaining optimal conditions for the software to function properly (i.e. students' computers must meet the Exemplify [minimum system requirements](#)). Students must bring their laptops with them to all scheduled exams. For courses that deliver pop quizzes it should be available at each class.

Each student will receive a unique exam taker ID and password that is linked to their ISU email account. Students are required to use their ISU email accounts and must not change it under any circumstances. Students are responsible to ensure they have installed and tested all ExamSoft software prior to the end of the first week of classes. Technical support is available at [support.examsoft.com](http://support.examsoft.com).

Students in the professional PharmD curriculum shall follow these guidelines when taking closed-book examinations with their own computers:

### **Before the exam begins**

- Exams must be downloaded prior to arriving for the scheduled exam. Students who do not download the exam prior to entering the testing room will not be given extra time. Exams will be available for download 24 hours prior to the scheduled exam start time.
- Students are asked to arrive at least 10 minutes prior to the scheduled exam time with their laptop containing the ExamSoft testing software (Examplify) and the downloaded exam.
- Use the restroom before the test begins; no breaks are allowed unless you have spoken with your instructor beforehand and obtained approval.
- Cell phones should be turned OFF and placed in backpacks. No cell phones or other electronic devices (including smart watches and wearable fitness trackers) allowed in exams or exam review sessions. Other devices that make noise or vibrate should be completely turned off.
- Sit every other person in the room, if possible. If not, spread out in room as much as possible.
- No food or drink is allowed. Clear, colorless water bottles are permissible.
- Hats of any kind, hoodies, backpacks, vests and coats are not to be worn during exam time. Items should be placed in the front, back, or the side of the room.
- All reasonable ADA accommodations will be met. Students must notify their instructor and provide ADA documentation within the first week of a course if requesting a testing accommodation of any kind. Giving the instructor less notice than this may result in an inability to meet testing accommodations even if the student has ADA documentation.
- University and College of Pharmacy policies regarding academic dishonesty will be enforced. Students who are aware of cheating and fail to report it are also considered guilty of academic dishonesty.

### **Taking the exam**

- ExamSoft's Examplify does not permit an internet connection or anti-virus software use during the test. Students must disable all touch bars and anti-virus protection, as well as close all programs prior to opening the exam. Unsaved documents left open will not be saved once Examplify is launched.
- Students will be given the exam password at the direction of the proctor to start the exam session. No talking or other communication is allowed once the password is delivered.
- Use only COP-approved calculators or the calculator available in the testing software. A limited number of extra calculators are available if you have forgotten yours.
- One page of scratch paper may be provided to students before an exam but must be turned in to the proctor at the end of the exam with your name on it. Additional pages will be provided upon request.
- No Google Glass, cameras, or similar devices allowed in exams or review sessions. Copying/sharing of exam questions is expressly forbidden. Hard copy exam materials cannot leave the testing area.

### **Completing the exam**

- Upon finishing the exam, students are not allowed to leave the testing room until their exam has completed uploading to the server and the green success screen has been displayed. Your proctor will require you to show the green success screen to them prior to leaving the room.
- If you are challenging a question, make a notation in the testing software or note on scratch paper the question # and why you wish to challenge the question. Notify the proctor that

you are challenging a question and turn this paper in at the end of the testing/review session.

### ***Grading Policy***

Final course grades in the College of Pharmacy are assigned by faculty based upon the grading system outlined in individual course syllabi. Grades entered by faculty at the end of each semester are recorded and transcribed by the ISU Registrar's Office. Standard letter grade point assignments (A = 4.0, B = 3.0, C = 2.0, etc) are utilized for GPA calculations. For those courses graded S/U (satisfactory or unsatisfactory) the grade point assignment will be zero. Final grades of "U" will not be applied toward meeting the graduation requirements for the PharmD degree, and will likely prevent progression. An "I" (incomplete) grade will be assigned for work not completed at the time grades are due to be submitted to the Registrar. Students generally have one year to complete the course work to rectify a grade of "I"; instructors must initiate a change of grade form for these students or they automatically change to an "F" or "U" grade. The W (withdraw) grade is assigned when a student has officially withdrawn from courses prior to the end of the term. Students may not selectively withdraw from a single course or group of courses without approval from the Associate Dean for Student Affairs.

### ***GPA Calculation***

Grade Point Averages (GPAs) are calculated for every Doctor of Pharmacy student every semester. The pharmacy GPA includes only the required professional courses plus the first six (6) credits of pharmacy electives. If a student is in a joint degree program, the pharmacy GPA includes graduate level coursework that fulfills pharmacy electives. Once the six (6) elective credits are fulfilled, additional elective coursework is not considered in order to calculate the pharmacy GPA.

If a course is repeated, both the original and second grade will remain on the official ISU transcript, but only the most recent grade will be utilized for College of Pharmacy GPA calculations.

### ***Dean's List***

The College of Pharmacy Dean's List is comprised of the top 15% of each class and is calculated each fall and spring semester.

### ***Equal Opportunity***

Idaho State University College of Pharmacy subscribes to the principles and laws of the State of Idaho and the federal government, including applicable executive orders pertaining to civil rights. Doctor of Pharmacy program admission decisions are made without regard to race, religion, gender, lifestyle, sexual orientation, age, disability, national origin, or veteran status.

### ***Disabilities Services***

The Americans with Disabilities Act (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection for individuals from discrimination on the basis of disability. Idaho State University, in the spirit and letter of the law, will make every effort to make reasonable accommodations, according to section 504 of the Rehabilitation Act of 1973 and the ADA. Students with disability-related needs should contact [Disability Services](#), phone (208) 282-3599. TTY (800) 377-3529 [disabilityservices@isu.edu](mailto:disabilityservices@isu.edu) to request services.

Students requiring accommodations must obtain a letter from Disability Services that outlines the specific accommodations required. It is the student's responsibility to provide a copy of this letter to the Office of the Associate Dean and to each instructor/module coordinator in a timely manner in order for accommodations to be scheduled. Accommodations are provided on a case-by-case basis and are dependent on an analysis of the task to be performed and the nature of the requested accommodation.

In the instance of examinations designed to measure real life skill sets, extra time may or may not be granted. If requested accommodations are considered non-standard for the program (e.g. notecards for exams) an interactive process will be initiated to determine if the requested accommodations are reasonable or if they fundamentally alter the program. The disability services office will work with you and your program to facilitate this process.

### ***Access to Student Portfolios and Records***

Both students and their advisors have limited access to the College of Pharmacy student management database and portfolios. During advising week that precedes registration, students will meet with their advisor. At this time, the student will access their student record to obtain their class schedule and review their data for accuracy indicating successful progression. In addition to maintaining a satisfactory GPA, progression includes:

- fulfilling Introductory Pharmacy Practice Experience (IPPE) hours
- meeting all immunization requirements
- completing all training and refresher courses such as CPR, HIPAA and Bloodborne Pathogen training
- actively participating in all portfolio and assessment activities
- being on-track to complete a minimum of six elective credits by the end of the P3 spring semester. The College administration also monitors progression of every student and lists deficiencies in the student management database under the advising tab.

Students have the right to access their records through the Office of the Associate Dean for Academic Affairs.

### ***Advising***

The College of Pharmacy faculty and staff place a high value on academic advising. Advising is required every semester during advising week. Faculty advisors are assigned beginning with the entering P1 class. During the scheduled one-week pre-registration period, faculty advisors and students will meet regarding their class schedule for the following semester. Students' financial aid may be delayed if they are not pre-registered.

Students may not take more than 18 credits without their advisor's approval. Students should notify their advisor via email or in person if they intend to take more than 18 credit hours in a single term. If the advisor has approved the credit override but registration is still blocked, the student should contact the Office of the Associate Dean for Academic Affairs for assistance.

### ***Record Keeping***

Students are responsible for purchasing the myRecordTracker from Certiphi (P1) or Document Tracker software from CastleBranch (P2-P4). The following documents must be kept current and uploaded by the tracker to your profile:

- **CPR /First-Aid** – have your certification card with you any time you are fulfilling IPPE or APPE hours.
- **Extern Registration** – have your registration card with you any time you are fulfilling IPPE or APPE hours.
- **Immunizations Records** – maintain the original copies of your complete immunization records and have them readily available for clinical sites that may require proof of immunizations while fulfilling IPPE or APPE hours.
- **Curriculum Vitae** – your CV should be updated continuously as you participate in various outreach projects, complete shadowing experiences, etc.

## ***HIPAA***

The Health Insurance Portability and Accountability Act (HIPAA) is a federal law passed by Congress in 1996. On April 14, 2003, a major component of HIPAA that deals with pharmacists and other health care providers became effective. These privacy regulations define appropriate and inappropriate disclosures of health information and define the process used to ensure patients' rights.

HIPAA was intended to ensure patient confidentiality while maintaining the ability of the health care system to share patient information, to improve communication between health care providers and to improve patient care.

Students enrolled in the Doctor of Pharmacy program are involved in patient care activities throughout the curriculum. PharmD students receive training to ensure practice sites that they understand the HIPAA requirements.

Students may not, under any circumstances, place identifiable electronic protected health information on their laptops/jump drives or send this information via any email program. Violation of HIPAA during IPPE or APPE may result in repercussions ranging from grade reduction to potential dismissal from the program.

## ***Student Healthcare***

Health care services are available in both Pocatello and Meridian to serve students.

### **Pocatello**

ISU Health Center  
990 Cesar Chavez Ave (Physical location)  
921 So. 8th Ave. Stop 8311 (Mailing address)  
Pocatello, ID 83209  
(208) 282-2330

### **Meridian**

Unity Health Center  
745 S Progress Ave  
Meridian, ID  
(208) 895-6729

### **Anchorage**

Student Health and Counseling Center  
Rasmuson Hall, Suites 116 and 120 (Physical location)  
3211 Providence Drive, RH 120 (Mailing address)  
Anchorage, AK 99508  
(907) 786-4040

## ***Immunizations***

It is the student's responsibility to meet the following immunization requirements. Students not in compliance with all immunization policies will be in violation of the professional standards of the College and may not continue any clinical experience. Students are responsible for all arrangements and costs associated with health and immunization policies.



**Immunization Requirements  
for ISU College of Pharmacy  
Students**

Fill out this form, scan and upload to the appropriate tracker for your class. Keep all your original records; experiential sites may require proof of vaccination.

Required Immunizations	Date Received
<p><b>Measles/Mumps/Rubella (MMR)*</b> - 2 doses required</p> <p style="text-align: right;">Dose 1</p> <p><b>OR</b></p> <p style="text-align: right;">Dose 2</p> <p>1 dose required if born prior to 1957</p>	<p>_____</p> <p>_____</p>
<p><b>Tetanus/Diphtheria/Pertussis (Tdap)*§</b> -Tdap required within the past 10 yrs and with every pregnancy</p> <p style="text-align: right;">Last Booster</p>	<p>_____</p>
<p><b>Hepatitis B (HepB)*</b> - 3 doses required</p> <p>(Series should be started as soon as student is accepted and completed prior to P2 year)</p>	<p style="text-align: right;">Dose 1</p> <p style="text-align: right;">Dose 2</p> <p style="text-align: right;">Dose 3</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p><b>Varicella*</b> - 2 doses of vaccine required</p> <p><b>OR</b></p> <p>Proof of immunity by blood titer</p>	<p style="text-align: right;">Dose 1</p> <p style="text-align: right;">Dose 2</p> <p>_____</p> <p>_____</p>
<p><b>Tuberculosis (TB) Skin Test<sup>∅</sup> or Blood Test</b></p> <p>Skin test must be read between 48 and 72 hrs after administration. If you do not return within 72 hours, another test must be administered. If you test positive, you must provide the College with a statement annually from a physician stating that you have no symptoms of TB and that your chest x-ray is negative. Your health care provider may consider drug treatment of latent TB infection if your reaction to the TB skin test is &gt; 10mm. If you have received treatment for latent TB, there is no need for a CXR annually. The decision to do CXR is based on clinical symptoms and at the discretion of your healthcare provider.</p>	<p><input type="checkbox"/> Pos    <input type="checkbox"/> Neg</p> <p>P1 Year _____</p> <p>Date _____</p> <p><input type="checkbox"/> Pos    <input type="checkbox"/> Neg</p> <p>P3 Year _____</p> <p>Date _____</p>

<b>Required Immunizations (continued)</b>		<b>Date Received</b>
<b>Influenza</b>  Injectable or intranasal required annually every October/November. Note that as an incoming P1 you do not have to begin this series until the fall of your P1 year.	P1 Year	_____
	P2 Year	_____
	P3 Year	_____
	P4 Year	_____

<b>Recommended Immunizations</b>
<b>Meningococcal</b> – single dose recommended for students living in dormitories, those with anatomic or functional asplenia, or persistent complement deficiencies. A two-dose series is recommended for those with HIV infection.
<b>Herpes zoster</b> – single dose recommended for adults aged 60 and older regardless of whether they report a previous episode of shingles.
<b>Pneumococcal</b> – single dose recommended for those with chronic diseases and persons who use cigarettes. One-time revaccination recommended for those 19-64 y/o with kidney disease, asplenia, and those who are immunocompromised.
<b>Human Papillomavirus (HPV)</b> – 3-dose series recommended for females through age 26 and males through age 21 years.
<b>Hepatitis A</b> – recommended for persons with chronic liver disease and persons who receive clotting factor concentrates. Also recommended for those traveling to or working in countries with a high or intermediate endemicity of hepatitis A or for those who anticipate close personal contact with an international adoptee during the first 60 days after arrival in the United States.

\*Laboratory evidence of immunity to these diseases in the form of titers may be provided in lieu of an immunization record. A copy of the laboratory IgG report must be attached to this form.

§Persons aged 11 or older who have not received Tdap vaccine or in whom vaccine status is unknown should receive a dose of Tdap followed by Td boosters every 10 years thereafter.

◇The initial test may be a one- or two-step test. Students who have received the BCG vaccine in the past may test positive even though they are not infected. If this is the case, simply provide a record of previous BCG vaccination to your health care provider. BCG vaccination should be noted on the statement provided to the College.



## ***Exposure Prevention and Infection Control Guidelines***

As pharmacists become more involved in hands-on patient-centered care, there is a very small yet finite risk of contracting an infectious disease via a needle stick, mucous membrane contact, or administration of CPR. In order to minimize this risk, all students are required to comply with the following measures designed to minimize transmission of infectious diseases:

### **Universal Precautions**

All pharmacy students must wash their hands before touching patients or preparing any sterile product. Hand washing should also be performed after touching patients, wiping one's nose or mouth, contact with any other body substances, and using the bathroom.

### **Personal Barriers**

1. Gloves - Clean gloves should be put on immediately prior to contact with a patient's mucous membranes or open skin, before entry into a patient's room where glove use is required, and preceding any finger sticks or administration of vaccines. Use of gloves is also recommended during the preparation of sterile products. Gloves are highly recommended during routine preparation of chemotherapy agents.
2. Gowns/lab coats - Gowns or lab coats should be used to cover areas of skin or clothing which may be likely to become soiled with body fluids during patient care, and are also recommended during routine preparation of chemotherapy agents and use of caustic chemicals.
3. Facial barriers - Masks, goggles, and face shields should be worn when splashing or splattering of body fluids into nose, mouth or eyes could occur. Masks must be put on prior to entry into a room where mask use is required.
4. Isolation signs - Isolation signs should be respected. This requires mask, glove, and/or gown, according to instructions on the door of the patient's room, before entering. Students should ask their preceptors for guidance regarding when they should enter isolation rooms. Students handling any materials that have been in contact with body fluids must dispose of all materials in a marked biohazard bag. A solution of household bleach diluted 1:10 should be used for disinfecting surfaces that have come into contact with body fluids.

### **Management of Sharps**

Most pharmacists' involvement with needles occurs in the preparation of sterile products. In this case there is little danger of serious infectious complications resulting from needle puncture to a person preparing these products. Pharmacists may be involved with potentially infectious contaminated sharps during vaccine administration or during a code situation. The following precautions should always be observed:

1. Discard all sharps into correctly labeled rigid plastic containers. Be certain that no needles protrude to present a hazard for others. Needles and other sharps should never be placed in a wastebasket and never left lying on a workplace surface or at a patient's bedside.
2. Needles should not be recapped unless it is unavoidable. If recapping is unavoidable, the needles should be laid on a flat surface and the cap should be "scooped" onto the needle, using only one hand, without touching the needle cap. Once the cap is covering the needle, it can be carefully tightened and should then be discarded into a sharps container as soon as possible. Any syringe not in use should always be capped.

## ***Exposure Management***

Students should discuss potential exposure to any infectious agents with the supervisor as soon as possible. If the supervisor feels the exposure was significant or if the supervisor is not comfortable

making a judgment as to whether the exposure was real/significant, the supervisor should contact Student Health at (208) 282-2330.

If the exposure was significant, the following steps should be taken by the student:

1. Immediately remove gloves, clothing soaked with blood or other high-risk body fluids, and place in a biohazard container.
2. Wash any potentially exposed site with soap and water for 5 minutes, unless material has entered the eyes. In this case, the eyes should be flushed constantly for 15 minutes with water or normal saline.
3. If there was a needle stick, milk the affected area under running water to draw out as much blood as possible.
4. Report the injury to a supervisor.
5. If the needle stick occurred from a sharp immediately after vaccinating or drawing blood from a patient, do not let that person leave until you have obtained their name and contact information.
6. Contact Student Health at (208) 282-2330 immediately. If Student Health is closed or unavailable, the student needs to go to the nearest urgent care clinic or emergency room.
7. Follow the CDC/NIOSH guidelines for management/post-exposure prophylaxis, accessible via: [http://www.nccc.ucsf.edu/hiv\\_clinical\\_resources/pep\\_guidelines/](http://www.nccc.ucsf.edu/hiv_clinical_resources/pep_guidelines/) This site has links to all current guidelines, information, and hotlines.
8. Complete the Needlestick/Bloodborne Pathogen Report Form, available on the College's website under "Current Students" then "PharmD Students."
9. Remember that if prophylactic medications are recommended to treat your exposure the optimum time to start is within 1-2 hours after the exposure.

### **Cost of Treatment**

Should an infectious exposure or other medical problem arise, the cost of treatment is the responsibility of the student. The College of Pharmacy does not provide insurance coverage to the student for medical costs associated with exposures. If exposure does occur, the student is urged to seek medical attention immediately and to notify the Experiential Director so that concerns about payment do not act as a barrier to seeking emergency treatment.

## **Other Policies**

### ***Workers' Compensation Insurance***

ISU provides an approved Workers' Compensation program without cost to enrolled students who, as part of their instruction, are enrolled in a class or program for academic credit and for which the student, without receiving pay, works for or provides services to a third party, private or governmental entity. This program applies to any student completing the requirements of PHAR 9911/9912 off campus, those completing the clinical shadowing component of PHAR 9913/9914, as well as those P4 students enrolled in APPE rotations off campus. Any student injured during the experiential portion of the curriculum should contact the Office of the Associate Dean for further guidance. General instructions may be found at:

<http://www.isu.edu/ucounsel/workerscomp.shtml>

### ***Health Insurance***

Students are required to have health care insurance while enrolled.

### ***Liability Insurance***

The College of Pharmacy will maintain malpractice insurance for all currently enrolled students. A minimum of a professional limit of one million dollars per incident, and a personal limit of one million dollars is required.

### ***Name Badges***

The College provides name badges that students must wear at all times while participating in College and Student Pharmacist activities involving patient care, i.e., IPPE, health fairs, outreach operations, APPE. Replacement nametags (approx \$15) may be ordered by contacting the Office of the Associate Dean for Student Affairs in Pocatello.

### ***Building Access***

Leonard Hall – Pocatello

Access to the Leonard Hall other than during regular office hours is available only to pharmacy students. After hours, students may use their student photo ID (Bengal Card) to gain access to the student lounge.

ISU Meridian Sam & Aline Skaggs Health Science Center – Meridian

Access to the L.S. Skaggs Pharmacy Complex other than during regular office hours is available only to pharmacy students. After hours, students may use their student photo ID (Bengal Card) to gain access to the student lounge.

Professional Studies Building – Anchorage

Access to the Professional Studies Building other than during regular office hours is available only to pharmacy students. After hours, students may use their assigned building key to access the building and their Wolf Card to gain access to PSB 104 College of Pharmacy Rooms.

## **Committees**

### ***Administrative Council***

The Administrative Council serves to advise the Dean, and under his/her direction shall coordinate and cause to be implemented all faculty, student and staff activity required to fill the role and mission of the College.

### ***Assessment Committee***

The Program Assessment Committee is responsible for the ongoing evaluation of the College's professional PharmD degree program, including the traditional and nontraditional curricula.

### ***Curricular Affairs Committee***

The Curricular Affairs Committee is responsible for conducting a continuing appraisal and evaluation of the current professional pharmacy education curriculum, and for the development of recommendations of curricular revision, additions and other alterations to assure optimal student learning and outcomes.

### ***Faculty Affairs Committee***

The Faculty Affairs Committee is the Standing Peer Faculty Activity Evaluation Committee, and conducts all individual faculty activity evaluations requested by the Dean for purposes of recommending academic promotion, for the awarding of tenure, and in special circumstances for the continuance of tenure (tenure competency reviews when required). The committee also represents the total faculty of the College in all matters pertaining to the purposes and powers of the faculty as defined in University and/or College of Pharmacy Bylaws and policies. This committee, as an advocate of faculty welfare, may thus consider all matters of relevant business referred to it by the faculty, as well as by the Dean or other faculty officers.

### ***Graduate Education and Faculty Research Affairs Committee***

The Graduate Education and Faculty Research Affairs Committee oversee the development of policy and make recommendations as required in matters relating to graduate education and degree programs, minor fields of study, as well as all service-related courses taught through the College of Pharmacy.

### ***Student Affairs Committee***

The Student Affairs Committee serves as the standing faculty committee to develop policy and to make recommendations pertaining to standards for professional pharmacy student recruitment and admission to the existing program, and for academic standards required for curricular progressions and completion. The committee also establishes and recommends standards for the awarding of professional pharmacy student scholarships, awards and prizes, and shall supervise the giving of such.

### ***Technology Committee***

The Technology Committee is responsible for on-going assessment of the classroom audiovisual, computer and telecommunications equipment, and computer hardware and software needs of the faculty, students and staff of the College, for the Pocatello Campus and the Meridian Center.

## Student Organizations

For more details and events see online: **PharmD Student Resources** on the College of Pharmacy homepage under Current Students/PharmD Students/Student Organizations

### Student Alliance (PPSA)

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Professional Pharmacy Student Alliance (PPSA) is an aggregate organization of the state ISHP and ISPA and the national APhA-ASP and IPSF student organizations at the College of Pharmacy level. This organization encompasses the benefits of all three organizations while developing a unified student body. Membership fees are included in the PharmD fee. Dr. Carr is the PPSA Adviser in Meridian; Dr. Hoover is the PPSA Adviser in Pocatello.

### American Pharmacists Association - Academy of Student Pharmacists (APhA-ASP)

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APhA-ASP is the student division of the American Pharmacist Association and is open to all prepharmacy and professional pharmacy students. The organization fosters professional development through activities including patient counseling competition, sponsorship of the Pharmacy Fair, participation in the University's Health Fair, *Operation Immunization* and *Operation Diabetes* and various awareness activities. A delegate always attends the regional and national conferences where issues affecting the education or profession of pharmacy are voiced and action taken.

### Idaho Society of Health-Systems Pharmacists (ISHP)

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The Student Chapter of ISHP is mainly focused with advancing the practice of pharmacy, especially in hospital settings and is involved in Diabetes Fairs and Poison Prevention. ISHP is involved with state legislation and offers continuing education during its biannual meetings. ISHP is the state level organization and is affiliated with the national organization, the American Society of Health-Systems Pharmacists (ASHP).

### International Pharmaceutical Students Federation (IPSF)

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IPSF is a branch of APhA and takes a global focus for its campaigns, tackling health problems on a larger scale. Members collaborate with chapters in other countries, offer a Student Exchange Program and has participated in World AIDS Day.

### Kappa Psi

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Kappa Psi is a co-educational professional pharmacy fraternity that focuses on fellowship, industry, sobriety and high ideals among its members. Additionally, Kappa Psi promotes scholarship and professional development. The benefits of membership include: Enhanced pharmacy professional involvement and promotion of your profession; involvement in community service projects; extracurricular social activities; scholarships and awards for achievement; and lifelong bonding and friendship.

### Phi Delta Chi

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Phi Delta Chi is a co-ed national professional pharmacy fraternity devoted to promoting Brotherhood and advancing the profession of Pharmacy. The Alpha Zeta chapter of Phi Delta Chi offers opportunities to further develop leadership skills and enhance studying. The Fraternity is an eclectic group. Brothers are not only members, but are officers in other pharmacy organizations as well as College of Pharmacy Senate officers.

### Phi Lambda Sigma

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Phi Lambda Sigma is the national pharmacy leadership society. The organization recognizes student leaders within the College of Pharmacy who demonstrate dedication, service and leadership in the advancement of pharmacy and encourages further development of leadership skills. Students who exemplify these characteristics are nominated and invited to join every spring. Members sponsor the annual food drive, various fundraisers and participate in campus /community events.

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## National Community Pharmacists Association (NCPA) Student Chapter

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NCPA is a national pharmacy organization for students interested in the business aspect of pharmacy. The mission of NCPA is "to encourage, foster, and recognize an interest in community pharmacy ownership and entrepreneurship among the future leaders of the profession". Membership in NCPA offers participation in guest speaker luncheons, community involvement activities, and many resources available through NCPA offered exclusively to members.

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## Rho Chi Honor Society

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Rho Chi is a national pharmacy honor society that recognizes academic excellence. Rho Chi seeks to promote scholarly fellowship by bringing members together in a fraternal and helpful association. Members seek to increase awareness of the ethical and social responsibilities of the profession. Members must rank in the highest 20 percent of their class as determined by the college and attained a minimum professional grade point average of 3.0 on a 4.0 scale. Members sponsor the end-of-year school picnic and a booth during the annual University Health Fair.

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## Student Senate

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The Pharmacy Student Senate is comprised of the presidents and vice presidents of each class, the presidents of each student organization within the College and the College's representative to ASISU. The purpose is to discuss important issues, facilitate communication between the student body of the college and the dean and faculty, and to coordinate organizations' activities within the college. All students are welcome and encouraged to attend meetings held on the first Monday of every month at noon.

# Professional Organizations

## American Association of Colleges of Pharmacy (AACP)

[www.aacp.org](http://www.aacp.org)

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Founded in 1900, the American Association of Colleges of Pharmacy (AACP) is the national organization representing pharmacy education in the United States. The mission of the Association is to both represent and be an advocate for all segments of the academic community in the profession of pharmacy. AACP is comprised of all accredited colleges and schools with pharmacy degree programs accredited by the Accreditation Council for Pharmacy Education, including approximately 54,700 professional degree students, 5,500 students enrolled in graduate studies and more than 5,300 full-time faculty.

## American College of Clinical Pharmacy (ACCP)

[www.accp.com](http://www.accp.com)

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The American College of Clinical Pharmacy (ACCP) is a professional and scientific society that provides leadership, education, advocacy, and resources enabling clinical pharmacists to achieve excellence in practice and research. ACCP's membership is composed of practitioners, scientists, educators, administrators, students, residents, fellows, and others committed to excellence in clinical pharmacy and patient pharmacotherapy.

## American Pharmacists Association (APhA)

[www.pharmacist.com](http://www.pharmacist.com)

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The American Pharmacists Association (APhA) is the organization whose members are recognized in society as essential in all patient care settings for optimal medication use that improves health, wellness, and quality of life. Through information, education, and advocacy APhA empowers its members to improve medication use and advance patient care by:

- Providing timely and accurate information that is vital to our members.

- Raising societal awareness about the role of pharmacists as essential in patient care for optimal medication use.
- Providing state-of-the-art resources to enhance our members' continuing professional development.
- Educating and influencing legislators, policy makers, regulators, and the public to advance our vision and mission.
- Creating unique opportunities for our members to connect and share with their peers across practice settings.

### American Society of Health-System Pharmacists (ASHP)

[www.ashp.org](http://www.ashp.org)

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ASHP is a 35,000-member national professional association that represents pharmacists who practice in hospitals, health maintenance organizations, long-term care facilities, home care, and other components of health care systems. ASHP is the only national organization of hospital and health-system pharmacists and has a long history of improving medication use and enhancing patient safety.

### Idaho Society of Health-Systems Pharmacists (ISHP)

[www.ishp.shuttlepod.org/](http://www.ishp.shuttlepod.org/)

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The Idaho Society of Health-System Pharmacists (ISHP) is a non-profit corporation, founded as a state-affiliate chapter of the American Society of Health-System Pharmacists (ASHP) in 1956. ISHP primarily supports and represents the interests of those pharmacists and pharmacy technicians who practice in hospitals, nursing homes, institutions, medical clinics and other such "health systems." The most significant and tangible benefit of membership is ISHP's continuing pharmacy education and programs. ISHP is the only pharmacy association in Idaho that provides ACPE-accredited CE, which is required by Idaho law.

### Idaho State Pharmacy Association (ISPA)

[www.idahopharmacist.com](http://www.idahopharmacist.com)

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The Idaho State Pharmacy Association affirms its commitment to all pharmacy practitioners regardless of practice setting. The mission of ISPA is to serve, advance and promote the profession of pharmacy. It is a great opportunity to participate, network, and impact the profession. ISPA lobbies for legislation concerning pharmacy and facilitates Pharmacy Day at the Capital.

### National Association of Boards of Pharmacy® (NABP)

[www.nabp.net](http://www.nabp.net)

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Founded in 1904, the National Association of Boards of Pharmacy (NABP) is the impartial professional organization that supports the state boards of pharmacy in protecting public health. NABP aims to ensure the public's health and safety through its pharmacist license transfer and pharmacist competence assessment programs, as well as through its VIPPS, Vet-VIPPS, VAWD, and DMEPOS accreditation programs. NABP's member boards of pharmacy are grouped into eight districts that include all 50 United States, the District of Columbia, Guam, Puerto Rico, the Virgin Islands, eight Canadian provinces, and New Zealand.

### National Community Pharmacists Association (NCPA)

[www.ncpanet.org](http://www.ncpanet.org)

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The National Community Pharmacists Association is a national pharmacy organization for students interested in the business aspect of pharmacy. NCPA's mission is to encourage, foster and recognize an interest in community pharmacy ownership and entrepreneurship among the future leaders of the profession.

## Code of Ethics for Pharmacists

### PREAMBLE

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.

#### **I. 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.

#### **II. 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 stated by the patient as well as those defined by health science. A pharmacist is dedicated to protecting the dignity of the patient. With a caring attitude and a compassionate spirit, a pharmacist focuses on serving the patient in a private and confidential manner.

#### **III. A pharmacist respects the autonomy and dignity of each patient.**

A pharmacist promotes the right of self-determination and recognizes individual self-worth by encouraging patients to participate in decisions about their health. A pharmacist communicates with patients in terms that are understandable. In all cases, a pharmacist respects personal and cultural differences among patients.

#### **IV. A pharmacist acts with honesty and integrity in professional relationships.**

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

#### **V. A pharmacist maintains professional competence.**

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

#### **VI. A pharmacist respects the values and abilities of colleagues and other health professionals.**

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

#### **VII. 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.

#### **VIII. 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 by the American Pharmacists Association membership, October 27, 1994.





**CONFIDENTIALITY UNDERSTANDING**

By signing and dating this Confidentiality Understanding, the undersigned **STUDENT** indicates an understanding of, and agrees to be bound by, applicable terms and conditions of any agreement between any **FACILITY** and IDAHO STATE UNIVERSITY (“**PROGRAM**”). The **STUDENT** acknowledges that, as a material part of the consideration provided to **FACILITY** in exchange for **FACILITY** allowing the **STUDENT’S** clinical education at **FACILITY**, **STUDENT** agrees that any patient information acquired during the clinical education is confidential, and that the **STUDENT** shall maintain the confidentiality of and not disclose this information at all times, both during the clinical education and after it has ended. **STUDENT** further agrees to abide by the applicable rules and policies of **FACILITY** and **PROGRAM** while at **FACILITY**. **STUDENT** understands that, in addition to other available remedies, **FACILITY** may immediately remove the **STUDENT** and terminate the **STUDENT’S** clinical education if, in the opinion of **FACILITY**, the **STUDENT** endangers a patient, breaches patient confidentiality, disrupts the operation of **FACILITY**, or refuses to comply with the requests of **FACILITY** or its supervisory staff.

**I have received the College of Pharmacy Student Handbook. I have read and understand this Confidentiality Understanding, and I agree to abide by its terms. This Confidentiality Understanding shall be effective for the duration of the STUDENT’S enrollment in the Doctor of Pharmacy program.**

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Student’s Signature

Date

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Student’s Name (Print)

**Idaho State**  
**UNIVERSITY**  
**College of Pharmacy**