This Student Handbook is intended to offer a framework of the intended learning environment provided by the Idaho State University 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.

**Pocatello Contact Information**
College of Pharmacy  
921 South 8th Avenue, Stop 8288  
Pocatello, ID 83209-8288  
Physical Address: 970 South 5th Ave, Leonard Hall, Bldg #8  
Dean’s Office: 208-282-2175  
Student Affairs: 208-282-4597

**Meridian Contact Information**
College of Pharmacy  
1311 E Central Drive  
Meridian, ID 83642-7991  
Office: 208-373-1793

**Anchorage Contact Information**
UAA/ISU Doctor of Pharmacy Program  
University of Alaska, Anchorage  
Mailing Address: 3211 Providence Drive, PSB 111  
Physical Address: 2533 Providence Drive, #111  
Anchorage, AK 99508  
Office: 907-786-6553
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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.

The pharmacy program was initially housed in Swan-son Hall. In 1926 it was moved to the basement of Farris 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 remodel-
ing and shepherded the project to its completion. Under his guidance, the College was restructured into two academic departments, and the 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, lifelong 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.

Paul S. Cady served as dean of the College from 2009 to 2018. Under his leadership 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.

Looking ever forward, while remaining grounded in our foundation of excellence, the ISU College of Pharmacy will celebrate 100 years in 2020.

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 welcome you to the College of Pharmacy and the profession of Pharmacy. You are entering the profession at a very exciting time. The role of the pharmacist is expanding and new opportunities continue to grow. The call to decrease the cost and improve the quality of healthcare is a call to which we are responding. We have the skills, knowledge, and abilities to secure our place in interprofessional, team-based care. Pharmacists have been and remain ready to assist in assuring that patients receive appropriate and effective medication.

Also it is a very exciting time to be entering the College of Pharmacy. A highlight is the Centennial Celebration of the College in 2020. Many events are being planned to commemorate the founding of the College in Pocatello in 1920. In addition to the Pocatello campus, the opening of the L. S. Skaggs Pharmacy complex in Meridian was a very significant event for the College. And with our expansion into Alaska, we reassert our position as Idaho’s College of Pharmacy. We continue to grow our legacy. Our larger presence provides our student pharmacists many 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 Idaho and meet pharmacists, I am excited by what I witness. I see pharmacists expanding their practices by providing new and needed 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 management services for their patients. I am moved as I watch caring, kind pharmacists going the extra mile to improve the lives of those they serve. I am proud to be associated with these wonderful women and men.

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 comprehensive, high-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 pharmacist in the College of Pharmacy, you will have the opportunity to work with other student pharmacists, faculty, and practitioners who are committed to the advancement of healthcare. Additionally, our student pharmacist organizations sponsor many opportunities for you to provide patient care. Take the time to become involved. Care about those you have the privilege to serve. The experiences you gain and 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.

Walter L. Fitzgerald, Jr., BPharm, MS, JD
Dean and Professor
Faculty and Staff

Pocatello, Idaho
Austill, Gary, BA, IVCC Specialist
Awale, Prabha, PhD, Assistant Professor, BPSCI
Barrott, Jared, PhD, Assistant Professor, BPSCI
Buffat, Brooke, PharmD, BCPS, Associate Dean for Student Affairs, Director of Continuing Education and Clinical Associate Professor, PPRA
Burde, Anushka, PharmD, AAHIVP, Assistant Lecturer, Bengal Pharmacy and PPRA
Cady, Paul, PhD, RPh, Professor, PPRA
Casperson, Kerry, PhD, MBA, MHA, Assistant Professor, PPRA
Cox, Kelly, IT Systems Administrator
Fitzgerald, Walter, BPharm, MS, JD, Professor and Dean
Ferro, Jordan, PharmD, BCPS, Clinical Assistant Professor, PPRA
Force, Rex, PharmD, BCPS, VP for Health Sciences, KDHS
Gebo-Shaver, Lorri, PharmD, Lab instructor, BPSCI
Habashi, Ali, PhD, PharmD, Assistant Professor, BPSCI
Hachey, David, PharmD, BCPS, Director, Pharmacy Clinical Services
Hancock, Lee Ann, BA, Director of Divisional Marketing & Communications
Hart, Amanda, Administrative Assistant II – Dean's Suite and Continuing Education
Herrick, Nancy, Administrative Assistant II – Dean's Office
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Hoover, Rebecca, PharmD, Director of Idaho Drug Information, Clinical Assistant Professor, PPRA
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Mahl, Ronda, Administrative Assistant II – Student Affairs
Marks, Tracey, Administrative Assistant I, PPRA
McKay, Kasidy, PharmD, Clinical Assistant Professor, PPRA
Myers, Rob, PhD, Assistant Professor, BPSCI
O'Connor, Shanna, PharmD, Assistant Professor, PPRA
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Parkinson, Jeff, BS, Technical Support Manager
Pashikanti, Srinath, PhD, Assistant Professor, BPSCI
Pettinger, Tracy, PharmD, BCPS, Clinical Associate Professor, PPRA, Experiential Education Liaison – Eastern Idaho Zone, PPRA
Powell, Brecon, PharmD, Clinical Assistant Professor, PPRA
Rhodes, Richard S, PharmD, Professor, PPRA
Schulte, Marvin, PhD, Professor and Department Chair, BPSCI
Tack, Cassandra, BS, Assistant Director for Experiential Education
Tillotson, Cynthia, DA, MPA, Director of Admissions and Student Affairs
Van Muelken, Mary, BA, Grant Writer and Program Manager
Yankovich, Phil, MBA, Director of Development and Alumni Relations

Meridian, Idaho
Adams, Jennifer, PharmD, EdD, FAPhA, Associate Dean for Academic Affairs, Clinical Associate Professor, PPRA
Biddle, Michael, PharmD, BCPS, Assistant Professor, PPRA
Boyle, Julie, PharmD, BCPP, Assistant Professor, PPRA
Carr, Glenda, PharmD, Clinical Assistant Professor, PPRA
Cleveland, Kevin, PharmD, ANP, Associate Professor and Director of Experiential Education, Liaison – Western Idaho Zone, PPRA
Eroschenko, Kathy, PharmD, Clinical Associate Professor, PPRA
Fonger, Darcy, Instruction Assistant
Gardner, Denice, Office Specialist II (part-time)
Hefflinger, Roger, PharmD, Clinical Associate Professor, PPRA
Kator, Ann, PharmD, BS, Lab instructor, BPSCI
Lewis, Wesley, BS, Video Instruction Manager
Madaras-Kelly, Karl, PharmD, MPH, Professor, PPRA
Mancini, Robert, PharmD, BCOP, MPH, Adjunct Clinical Professor, PPRA
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Moore, Nancy, Administrative Assistant I – Academic Affairs
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Anchorage, Alaska
Cieplak, Deb, BS Pharm, Laboratory Instructor, BPSCI
Furilla, Bob, PhD, UAA Adjunct Professor, BPSCI
Jackson, Christina, Alaska Programs Coordinator
Paul, Amy, PharmD, BCACP, Clinical Assistant Professor, PPRA
Ratliff, Angharad, PharmD, BCCCP, BCPS, Clinical Assistant Professor, PPRA
Robinson, Renee, PharmD, MPH, MSPharm, Associate Professor, PPRA
Stafford, Ryan, Technology Support Manager
Wadsworth, Thomas, PharmD, BCPS, Clinical Associate Professor and Assistant Dean for Alaska Programs, PPRA

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

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 or via:

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

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 2019 graduates completing the exit survey, nearly all 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 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:
- **Integrity**: Doing the right thing.
- **Access**: Creating opportunities for outreach and engagement of underserved populations.
• **Inclusiveness**: Seeking diversity by valuing everyone.
• **Collaboration**: Nurturing a respectful community through mentorship, communication, and transparency.
• **Intellectual Curiosity**: Fostering an environment that encourages research, scholarship, and entrepreneurship.
• **Accountability**: Promoting a culture of patient and professional advocacy.

**Department of Pharmacy Practice and Administrative Sciences**

**Vision**
To revolutionize the profession, we will engage in innovative research and clinical practice as we prepare pharmacists for the future.

**Mission**
We develop pharmacists 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 and College of Pharmacy, the Department of Pharmacy Practice and Administrative Sciences embraces the following core values:

• **Collaboration**: Work together for the good of the whole
• **Integrity**: Do the right thing
• **Growth**: Evolve continuously
• **Accountability**: Take responsibility
• **Engagement**: Foster access and advocacy
• **Inspiration**: Create an environment of curiosity and innovation

**Department of Biomedical and Pharmaceutical Sciences**

**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 gener alist 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

Interprofessional Pharmacy Education (IPE) is education that occurs when two or more professions learn with, from and about each other to enable effective collaboration and improve health outcomes. Interprofessional education is part of the didactic component of the Introductory Pharmacy Practice Experience (IPPE) courses as well as the experiential learning in IPPEs and Advanced Pharmacy Practice Experiences (APPEs). Interprofessional education is an essential component of the Idaho State University, Kasiska Division of Health Sciences and College of Pharmacy mission. The IPE provided in the didactic components of courses is grounded in the Interprofessional Collaboration Competency Domain, which involves four core competencies developed by the Interprofessional Education Collaborative (IPEC).
Competency 1: Work with individuals of other professions to maintain a climate of mutual respect and shared values. (Values/Ethics for Interprofessional Practice)

Competency 2: Use the knowledge of one’s own role and those of other professions to appropriately assess and address the health care needs of patients and to promote and advance the health of populations. (Roles/Responsibilities)

Competency 3: Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease. (Interprofessional Communication)

Competency 4: Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable. (Teams and Teamwork)

Financial Information

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<th>2019/2020 Idaho Resident</th>
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</tr>
</tbody>
</table>

*Costs required for 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 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

Pharmacy Scholarships

In addition to Idaho State University financial aid and external 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, extracurricular and leadership involvement.

Every spring semester all pharmacy students are encouraged to apply in the BOSS system (Bengal Online Scholarship System) to complete the online 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.
2019/2020 Scholarship Awards

Michael Edward Araki-Kawaguchi
Asian American
Judith Marie Bernat
Bi-Mart
Lane Alan Broyles
Neal Atee Broyles
Joseph W Carlson
Walter and Wayne Carte
College of Pharmacy Class of 1972
Jennifer A. Garner Memorial
Joshua Gehrke PDX College of Pharmacy
Robert and Janice Goettsch
W. Robert Hepworth
Colonel Garth H. Holmes
Robert D. Joosten Memorial
Idaho Society of Health-System Pharmacists
John B.& Virginia Kanarr
G. Richard “Dick” Kerr
Lucile H. Kingsbury Memorial
Gordon R. Klodt Memorial
Sylvan L. Kuhn Endowment
Paul and Eleanor Loscalzo
Jeanette Low
Mark & Rachel Mailhot
Val D. Middleton Memorial
Mary Gunderson Moss Memorial
George Murray
Angela Osterman Memorial
Ara G. & Shirley W. Paul
Pharmacy Alumni Memorial
Pharmacy General
Pharmacy Endowment

David and Jane Chu Foundation
Dr. Glenn W Corbett
Dean Emeritus Frank P. Cosgrove
Robert L. and W. H. “Bill” Dixon
Harold W. & Lois Austin Driver
E, I and J Memorial
EIRMC Auxiliary
Denise Fujimoto & Esther Fujimoto
Sidney J. and Amy A. Fry
Michael and Robyn Prime
Past Presidents of ISPA
Pullen-Grey Charitable
A.D. & Irene S. Rounds
Reinhaus Family Foundation
Frank L. Savage
Fred Schwamb
Skaggs, ALSAM Foundation
Sidney L. and Hetty H. Sly
Ralph & Betty Smith
William G. Story
Noall R. and Anna N. Streeper Pharmacy
Roy Y. and Linda Suminda
SuperValu -Albertsons
Bolujo F. Tunrarebi
Lawrence & Debra Updyke
Guy Curtis Waid
Walgreens Diversity
Wal-Mart
Richard and Barbara Wells
RoseMary Sampson Wells
Dr. Dennis L. Wight, M.D.
PharmD Program Curriculum

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).

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 Education Outcomes

ISU’s 2015 Educational Outcomes are derived from and closely emulate the Center for Advancement of Pharmacy Education’s (CAPE) 2013 revised guidance document. 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.


## 2015 Educational Outcomes

<table>
<thead>
<tr>
<th>1.0</th>
<th>Foundational Knowledge (CAPE - Learner)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>1.1</td>
<td>Integrate and apply foundational knowledge and independently acquire new knowledge as needed for the practice of pharmacy.</td>
</tr>
<tr>
<td>1.2</td>
<td>Appropriately evaluate and utilize scientific literature to provide an evidence-based approach to patient care and pharmacy practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.0</th>
<th>Essentials for Practice and Patient Care</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1</th>
<th>Patient Centered Care (CAPE - Caregiver)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.1</td>
<td>Efficiently gather and organize relevant data from a patient interview or medical record.</td>
</tr>
<tr>
<td>2.1.2</td>
<td>Perform basic aspects of physical assessment.</td>
</tr>
<tr>
<td>2.1.3</td>
<td>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).</td>
</tr>
<tr>
<td>2.1.4</td>
<td>Assess a patient’s risk for adverse drug reactions.</td>
</tr>
<tr>
<td>2.1.5</td>
<td>Perform an accurate and prioritized assessment of the patient’s drug-related problems including any related health care needs that might affect drug therapy.</td>
</tr>
<tr>
<td>2.1.6</td>
<td>Appropriately utilize clinical literature to evaluate all therapeutic options.</td>
</tr>
<tr>
<td>2.1.7</td>
<td>Establish patient-specific therapeutic outcomes.</td>
</tr>
<tr>
<td>2.1.8</td>
<td>Determine the best pharmaceutical care plan for each patient (including use of pharmaceutical and clinical science knowledge, evidence-based medicine and sound clinical judgment).</td>
</tr>
<tr>
<td>2.1.9</td>
<td>Determine patient-specific monitoring parameters for drug therapy outcomes.</td>
</tr>
<tr>
<td>2.1.10</td>
<td>Articulate and document a succinct, optimal pharmaceutical care plan including appropriate justification for patient-specific recommendations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.2</th>
<th>Medication Use Systems Management (CAPE - Manager)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.1</td>
<td>Dispense prescription medications safely, accurately, efficiently, and in accordance with all federal and state Requirements.</td>
</tr>
<tr>
<td>2.2.2</td>
<td>Accurately calculate the quantity of medication to be compounded or dispensed, including the rate of parenteral drug administration.</td>
</tr>
<tr>
<td>2.2.3</td>
<td>Using proper compounding and/or aseptic technique and quality assurance methods, accurately compound individual, bulk, or sterile medication products.</td>
</tr>
<tr>
<td>2.2.4</td>
<td>Be familiar with basic medication distribution, inventory control and medication error/safety management systems in various practice settings.</td>
</tr>
<tr>
<td>2.2.5</td>
<td>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.</td>
</tr>
<tr>
<td>2.2.6</td>
<td>Understand the development and maintenance of a formulary system.</td>
</tr>
<tr>
<td>2.2.7</td>
<td>Manage health care needs of patients during transitions of care and optimize the transition process.</td>
</tr>
<tr>
<td>2.2.8</td>
<td>Provide medication therapy management for patients with complex pharmacotherapy regimens.</td>
</tr>
<tr>
<td>2.2.9</td>
<td>Contribute to the pharmaceutical care system’s process for reporting and managing medication errors and adverse drug reactions.</td>
</tr>
</tbody>
</table>
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.

### 2.3 Health and Wellness (CAPE - Promoter)
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.

### 2.4 Population-based Care (CAPE-Provider)

- **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).

### 3.0 Approach to Practice and Care
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.

#### 3.1 Problem solving (CAPE - Problem-solver)

- **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.

#### 3.2 Education (CAPE - Educator)

- **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.

#### 3.3 Patient advocacy (CAPE - Advocate)

- **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.

#### 3.4 Interprofessional collaboration (CAPE - Collaborator)

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

#### 3.5 Cultural sensitivity (CAPE - Includer)

- **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.

#### 3.6 Communication (CAPE - Communicator)

- **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.

### 4.0 Personal and Professional Development
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.

#### 4.1 Self-awareness (CAPE - Self-aware)

- **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.

#### 4.2 Leadership (CAPE - Leader)

- **4.2.1** Demonstrate responsibility for creating and achieving shared goals, regardless of position.
4.3 Innovation and Entrepreneurship (CAPE - Innovator)
4.3.1 Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
4.3.2 Demonstrate initiative when confronted with challenges.

4.4 Professionalism (CAPE - Professional)
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 2019-2020
First Professional Year (P-1) – 38 credit hours total

| Fall Semester |
|---|---|
| PHAR 9911* | Intro Pharm Practice Experience I |
| PHAR 9910 | Dean’s Recitation |
| PHAR 9921 | Biological Basis of Drug Action I |
| PHAR 9924 | Physicochemical Basis of Drug Action |
| PHAR 9931 | Health Care I |
| PHAR 9941 | Intro Pharm Pract Literature I |
| PHAR 9941L | Intro Pharm Pract Literature I Lab |
| PHAR 9949 | Human Physiology I |
| PHAR 9949/R | Human Physiology I Recitation |

| Spring Semester |
|---|---|
| PHAR 9905 | Intro to Clinical Problem Solving |
| PHAR 9912 | Intro Pharm Practice Experience II |
| PHAR 9922 | Biological Basis of Drug Action II |
| PHAR 9923 | Professional Development I |
| PHAR 9926 | Basic Pharmacokinetics & Calculations |
| PHAR 9926R | Basic Pharmacokin & Calc Recitation |
| PHAR 9928 | Intro Pharm Practice and Literature II |
| PHAR 9956 | Human Physiology II |
| PHAR 9956R | Human Physiology II Recitation |

Credits 18

* On-line required summer 2019 course

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

| Fall Semester |
|---|---|
| PHAR 9906 | Case Studies w/Pharmacother Lab I |
| PHAR 9920 | Recitation/Exam |
| PHAR 9927 | Dosage Form Design and Compounding |
| PHAR 9927L | Dosage Form Design and Compounding Lab |
| PHAR 9961 | Pharmacotherapy I (Pulm/Renal) |
| PHAR 9962 | Pharmacotherapy II (CV I) |

| Spring Semester |
|---|---|
| PHAR 9907 | Case Studies w/Pharmacother Lab II |
| PHAR 9913 | Intro Pharm Practice Experience III |
| PHAR 9920 | Recitation/Exam |
| PHAR 9933 | Professional Development II |
| PHAR 9944 | Health Care II |
| PHAR 9944L | Health Care II Lab |
| PHAR 9963 | Pharmacotherapy III (CV II) |
| PHAR 9964 | Pharmacotherapy IV (Endocrine) |
| PHAR 9965 | Pharmacotherapy V (Musculoskel/Pain) |
| PHAR 9966 | Pharmacotherapy VI (GI) |

Credits 14

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

| Fall Semester |
|---|---|
| PHAR 9908 | Case Studies w/Pharmacother Lab III |
| PHAR 9930 | Recitation/Exam |
| PHAR 9945/L | Health Care III w/Lab |
| PHAR 9967 | Pharmacotherapy VII (Infect Dz) |
| PHAR 9968 | Pharmacotherapy VIII (Spec Pops) |

| Spring Semester |
|---|---|
| PHAR 9914 | Intro Pharm Practice Experience IV |
| PHAR 9930 | Recitation/Exam |
| PHAR 9943 | Professional Development III |
| PHAR 9948 | Pharmacy Law |
| PHAR 9952 | Pharmacotherapy Lab IV |
| PHAR 9969 | Pharmacotherapy IX (CNS) |
| PHAR 9970 | Pharmacotherapy X (Heme/Onc) |
| PHAR 9971/R | Capstone Pharmacy w/Recitation |

Credits 14

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

20

Revised: 03/01/2020
Fourth Professional Year (P-4) – 51 credit hours total

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAR 9981</td>
<td>49 cr</td>
<td>Advanced Pharmacy Practice (APPE)</td>
</tr>
<tr>
<td>PHAR 9982</td>
<td>2 cr</td>
<td>Professional Student Seminar</td>
</tr>
<tr>
<td>General Adult Medicine</td>
<td>6 weeks</td>
<td>Ambulatory Care</td>
</tr>
<tr>
<td>Patient Care Electives</td>
<td>6-12 weeks</td>
<td>Non-Patient Care Elective</td>
</tr>
<tr>
<td>Advanced Community</td>
<td>6 weeks</td>
<td>Advanced Institutional</td>
</tr>
</tbody>
</table>

**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 Academic Affairs for approval in order for the course to count toward the six hours of electives.

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**

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

**PHARMACY PRACTICE AND ADMINISTRATIVE SCIENCES**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>PPRA 3335</td>
<td>Smoking Cessation</td>
</tr>
<tr>
<td>1-2</td>
<td>PPRA 3341</td>
<td>Topics in Drug Utilization Review</td>
</tr>
</tbody>
</table>
PPRA 4428  Diet Alternatives and Nutrition
PPRA 4440  Pharmacoeconomics
PPRA 4491  Topical Seminar in Pharmacy Practice
PPRA 4499  Introduction to Interdisciplinary Work
PPRA 4499  Pharmacy Leadership and Advocacy
PPRA 4499  OTC medications/Self Care
PPRA 4499  Alcoholism and Drug Dependencies (APhA Institute)
PPRA 9907  Complementary and Natural Medicine
PPRA 9913  Personal Financial Management for Pharmacists
PPRA 9915  Financial Management of the Community Pharmacy
PPRA 9925  Residency Readiness
PPRA 9928  Women's Health
PPRA 9935  Veterinary Medicine
PPRA 9988  Independent Problems in Pharmacy Practice

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

NTD 3340  Nutrition for Health Professionals

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

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

ANTH 4407  Anthropology of Global Health

CMP 4422  Conflict Management

PHIL 2230  Medical Ethics
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
1    SPAN 5595  Introduction to Spanish for Pharmacists

POLITICAL SCIENCE
3    POLS 4405  Democracy and Governance

PSYCHOLOGY
1-3   PSYC 3369  Fundamentals of HIV

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 or “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 Progressions 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, spreadsheet, and presentation software. ISU's Information Technology Services offers basic computer courses and a help desk. 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 developed a curriculum that will produce professionals prepared to fill the evolving roles of pharmacy practice. The goal of IPPEs is to provide students with an introduction to basic pharmacy practice skills beginning early in the professional curriculum in a variety of actual practice settings, working in collaboration with experienced health care professionals. IPPEs begin at the entry level of pharmacy practice and progressively increase in scope and intensity to ultimately prepare students for their Advanced Pharmacy Practice Experiences (APPEs).

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.

Students are required to be register with the Board of Pharmacy within the state they plan on completing their IPPEs and the state where they will be completing their didactic course work. Initially, registration will need to be completed in the Summer semester of the P1 year. Students attending school in Idaho must register as a pharmacist intern. Students attending school in Alaska must register as a pharmacy intern.

Each state has different registration requirements. 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. Students attending school in Idaho must register as a pharmacist intern. Students attending school in Alaska must register as a pharmacy intern.

Students cannot be paid for IPPE experiences per Accreditation Council for Pharmacy Education (ACPE) guidelines (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.

**Students are responsible for reading the current IPPE Manual and syllabus for the IPPE course in which they are enrolled. IPPE manual and syllabi can be found on E*Value and at:**

[https://isu.edu/pharmacy/current-students/pharmd-students/ippeappe/](https://isu.edu/pharmacy/current-students/pharmd-students/ippeappe/)
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.

#### 4.4.1
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.

### 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.

### Certification Criteria for Advancement to APPE Placement

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-APPE Educational Outcomes</td>
<td>All educational outcome scores ≥ 2.0</td>
</tr>
<tr>
<td>PCOA Exam</td>
<td>Adjusted score ≥ 20th national percentile</td>
</tr>
<tr>
<td>Communication Score on Capstone Oral Exam</td>
<td>Passing score</td>
</tr>
<tr>
<td>Capstone course grade</td>
<td>Passing score ≥ C-</td>
</tr>
</tbody>
</table>
Remediation of Deficient Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Measure*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-APPE Educational Outcomes</td>
<td>Focused remediation to resolve identified deficiencies</td>
</tr>
<tr>
<td>PCOA Exam</td>
<td>Focused remediation to resolve identified deficiencies</td>
</tr>
</tbody>
</table>
| P3 Case Studies Oral Exam    | 1. Retake Oral Exam  
2. Complete Essay and Reflection with a score of 2 or better |
| 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. All costs accrued during APPE rotations including on-boarding procedures, housing, relocation and travel are the students’ responsibility, unless otherwise specified. More information on geographical zone assignments, scheduling, rotation site restrictions are listed in the APPE Manual, which can be found on E*Value and at: https://isu.edu/pharmacy/current-students/pharmd-students/ippeappe/

Student Illness
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 to 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.

<table>
<thead>
<tr>
<th>Assessment Activity</th>
<th>Class</th>
<th>Timing/Frequency</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Assessment Exam</td>
<td>P1, P2</td>
<td>End of Spring Semester</td>
<td>Compiled questions covering pharmacy curriculum completed</td>
</tr>
<tr>
<td>Case Studies Self-Assessment</td>
<td>P1, P2, P3</td>
<td>Once annually</td>
<td>26 point instrument which is based upon the Endpoint Abilities and Competencies for Graduates of the Professional Program</td>
</tr>
<tr>
<td>PCOA - Pharmacy Curriculum Outcomes Assessment*</td>
<td>P3</td>
<td>Late Fall/Spring semester – Administered every three years</td>
<td>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.</td>
</tr>
<tr>
<td>P4 Exit Activities</td>
<td>P4</td>
<td>End of the P4 spring semester</td>
<td>P4 Exit Survey and P4 Self-Assessment</td>
</tr>
<tr>
<td>P4 Exit Survey</td>
<td>P4</td>
<td>End of the P4 spring semester</td>
<td>Survey of career plans, demographics and open ended curriculum questions.</td>
</tr>
<tr>
<td>P4 Self-Assessment</td>
<td>P4</td>
<td>End of the P4 spring semester</td>
<td>43 question instrument which is based upon the Endpoint Abilities and Competencies for Graduates of the Professional Program</td>
</tr>
<tr>
<td>AACP Graduating Student Survey</td>
<td>P4</td>
<td>End of the P4 spring semester</td>
<td>Extensive survey on curriculum, educational experience and future plans.</td>
</tr>
<tr>
<td>Course Evaluations</td>
<td>P1, P2, P3</td>
<td>End of each course</td>
<td>Standardized course evaluation instrument</td>
</tr>
<tr>
<td>Faculty Evaluations</td>
<td>P1, P2, P3</td>
<td>End of each course</td>
<td>Standardized faculty evaluation</td>
</tr>
<tr>
<td>IPPE Evaluations</td>
<td>P1, P2, P3</td>
<td>Upon completion of IPPE experiences</td>
<td>Standardized assessment of preceptor and site</td>
</tr>
<tr>
<td>APPE Evaluations</td>
<td>P4</td>
<td>Upon completion of each rotation</td>
<td>Standardized assessment of preceptor and site</td>
</tr>
<tr>
<td>Student Professional Development</td>
<td>P1, P2, P3, P4</td>
<td>Each semester</td>
<td>Evidence of student accomplishments (e.g., presentations, patient work-ups, reflection, professionalism self-assessment, awards, etc)</td>
</tr>
</tbody>
</table>

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, identification of perceived weak areas after seeing PCOA score report, and what personal factors may have contributed to poor performance.
2. Create a NAPLEX study guide. 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 requirements and curriculum substitution:

- 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, MBA program requirements which include satisfactory completion of MBA-I and MBA-II core courses.
- 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/common course transfer from a school covered by the state articulation agreement, are required to complete the same general education requirements as students completing a Bachelor degree at Idaho State University. The 9 requirements/objectives are identified in the ISU undergraduate catalog at 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. Students must complete any General Education Requirement deficiencies before progressing to P4 status.

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

A candidate for admission to the Idaho State University Doctor of Pharmacy program must possess, or be able to achieve through a reasonable accommodation, certain intellectual, emotional, and physical abilities, that would enable the individual to acquire the knowledge, technical and clinical skills needed to complete, successfully, the curriculum in order to pursue a career in pharmacy practice. Upon matriculation to the program, the student must continue to possess, or be able to achieve through a reasonable accommodation, the personal competencies outlined below throughout their progression in the program. The practice of pharmacy requires the performance of specific functions that fall into five broad skills categories, including, but not limited to the areas outlined below. Under all circumstances, a candidate or student should be able to perform the following in a reasonably independent manner, with or without a reasonable accommodation:

**Intellectual skills**

Students must utilize 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 including independent learning, collaborative groups, projects, experiential training, and computer assisted learning. Students must demonstrate a fundamental and continuing ability to use analytical reasoning both independently and in collaboration with others to analyze and solve problems and explain health care situations. They must be able to use information to develop appropriate drug therapy and monitoring plans in a reasonable amount of time.
Communication skills
Students must be able to communicate effectively in a broad range of academic and health care settings that includes patients, colleagues and other health care team members. They must understand, communicate, read, and write fluent English. They must be able to communicate effectively with patients from a broad range of backgrounds, including the ability to recognize nonverbal communication cues.

Motor skills
Students must possess the motor, tactile, auditory, and visual abilities required to perform the duties of a generalist pharmacist, including accurately fulfilling all types of medication orders and utilizing diagnostic equipment or other means for patient assessment. Students must have sufficient physical stamina to complete the rigorous didactic, laboratory and clinical experiences, which consist of long periods of sitting, standing or moving.

Behavioral, social, and emotional skills
Students must possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment and the prompt completion of all academic and patient care responsibilities. Students must demonstrate professional and ethical demeanor, cultural sensitivity, and the ability to work in an interprofessional environment. They must also be able to adapt to changes, function in the face of uncertainty, display flexibility and be able to ensure prompt and safe completion of all responsibilities. Compassion, integrity, interpersonal skills, motivation and concern for others are humanistic qualities expected of students.

The College of Pharmacy requires all students to meet or exceed its professional technical standards with or without reasonable accommodation. For candidates or students who require a reasonable accommodation in order to meet the competencies outlined above, please contact Disability Services (disabilityservices@isu.edu).

Progression Policy

Overview
The College of Pharmacy adheres to rigorous academic and professional standards in view of its responsibility to the people of Idaho and Alaska and to the profession of pharmacy.

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 ≥ 2.0 in the PharmD curriculum (calculated based upon required and elective courses taken after matriculation into the PharmD program).
2. Pass all courses after matriculation into the PharmD program within four years (exceptions made subject to Progressions Committee approval).
3. Remediate course grades lower than a C to a C or better (see Remediation Policy).
4. Meet the student conduct and professionalism requirements of the College and the University.
5. Complete all student assessment activities. (see Assessment).
6. Not have been dismissed from an experiential site.
7. Not rank less than the 10th percentile of class rank (no pass, or make a critical error) in two or more of the following Student Competency Measures within a single academic year:
<table>
<thead>
<tr>
<th>Description</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>P1 Competency Assessment Activities</strong></td>
<td></td>
</tr>
<tr>
<td>P1 Core Course Grade</td>
<td>Class grade for Physiology I, II and BBDA II</td>
</tr>
<tr>
<td>P1 Knowledge-based Exam</td>
<td>NAPLEX simulated Test Questions</td>
</tr>
<tr>
<td>P1 Case Studies Exam Scores (Intro to Clinical Problem Solving)</td>
<td>P1 mean Midterm and Final Case Study Exams (1st attempt – Spring semester)</td>
</tr>
<tr>
<td>P1 Communications Assessment</td>
<td>Score on Patient Communication Assessment</td>
</tr>
<tr>
<td><strong>P2 Competency Assessment Activities</strong></td>
<td></td>
</tr>
<tr>
<td>P2 Core Course Grade</td>
<td>Class grade for Renal Pulm, CV I, Endocrine modules</td>
</tr>
<tr>
<td>P2 Knowledge-based Exam</td>
<td>NAPLEX simulated Test Questions</td>
</tr>
<tr>
<td>P2 Case Studies Exam Scores</td>
<td>P2 grade Midterm and Final Case Study Exams (1st attempt Fall &amp; Spring semesters)</td>
</tr>
<tr>
<td>P2 Communications Assessment</td>
<td>Score on Patient Communication Assessment</td>
</tr>
<tr>
<td><strong>P3 Competency Assessment Activities</strong></td>
<td></td>
</tr>
<tr>
<td>P3 Core Course Grade</td>
<td>Class grade for ID, CNS, Capstone modules</td>
</tr>
<tr>
<td>P3 Knowledge-based Exam</td>
<td>Pharmacy Curriculum Outcomes Assessment (PCOA)</td>
</tr>
<tr>
<td>P3 Case Studies Exam Scores</td>
<td>P3 grade Midterm and Final Case Study Exams (1st attempt Fall)</td>
</tr>
<tr>
<td>P3 Capstone Competency</td>
<td>Oral Capstone Counseling Final (1st attempt)</td>
</tr>
<tr>
<td><strong>P4 Competency Assessment Activities</strong></td>
<td></td>
</tr>
<tr>
<td>APPE Course grade</td>
<td>All APPEs completed with “C” or better</td>
</tr>
<tr>
<td>Senior Seminar</td>
<td>Seminar Faculty Evaluation Score</td>
</tr>
<tr>
<td>Endpoint Competencies Survey</td>
<td>Complete Endpoint Competencies Survey</td>
</tr>
</tbody>
</table>

*P4 students must pass all APPEs with a grade of “C” or better, pass the P4 seminar courses, 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.
Academic Status
Failure to meet the College of Pharmacy's progression requirements may result in one or more of the following:
- The student receives a Performance Alert
- The student is placed on College of Pharmacy Probation
- The student is disenrolled and placed on Suspension
- The student is permanently dismissed from the College

Student status will be evaluated on a case-by-case basis. 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.

Performance Alert
The College of Pharmacy faculty and staff issue Performance Alerts as a mechanism for early identification of struggling students. An 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 may also receive a 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 a Performance Alert for any reason shall not excuse unsatisfactory performance.

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

Removal of Probation Status
College Probation status will be removed when the noted deficiency has been successfully remedied.

Permanent 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 Probation. One additional grade of less than a C in a required course will result in permanent dismissal from the College. Students on Permanent College of Pharmacy Probation should not participate in leadership and service roles or as officers or chairs in any College of Pharmacy organization.

Suspension
Students who are disenrolled from the College of Pharmacy for not meeting the College Progression Requirements are considered under Suspension. Disenrollment may occur when poor 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 and are not eligible to hold an intern/extern registration with the Idaho/Alaska Board of Pharmacy.
Readmission after Suspension
Students who have been disenrolled from the College for not meeting the College Progression Requirements will be given the terms of their Suspension on a case-by-case basis by the Progressions Committee. Readmission is not guaranteed, and requirements to petition for readmission will be outlined in the letter of suspension. The student may have to complete full time, upper division, preapproved coursework; submit a letter of commitment to self-improvement; and prove they have met the conditions for readmission specified in their letter of suspension before petitioning for readmission.

Students who have completed the requirements outlined in their letter of suspension must submit evidence to the Associate Dean for Academic Affairs 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 Probation as determined by the Progression Committee. If readmission via petition is granted, students may be required to repeat an entire year in the PharmD curriculum.

Remediation Policy

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 policy that aims to identify and prevent unacceptable academic performance.

Remediation is defined as the act of remediying 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 Probation. However, after a student has remediated the maximum three courses allowable, they are placed on Permanent Probation and any subsequent grade lower than a C in any course will likely result in permanent Dismissal.

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

- Students will be placed on College of Pharmacy Probation.
- Students must provide a written remediation plan that is approved by the Associate Dean for Academic Affairs 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
Any student who fails to Progression Requirements of the College may be dismissed without prior probationary action. Dismissal is likely to occur if a student:

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

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

**Readmission after Dismissal**

Students who have been dismissed from the College for not meeting the College Progression Requirements will not be considered for readmission.

**Progressions Committee, Meetings, and Appeal Policy**

**Committee**
The Progressions Committee is established within the College to ensure acceptable academic and professional standards are maintained. The Progressions Committee is composed of the Associate Dean for Academic Affairs (non-voting), the Associate Dean for Student Affairs (non-voting), the Assistant Dean for Alaska Programs (non-voting), and a representative from Experiential Education (voting) as permanent 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 performance on 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 in the PharmD curriculum

**Communication Regarding Meetings and Appeals**

Students are expected to check their email on a frequent and consistent basis in order to stay current with University and College-related communications. Students have the responsibility to recognize that certain communications may be time-critical. Communication throughout the Progressions Meetings and appeal process for dismissals will be through official University email at each step of the process.

**Meeting Notice and Purpose**

Students will be notified by official University email to meet with the Progressions Committee at least seven (7) working days prior to the meeting. Meetings are held to discuss student academic and professionalism concerns based on referral from individual faculty or College committees. Progressions Committee meetings are 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 may result in dismissal from the program. Progressions Committee meetings are private. Discussions with students 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-
ate Dean for Academic Affairs no fewer than three (3) 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 support person’s scheduling conflicts. Students who wish to provide a statement and supporting documentation for consideration by the Committee should submit materials to the Progressions Committee at least three (3) business days prior to the scheduled meeting.

Procedural Guidelines for Meetings

The meeting agenda will be as follows:

1. The Chair of the Progressions Committee will open the meeting and state the purpose of the meeting.
2. The student will be invited to share their perspective of the situation with the committee and may read prepared statements if desired. Time limit of five (5) minutes.
3. Following the student presentation, there will be an opportunity for questions from committee members.
4. The Progressions Committee shall go into closed session following the discussion with the student. Deliberations during closed sessions are not recorded.
5. Students are notified of the Committee’s decision within five (5) business days.
6. If the Progressions Committee decision results in program dismissal, the Progressions Committee decision will include a Notice of Dismissal that will state the specific standards the student failed to meet. The Notice of Dismissal will be provided to the student in an electronic copy sent to the student’s official University email account.

Due Process and Right to Appeal

The College of Pharmacy extends the right of due process to all students. Progression in the PharmD program may be delayed during any appeal process if the Progressions Committee identifies potential for patient harm.

1. All appeals must be completed in an electronic format through official University emails, with each appeal and response copied to the Associate Dean for Academic Affairs. This is used to ensure that all time frames are met and appropriate parties are notified.
2. All appeals must explicitly reference the reason for the appeal and it must comply with a permitted basis of appeal pursuant to this section.

Course Grade Appeals

Students appealing a course grade should follow the Scholastic Appeals Policy found in the ISU Student Handbook. Students appealing a required or elective PharmD course grade must file their appeal in writing via official University email, starting with the course instructor, within two (2) weeks of communication from the instructor of the final grade.

Progressions Committee Decision Appeals

Students appealing a Progressions Committee decision NOT resulting in program dismissal must file their appeal in writing via official University email with the Associate Dean for Academic Affairs within fifteen (15) working days of the written notice of the Progressions Committee decision.

- The Associate Dean for Academic Affairs will forward the written appeal documents to the Dean of the College of Pharmacy. The Dean may request a formal hearing, if needed. The Dean will provide a written response and decision on the appeal to the Associate Dean for Academic Affairs, who will notify the student within thirty (30) working days of receipt of the student appeal. The Dean or his
designee is the final level of appeal for decisions made by the Progressions Committee that do not result in program dismissal.

- The Dean should overturn a decision if it is determined that the Progressions Committee’s decision was: (1) based on clear error, (2) based on unlawful consideration, or (3) the Progressions Committee failed to follow the procedure set forth within this policy to dismiss a student. The Dean should accord discretion to the determination of the Progressions Committee, but the Dean may overturn a Progressions Committee decision based on an examination of the substance of the decision.

**Program Dismissal Appeals**

After a student receives a Notice of Dismissal, that student will have fifteen (15) working days to submit an appeal to the Dean of the College of Pharmacy. If the appeal is not received by the within fifteen working days of the student receiving the Notice of Dismissal, the student will no longer have a right to an institutional appeal and the program dismissal will be deemed final. The appeal must include: (1) the name of the student; and (2) must address directly the specific reason the student was dismissed and why that dismissal should be overturned.

Upon receiving the student’s appeal of dismissal from a student, the Dean will have thirty (30) working days to respond to the student, either sustaining or overturning the appeal. The Progressions Committee will provide the Dean with the written information used to make the decision, any documentation supplied by the student, and a copy of the Notice of Dismissal. The Dean may interview the student or other faculty members as the Dean determines necessary. The Dean can also choose to make a decision based solely on the written documentation provided to them. The Dean will retain any documentation used to render a decision regarding the appeal, which will be provided to the Associate Dean for Academic Affairs upon the rendering of a decision.

The Dean should overturn a dismissal if it is determined that the Progressions Committee’s decision was: (1) based on clear error, (2) based on unlawful consideration, or (3) the Progressions Committee failed to follow the procedure set forth within this policy to dismiss a student. The Dean should accord discretion to the determination of the Progressions Committee, but the Dean may overturn a dismissal based on an examination of the substance of the decision.

If the Dean sustains the Progressions Committee’s decision, then the Dean will provide a Notice of Denial of Appeal to the student and to the Associate Dean for Academic Affairs. The Notice of Denial of Appeal will contain a written explanation of the Dean’s decision to sustain the dismissal, a statement indicating the student’s right to appeal to the University Scholastic Appeals Board, a copy of the ISU Student Handbook, and the specific parties to address in future appeal steps. If the Notice of Denial of Appeal is not issued within thirty (30) working days of receipt of the student appeal, the student’s appeal will be overturned.

**If a Dismissal is Overturned**

When a dismissal is overturned at the institutional level, the party that overturned the dismissal will be responsible for providing written notice of the decision to the College of Pharmacy Associate Dean for Academic Affairs, the student, and the Registrar. The College of Pharmacy Associate Dean, in consultation with the overturning party, will determine if any remediation is required before the student reenters the PharmD program.

**Appeals Outside the Institution**

All students or former students of the Institution may apply to the Idaho State Board of Education Executive Director for review of any final institutional decision in accordance with Idaho State Board of Education Governing Policies and Procedures Section III.P.19.ii. The student must have exhausted all complaint and grievance processes that have been established at the institution’s level before making an appeal to the
State Board of Education. To initiate this process the student should contact the Idaho State Board of Edu-
cation directly.

Voluntary Withdrawal/Leaves of Absence

Students enrolled in the College of Pharmacy who voluntarily withdraw from the Doctor of Pharmacy Pro-
gram must do so prior to the established withdrawal deadline set by the University, must follow the proce-
dures outlined in the Idaho State University Undergraduate Student Handbook, and must receive approval
from 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 Associate Dean for 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 Associate Dean for
Student Affairs of their intent in writing at least 60 days prior to the start of the following semester. Stu-
dents may be required to retake previously completed coursework in the College of Pharmacy or complete
competency testing prior to returning.

Academic Performance Coaching

Academic Performance Coaches are available as a resource for students any time they have concerns. 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 work together
with faculty advisors and the Progressions Committee to meet the goals of the student and improve aca-
demic performance. Academic Performance Coaches are available to students on all campuses to assist in
developing individualized Academic Improvement Plans. Academic Improvement Plans will be required of
each student within 30 days of being placed on Probation. Academic Performance Coaches can refer stu-
dents 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 pro-
vide a specific plan of action that the student is connected to and accountable for, and to overcome obsta-
cles to success. The academic improvement plan will be drafted with assistance from the Academic Perfor-
mance Coach, and must be signed by the student. Academic Improvement Plans are uploaded to the stu-
dent'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. 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 communica-
tion, interpersonal skills, as well as physical or emotional problems that may interfere with a student’s abil-
ity 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-spon-
sored 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 re-
garding 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.

**Excused Absence Policy**

This policy applies to didactic course activities required by course coordinators or the College. In the event of any anticipated or unanticipated excused absence, students must appropriately notify their course coordinator. Any absence longer than three (3) days requires approval from the Associate Dean for Student Affairs. Course coordinators shall provide make-up opportunities for excused absences only. Students must arrange make-up at least one week in advance of an anticipated absence and as soon as possible and no later than the return date of an unanticipated absence. Students must provide appropriate documentation, if requested by the course coordinator, before make-up is arranged.

<table>
<thead>
<tr>
<th>Anticipated</th>
<th>Unanticipated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional development</strong></td>
<td><strong>Acute illness or injury</strong></td>
</tr>
<tr>
<td>Local, regional or national professional organization meetings</td>
<td>Medical emergencies or unanticipated medical care</td>
</tr>
<tr>
<td>Student</td>
<td>Student Spouse Child Parent Sibling</td>
</tr>
<tr>
<td>30 days</td>
<td>As soon as possible, before absence if possible</td>
</tr>
<tr>
<td>Must miss least number of days possible</td>
<td>Use sound judgment for safety of yourself and others when considering attendance</td>
</tr>
<tr>
<td>Meeting badge or equivalent</td>
<td>Healthcare provider note with date, time, and confirmation of needed absence</td>
</tr>
</tbody>
</table>

| **College athletics** | **Childbirth** |
| Athletic competitions | Unscheduled childbirth |
| Student | Student Spouse |
| First day of course | As soon as possible, before absence if possible |
| See ISU athletic policy | Scheduled childbirth should avoid conflict if possible |
| Competition schedule | Healthcare provider note with date, time, and confirmation of needed absence |

| **Court** | **Accidents or victim of crime** |
| Jury duty or required court proceedings | Motor vehicle accident, fire, flood, theft |
| Student | Student |
| As soon as possible, in advance | As soon as possible, before absence if possible |
| Should be scheduled to avoid conflict if possible | Police report, insurance claim, or date/time stamped photo of damage |
| Service commitment or court appearance | |

| **Military duty** | **Death** |
| Active-duty service | Passing of loved one |
| Student | Spouse Child Parent |
| As soon as possible, in advance | As soon as possible, before |
| Service commitment | Excused for up to 3 days |

| Suggested documentation | |
| Meeting badge or equivalent | Healthcare provider note with date, time, and confirmation of needed absence |
| Competition schedule | Healthcare provider note with date, time, and confirmation of needed absence |
| Service commitment | Service commitment |
| |

**List of Excused Absences**
<table>
<thead>
<tr>
<th>Absence Type</th>
<th>Reason for Absence</th>
<th>Required Action by Student</th>
<th>Reason for Absence</th>
<th>Required Action by Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sibling, Grandparent</td>
<td>Close friend/pet</td>
<td>As soon as possible, before absence</td>
<td>Does not include holidays or booking errors</td>
<td>Itinerary change, severe weather warning, or equivalent</td>
</tr>
<tr>
<td></td>
<td>or other relative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel delay</td>
<td>Beyond student's control (e.g., cancelled flight, closed or impassable roads)</td>
<td>Student</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other absences are rarely excused and require written permission by the course coordinator at least two weeks in advance (e.g., IPPE service or shadowing, scheduled medical care, US naturalization process, medical mission, wedding, special family event, college or student organization event planning, etc)

**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).

**Dress Code in 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
- Visible undergarments
- 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.

**Class 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.

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/AutoTStSo-
cialMedia.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 Student Conduct Board.
- 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**

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 for Student Affairs of any drug- or alcohol-related incident, including but not limited to 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 for Student Affairs. 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 voluntarily report the findings to the board of pharmacy and 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 7th, 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 Progressions 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 Progressions 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.

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 for Academic Affairs 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).
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 Examplify for testing. Examplify 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 Examplify 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.

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

**Before the exam**
- 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 Amendments Act (ADAAA) 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 ADAAA.

Contact information for those seeking accommodations is as follows:

Pocatello Campus: Phone (208) 282-3599, Fax (208) 282-4617, Video Relay (208) 417-0620, Rendezvous Building, Room 125, Campus Stop 8121, Pocatello, Id 83209-8121, disabilityservices@health.isu.edu.

Meridian Campus: Phone (208) 373-1723, Fax (208) 373-1907, Video Relay (208) 417-0620, Sam & Aline Skaggs Health Science Center, 2nd Floor, Room 841C, 1311 E Central Dr., Meridian, Id 83642, email myersoni@isu.edu.

Alaska Campus: (208) 282-2294, Fax (208) 282-4617, Video Relay (208) 417-0620, Rendezvous Building, Room 125, Campus Stop 8121, Pocatello, Id 83209-8121, henskari@health.isu.edu.

ISU Disability Services Website

The Disability Services Office is responsible for coordinating accommodations and other services for students with disabilities. Accommodations cannot be provided prior to your instructor’s receipt of the accommodation letter(s), therefore students with disabilities must obtain an accommodation letter(s) from the Disability Services office, which outlines the specific accommodations required. It is the student’s responsibility to ensure accommodation letters are given to the Office of the Associate Dean for Student Affairs and to each instructor/module coordinator. Further, accommodations are not provided retroactively so students with disability-related needs should contact the Disability Services office as soon as reasonably possible.

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 students and the 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-P2) or Document Tracker software from CastleBranch (P3-P4). The following documents must be kept current and uploaded by the tracker to your profile:

- **BLS-CPR/First-Aid** – have your certification card with you any time you are fulfilling IPPE or APPE hours. In addition, it is important you maintain current on your BLS-CPR training (having an inactive training will result in removal from a practice site and negation of hours completed).
- **Intern Registration** – have your current registration card with you any time you are fulfilling IPPE or APPE hours. Additionally, it is the student’s responsibility to maintain a current intern registration in the state they are completing hours. Failure to maintain a current license will result in the student being removed from a practice site, forfeiture of all hours completed under an expired license and possible disciplinary action from the College of Pharmacy and Board of Pharmacy in the state the student is practicing.
- **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. Some immunizations and laboratory tests will be required each year; it is the student’s responsibility to stay current and upload current records when required.
- **Yearly Training** – during the curriculum, students will be required to do mandatory training that is necessary for all practicing healthcare professionals. This can include but not limited to Medicare Fraud, Waste and Abuse, OSHA Bloodborne Pathogens training, HIPAA, etc. Training completion certificates will need to be uploaded each year.
- **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 on all campuses 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.

Requirements

Utilize this form to help you keep track of your immunizations. You will need to upload your original immunization records to Certiphy’s myRecordTracker®. Always keep a personal copy of all your original records; experiential practice sites may require proof of vaccination. Make sure you keep on schedule and meet your due dates for your vaccinations.

<table>
<thead>
<tr>
<th>Required Immunizations</th>
<th>Date Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measles/Mumps/Rubella (MMR)* - 2 doses required</td>
<td>Dose 1</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>OR Blood test showing immunity to all three components of the vaccine.</td>
<td></td>
</tr>
<tr>
<td>If on blood testing, one is not immune to mumps or measles, 2 doses of vaccine required. If immune to mumps and measles, but not immune to rubella, only one dose of MMR required</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tetanus/Diphtheria/Pertussis (Tdap)*§</th>
<th>Tdap</th>
<th>Td Booster (only if Tdap more than 10 years ago)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tdap required once as an adult. If student has already received Tdap, then must show Tdap or Td in the last 10 years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Hepatitis B (HepB) – Documentation of a 2-dose (Heplisav-B) or 3-dose (Engerix-B or Recombivax HB) series AND proof of immunity (antibody to HepB surface antigen) by blood titer 1 – 2 months after the 2nd Heplisav-B or 3rd Engerix-B or Recombivax HB shot. If previously unvaccinated, start one of the following series as soon as accepted to the College: | HepB Vaccine |
| Option 1: 2-dose series of Heplisav-B at 0 and 1 month. Follow this with a blood titer 1-2 months after dose #2 | □ Heplisav-B |
| Option 2: 3-dose Engerix-B or Recombivax HB at 0, 1, and 6 months. Follow this with a blood titer 1-2 months after dose #3. | □ Engerix-B   □ Recombivax HB |
| If titer result is positive, the requirement will be marked complete. If titer result is negative, repeat either the 2-dose or 3-dose series on schedule followed by another titer. If titer result is positive, the requirement will be marked complete. If titer result is negative after 2 complete series, the student will be considered a non-responder and susceptible to Hepatitis B. Routine testing for HepB surface antigen may be necessary. | Dose 1 | Dose 2 | Dose 3 |
| If previously vaccinated with 2-dose or 3-dose series, obtain blood titer. If titer result is positive, the requirement will be marked complete. If titer result is negative, follow the provided algorithm. | Titer result |

**Step 1:** receive one booster shot – either Heplisav-B or Engerix-B or Recombivax HB.

**Step 2:** obtain a titer 1 month after single booster shot. If titer is positive proceed to Step 3, if negative proceed to Step 4.

**Step 3:** If titer is positive, upload proof of immunization and titer results and the requirement will be marked as complete.
Step 4: If titer is negative, complete the HepB series started in Step 1: Heplisav-B receive 1-dose or for Engerix-B or Recombivax HB series complete the remaining 2-doses on schedule followed by another blood titer. If titer result is positive, the requirement will be marked complete. If titer result is negative after 2 complete series, the student will be considered a non-responder and susceptible to Hepatitis B. Routine testing for HepB surface antigen may be necessary.

Please upload all documents (shots and titers) as you progress through the series. Documents will be marked ‘Rejected’ until a positive titer is uploaded at which time the requirement will be marked ‘Complete’.

NOTE: See the figure: Pre-exposure evaluation for health care personnel previously vaccinated who have not had postvaccination serologic testing on the last page of this document.

<table>
<thead>
<tr>
<th>Varicella* - 2 doses of vaccine required OR Proof of immunity by blood titer</th>
<th>Dose 1</th>
<th>Dose 2</th>
<th>Titer result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Tuberculosis (TB) Test (Updated)**

Instructions: Students will be required to complete the following TB test to maintain compliance with the OEE and partnering practice sites’ on-boarding requirements. P1s are required to complete a TB test during the summer prior to starting fall semester courses.

**Preferred Option #1:**

*Action Required:* IGRA Blood Test (QuantiFERON-TB Gold or T-SPOT) is a simple blood test and modern alternative to a PPD test. Requires a single patient visit to conduct the test. Results can be available within 24 hours.

NOTE: If the clinic facility or doctor’s office does not provide an IGRA Blood Test above, the College of Pharmacy will accept the following Alternate Option, 2-Step PPD test. It is very important that you adhere to the testing guideline below because the timing is very critical to obtain acceptable results. Any tests results that fall out of the following guidelines below will not be accepted and an IGRA blood test will be required to complete this requirement.

**Alternate Option:**

<table>
<thead>
<tr>
<th>Tuberculosis (TB) Test (Updated)</th>
<th>☐Pos ☐Neg</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P1 Year Date</td>
</tr>
</tbody>
</table>
**Action Required:** 2-Step PPD test – requires 4 visits to your healthcare provider to complete 2 PPD tests in the required timeframe.

*Visit #1:* Have **first test** placed.

*Visit #2:* **Return within 48 to 72 hours** after placement to have test read.

*Visit #3:* **Return within 1-3 weeks** after first PPD to have **second test** placed.

*Visit #4:* **Return within 48 to 72 hours** after placement to have the second test read.

**Important:** Failure to comply with the PPD test requirements within the timeframe above and by the due date for PHAR 9911 will result in the student being required to complete IGRA blood test. No extensions or exceptions to the due date or timeline for this requirement will be granted.

A positive result on any of the above tests will require further evaluation such as a chest X-ray, a visit with a medical provider and complete of the TB questionnaire.

<table>
<thead>
<tr>
<th><strong>Required Immunizations</strong></th>
<th><strong>Date Received</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Influenza</strong></td>
<td></td>
</tr>
<tr>
<td>Injectable or intranasal required annually every September – November. Note that as an incoming P1 you do not have to begin this series until the fall of your P1 year.</td>
<td>P1 Year _____</td>
</tr>
<tr>
<td></td>
<td>P2 Year _____</td>
</tr>
<tr>
<td></td>
<td>P3 Year _____</td>
</tr>
<tr>
<td></td>
<td>P4 Year _____</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Recommended (not required) Immunizations</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meningococcal A</strong> – 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.</td>
<td></td>
</tr>
<tr>
<td><strong>Herpes zoster</strong> – single dose recommended for adults aged 60 and older regardless of whether they report a previous episode of shingles.</td>
<td></td>
</tr>
<tr>
<td><strong>Pneumococcal</strong> – Two different Vaccines are available. These are commonly recommended for individuals with chronic medical conditions and people over 65 years of age. Please refer to the CDC website for details.</td>
<td></td>
</tr>
</tbody>
</table>
Human Papillomavirus (HPV) – 3-dose series recommended for females through age 26 and males through age 21 years.

Hepatitis A – recommended for persons with chronic liver disease and persons who receive clotting factor concentrates. Also recommended for those living in Idaho, 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 provided.

§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.

**Exposure Prevention and Management**

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.

**Infection Control and Management Guidelines**

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.
   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 Student Affairs 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.

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.

College 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.

**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.

**Progressions Committee**

The Progressions Committee serves as the standing faculty committee to develop policy and to make recommendations pertaining to academic and professional standards required for curricular progressions and completion.

**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. 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.

**Student Organizations**

For more details and events see *PharmD Student Resources* on the College of Pharmacy website.

**Student Alliance (PPSA)**

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. Cleveland is the PPSA Adviser in Meridian; Dr. Cady is the PPSA Adviser in Pocatello. Dr. Ratliff is the PPSA Adviser in Anchorage.

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

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)**

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)**

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**

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**
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
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.

National Community Pharmacists Association (NCPA) Student Chapter
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.

Rho Chi Honor Society
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 provide free tutoring services, organizes the back-to-school picnic and a booth during the annual University Health Fair.

Student Senate
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. Student senate organizes the end-of-the-year picnic.

Professional Organizations

American Association of Colleges of Pharmacy (AACP)
www.aacp.org
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
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
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
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/
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
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
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
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.

Statements of Understanding

HANDBOOK UNDERSTANDING

I understand that I am responsible for the information presented in the Idaho State University College of Pharmacy Doctor of Pharmacy Program Student Handbook. I will review these materials carefully; and if I have questions concerning these materials, I will ask for clarification from the Office of Student Affairs. Signing this document indicates that I agree to abide by the policies and procedures described within the Handbook. Signing this document also indicates that I understand the following:

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

I have received a copy of the Doctor of Pharmacy Program Student Handbook and understand that I am responsible for the information contained.

Student’s Signature         Date
Student’s Name (Print)

(Original signed form will be saved in student record.)
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 read and understand this Confidentiality Understanding and 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.

_____________________________________  ______________________
Student’s Signature                      Date

_____________________________________
Student’s Name (Print)

(Original signed form will be saved in student record.)
FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA) AUTHORIZATION

I hereby give my permission to faculty, preceptors and staff of Idaho State University and the College of Pharmacy to use my pharmacy e-mail account as a medium for discussing academic and personal issues related to the pharmacy program and my professional growth and goals. This includes, but is not limited to, grades, assessment of assignments, Bengal ID numbers, and discussions of performance, evaluations, recommendations, absences, illnesses, and advising.

I recognize that my pharmacy e-mail account is not secure and confidentiality cannot be guaranteed. I will not hold the College of Pharmacy, Idaho State University or the faculty, preceptors and staff accountable if the e-mails are intercepted and information protected by FERPA is viewed by someone other than the intended recipient.

I also grant permission to faculty, preceptors, and staff of Idaho State University, and the College of Pharmacy to use non-secure e-mail services to relay the same information discussed above for administrative and operational purposes. This includes, but is not limited to, reporting my grades, granting permission for credit and prerequisite overrides, and issues related to advising and progression. It may also include providing information to pharmacy databases to grant access, as well as Boards of Pharmacy or other regulatory agencies for administrative purposes. This authorization further covers release of my name and/or photo for promotion of outreach projects and graduation/honor roll publicity as well as any video images utilized for educational purposes.

The purpose of this authorization is to allow for appropriate and timely flow of information regarding completion of the ISU College of Pharmacy Doctor of Pharmacy Program between the student and those involved in the educational process. It also allows for the information exchange about progress, performance, and enrollment between the faculty, preceptors, and staff of the College of Pharmacy, and Idaho State University.

This authorization will remain in effect for twelve (12) months following my graduation or leaving the program. I understand that I may terminate this agreement at any time by submitting a written request to the Office of the Student Affairs.

______________________________  _________________________
Student’s Signature                Date

______________________________
Student’s Name (Print)

(Original signed form will be saved in student record.)
CLINICAL EDUCATION INFORMED CONSENT/RELEASE FOR CRIMINAL BACKGROUND INVESTIGATION, IMMUNIZATIONS AND DRUG SCREENING

I hereby authorize Idaho State University, any qualified agent, or clinical affiliate to receive the following in connection with my clinical education for the College: criminal background, immunization record and drug screening information including copies of my past and present law enforcement records and drug screenings. This criminal background check and drug screening is being conducted for the purpose of assisting the College and the clinical affiliate in evaluating my suitability for clinical education. The release of information pertaining to this criminal background check, drug screening, and health information is expressly authorized.

I understand that information contained in the criminal background report, drug screenings, Immunization report, health exams, etc. may result in my being denied a clinical assignment, and consequently, dismissal from the program. I also understand that I will be afforded the opportunity to be heard before any such withdrawal.

I understand that I have my own access and account through the designated third party vendor to review the background report and that I have a right to review the other information that the College of Pharmacy and clinical affiliate receives in this criminal background investigation, immunization record and drug screening by putting a request in writing to College of Pharmacy and/or Public Safety if it is for law enforcement records. I understand that all reasonable efforts will be made by the University to protect the confidentiality of this information. I further understand that the results of the criminal background check, immunization record, and drug screening may be reviewed by the program, College, Department, clinical affiliates, Public Safety, and General Counsel.

If negative information is contained in my reports, I understand that I will be notified by the College and may be asked to provide additional information in writing to the program. I understand that placement decisions made by the College or clinical facility are not subject to appeal.

I hereby give the College permission to release my criminal background, health history, and drug screening reports and information to agencies to which I am assigned for clinical experience prior to beginning the assignment. I understand the agencies may refuse me access to clients/patients based on information contained in the criminal background check, drug screening, etc. and that the agencies’ criteria may differ from that of the program. Should the agencies require additional background check and drug screening information, I understand that the process and payment for these additional criteria are my responsibility.

I hereby release those individuals or agencies from any liability or damage in providing such information. I agree that a photocopy of this authorization may be accepted with the same authority as the original.
I hereby further release the State of Idaho, the University, its agents, officers, board, and employees from any and all claims, including but not limited to, claims of defamation, invasion of privacy, wrongful dismissal, negligence, or any other damages of or resulting from or pertaining to the collection of this information.

I understand that I am responsible for all costs associated with this process.

__________________________________________  ________________  ________
Student’s Signature                      Date of Birth       Date

__________________________________________
Student’s Name (Print)                  Print other names used in the past

(Original signed form will be saved in student record.)