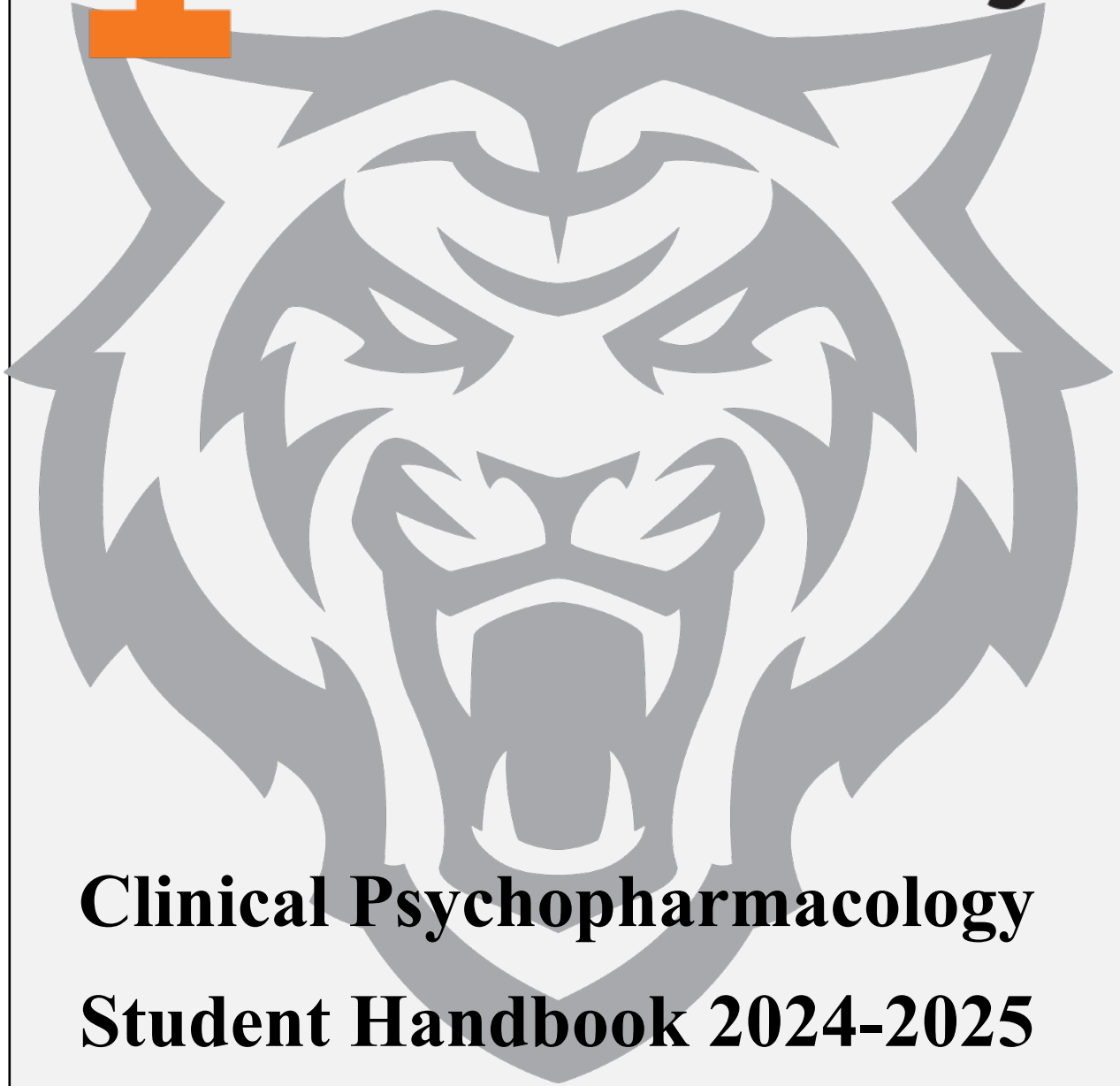




**Idaho State  
University**



**Clinical Psychopharmacology  
Student Handbook 2024-2025**

This Student Handbook is intended to offer a framework of the intended learning environment provided by the Clinical Psychopharmacology program faculty and staff in the ISU College of Pharmacy. It is also 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 this document. The College reserves the right to update and change the Student Handbook as necessary. 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 Clinical Psychopharmacology Program Director or the College of Pharmacy Office of Student Affairs.

**Pocatello Site Contact Information**

College of Pharmacy  
970 S 5th Ave  
Stop 8288  
Pocatello, ID 83209-8288

Dean's Office (208) 282-2175  
Student Affairs (208) 282-3475

**Meridian Site Contact Information**

College of Pharmacy  
1311 E Central Drive  
Meridian, ID 83642-7991  
Program Director's Office (208) 373-1802  
Office (208) 373-1793

## Table of Contents

.....	1
Program Overview.....	5
Welcome from the Program Director .....	6
Full Time Faculty.....	7
Full Time Affiliate Faculty .....	9
About the ISU Clinical Psychopharmacology Online Program.....	10
Designation Status.....	11
Licensure .....	11
Vision, Mission, and Values .....	12
Vision.....	12
Mission .....	12
Values.....	12
Curricular Philosophy Statement .....	12
Statement on Interprofessional Education .....	12
Lifelong Learning .....	13
Financial Information .....	13
Cost of Attendance.....	13
ISU’s Refund Policy.....	13
Financial Aid .....	13
Scholarships.....	14
Need-based awards.....	14
Outside Scholarship Opportunities .....	14
Curriculum.....	15
Curriculum Overview.....	15
Capstone Competency Evaluation.....	16
Certification of Completion .....	17
Course Requirements.....	17
Assessment.....	17
Transfer from Other Schools of Psychopharmacology Programs.....	17
Examination for Provisional Prescriptive Authority (PEP Exam) .....	18
Idaho Qualifications for Provisional Certification of Prescriptive Authority .....	18
Policies and Procedures .....	19
Ethical Standards.....	19

Due Process and Grievance Procedures.....	19
Professional Technical Standards.....	20
Progression Policy .....	21
Academic Status .....	21
Remediation Plans.....	22
Dismissal Policy .....	23
Due Process and Right to Appeal .....	23
Academic Improvement Plan .....	24
Professionalism Policy .....	24
Clinical Education Assumption of Risk.....	25
Misconduct.....	26
Grading Policy.....	27
Academic Freedom and Responsibility Statement.....	27
Equal Opportunity .....	27
Disabilities Services .....	27
Advising .....	28
Confidentiality .....	28
Student Healthcare .....	28
Building Access .....	28
Professional Organizations.....	29
Handbook Understanding .....	30
Family Education Rights and Privacy Act (FERPA) Authorization .....	31
ISU Photo, Video, and Comment Release .....	32

## Program Overview

The Master of Science in Clinical Psychopharmacology program welcomed the inaugural class in the 2019-2020 academic year at Idaho State University-Meridian.

Planning for the program started in 2017 after the Idaho legislature passed a bill authorizing clinical psychologists with appropriate specialized training and licensure to prescribe limited medications for the treatment of mental health disorders. This makes Idaho the fifth state in the country to allow prescriptive authority for psychologists.

Located at Idaho State University-Meridian Sam and Aline Skaggs Health Science Center, the two-year program combines traditional classroom coursework with supervised clinical experience. Students must be licensed psychologists who have earned a doctoral degree in psychology from an accredited program and institution.

The Clinical Psychopharmacology program is housed within the College of Pharmacy. The College of Pharmacy has a long history at ISU. The program was first developed in 1918 by Eugene O. Leonard at what was at the time called the Idaho Technical Institute, now Idaho State University in Pocatello. The College of Pharmacy expanded to the Meridian campus in 2009. The College of Pharmacy again expanded in 2016 with a campus at the University of Alaska Anchorage.



## Welcome from the Program Director

I would like to personally welcome you to the College of Pharmacy and to the Clinical Psychopharmacology program at Idaho State University. You are embarking on this new educational path at a very exciting time. Becoming the 5<sup>th</sup> state to allow prescription privileges for psychologists, Idaho is expanding the role psychologists play in healthcare. Our program at ISU hopes to play a critical role in increasing access to mental healthcare in Idaho and beyond.

Healthcare is changing. Integrated care is the future. We have a vision for the role psychologists will play in shaping those changes for the future. The Clinical Psychopharmacology program will provide a unique training opportunity for psychologists to develop the necessary knowledge and skills to utilize medication safely and effectively in treating psychological disorders.

Our motto in the College of Pharmacy is preparing leaders in pharmacy. I am excited about this new opportunity to do the same in a new field by preparing leaders in psychology. You are the future of psychology. We are here to help you become the future leaders in your field in any way we can.

Our goal in the Clinical Psychopharmacology program is to prepare you for your future career.



Eric Silk, Ph.D., M.S.C.P.  
Clinical Psychopharmacology Program Director  
Associate Clinical Professor



## Full Time Faculty

**Mark C. Austin**  
**Professor in the Clinical Psychopharmacology Program**  
**(208) 282-3534**  
[austinm@isu.edu](mailto:austinm@isu.edu)



Dr. Austin's research has focused on the molecular neurochemistry of the serotonin system in major depressive disorder. During his career, it became evident that major depression is a very heterogeneous disorder that is associated with a high rate of other serious medical comorbidities such as cardiovascular disease, stroke, dementia, diabetes, obesity, and repetitive concussion syndrome. Dr. Austin has begun to develop a broader research program that has expanded and evolved into investigating epigenetic, developmental, cytoskeletal and signal transduction mechanisms underlying depression, chronic stress, obesity, and repetitive traumatic brain injury. His research projects involve a multi-disciplinary approach that encompasses neuroanatomy, neurochemistry, neuropharmacology, biochemistry, and molecular biology disciplines and utilizes a variety biochemical and molecular biological techniques as well as in vitro cell culture and in vivo small rodent models.

Dr. Austin is a graduate of Pennsylvania State University. He earned a Ph.D. in Pharmacology from Washington State University. He completed a postdoctoral fellowship in molecular and behavioral neuroscience at the National Institute of Mental Health in Bethesda, MD.

**Walter L. Fitzgerald, Jr., BPharm, MS, JD**  
**College of Pharmacy, Professor**  
**(208) 282-2175**  
[walterfitzgerald@isu.edu](mailto:walterfitzgerald@isu.edu)



Dr. Fitzgerald has nearly four decades of educating student pharmacists and pharmacists, as well as other health professions practitioners and students. The focus of his teaching and research is on healthcare law and ethics, research law and ethics, pharmacy and drug law, and risk management.



**Eric Silk**  
**Clinical Psychopharmacology Department Chair**  
**Clinical Associate Professor in the College of Pharmacy**  
**208-3731802**  
[silkeric@isu.edu](mailto:silkeric@isu.edu)



Dr. Silk is the Training Director of the Clinical Psychopharmacology Program and a Clinical Associate Professor in the College of Pharmacy at Idaho State University. Dr. Silk has an extensive history of experience in psychopharmacology and assessment of psychological, neuropsychological, and substance use disorders.

Dr. Silk earned a B.S. in psychology from Michigan State University. He completed an M.A. in forensic psychology from John Jay College of Criminal Justice in New York City. He then worked as a Research Coordinator at the Substance Use Research Center at the New York State Psychiatric Institute affiliated with the Columbia University Department of Psychiatry. His Ph.D. is in Clinical Psychology with a Specialization in Neuropsychology from Nova Southeastern University. He also completed a post-doc M.S. in psychopharmacology at Nova Southeastern.

Dr. Silk's career path led him to Wyoming, where he continued to teach, developed a psychological practice, and pursued leadership in the Wyoming Psychological Association. He was an associate professor of psychology at Northwest College and is currently an Assistant Lecturer at University of Wyoming and University of Idaho. He was the president of the Wyoming Psychological Association from 2017-2018. Dr. Silk is a licensed clinical psychologist in Wyoming and Idaho.

**G. Lucy Wilkening**  
**Clinical Associate Professor in the College of Pharmacy**  
**208-373-1802**  
[wilkclucy@isu.edu](mailto:wilkclucy@isu.edu)



Dr. Wilkening is a clinical associate professor in the College of Pharmacy at Idaho State University. She received her Doctor of Pharmacy from Southwestern Oklahoma State University College of Pharmacy. Dr. Wilkening completed an ASHP-accredited pharmacy practice residency, and graduated as *Resident of Distinction* from the psychiatric pharmacy specialty residency at Western Psychiatric Institute and Clinic of the University of Pittsburgh Medical Center. She was previously an assistant professor in the Department of Pharmacy Practice at the University of the Incarnate Word Feik School of Pharmacy.

Dr. Wilkening is an active member of the College of Psychiatric and Neurologic Pharmacists (CPNP), and serves as an editor for CPNP's peer-reviewed publication, the *Mental Health Clinician*. Her other professional affiliations include the Phi Lambda Sigma Pharmacy Leadership Society, Phi Delta Chi, and the Rho Chi Pharmacy Honor Society.

Dr. Wilkening's research interests include innovative teaching methodologies, impacts of teaching strategies on student interactions with patients with mental illness, and integration of transgender health education into health sciences curricula. Dr. Wilkening has recently published in several areas



including: the use of virtual patients for interprofessional education of psychiatry residents; second generation antipsychotic utilization and metabolic parameter monitoring in an inpatient pediatric population; and the current status of transgender health education in Doctor of Pharmacy curricula.

## Full Time Affiliate Faculty

**Jen Adams, PharmD, EdD**

**Associate Dean for Academic Affairs, Clinical Associate Professor**

**(208) 373-1868**

[jenadams@isu.edu](mailto:jenadams@isu.edu)

Dr. Adams areas of interest include scholarship of teaching, pharmacy, and psychopharmacology law. Dr. Adams is a graduate of Boise State University, Idaho State University, and The George Washington University. Dr. Adams is a national leader in expanding the scope of practice for pharmacists. In her spare time, Dr. Adams enjoys spending time with her family and teaching her daughter how to ski.



**Noah Harper**

**Associate Laboratory Manager, Bioskills Lab Supervisor**

**208-373-1828**

[harpnoah@isu.edu](mailto:harpnoah@isu.edu)

Noah Harper is the Supervisor of the Bioskills Laboratory and has been integral in its development. He is actively engaging groups both locally and nationally to foster the success of this unique enterprise. In his position as the Associate Laboratory Manager, Noah assists in the supervision of the Gross Anatomy Laboratory, including training and oversight of Lab Technicians and Interns.

Noah joined the Treasure Valley Anatomy & Physiology Laboratories as a Laboratory Specialist in August, 2015 and was promoted to Bioskills Supervisor and Associate Laboratory Manager in July, 2016. He received his training in the anatomical sciences at the University of Utah and began teaching anatomical sciences in 2007. Noah is an active member of the American Association of Anatomists and has served on the Public Affairs and Strategic Planning Committees. As an outdoor enthusiast, Noah spends his free time exploring the mountains and river canyons surrounding the Treasure Valley and beyond.



**Jeff Johnson, PharmD, PA-C**  
**Clinical Assistant Professor**  
[\(208\) 373-1770](tel:(208)373-1770)  
[johnjef2@isu.edu](mailto:johnjef2@isu.edu)

Jeff graduated from the ISU PA Program in 2002. He is also a graduate of the ISU College of Pharmacy earning a PharmD degree. His experience is primarily in emergency and urgent care medicine. He has also worked as a community pharmacist. He joined the ISU PA Program in 2011.



**Christopher Owens, PharmD, MPH**  
**Associate Vice President for Health Sciences, Associate Professor**  
**(208) 282-2762**  
[chrisowens@isu.edu](mailto:chrisowens@isu.edu)

Dr. Owens oversees the 30+ health programs housed in the College of Pharmacy and College of Health Sciences. He also maintains his position as an associate professor of pharmacy practice with the College of Pharmacy where he provides clinical and professional instruction. Dr. Owens spent eight years in the U.S. Naval Reserve as a hospital corpsman, holds a Doctor of Pharmacy degree and a master's degree in public health from ISU and a bachelor's degree in German with a minor in philosophy from Utah State University.



## About the ISU Clinical Psychopharmacology Online Program

The MS in Clinical Psychopharmacology (MSCP) is a post-doctoral program designed to provide licensed psychologists with training in the use of medication as part of the treatment of psychological disorders. Students must be licensed psychologists who have already earned a doctoral degree in psychology from an accredited program and institution.

A non-traditional, part-time route is also available for current practitioners. If a non-traditional route is desired, students should contact the program training director to determine an appropriate schedule to complete requirements, keeping in mind prerequisites and co-requisites.

In the first year of the program, students will complete foundational courses in pharmacology and physical assessment. In the second year, students will complete integrated coursework in pharmacology and therapeutic treatment. Content in law, ethics, research, writing, and practice management will also be covered. Based on the requirements of Idaho state law and American Psychological Association (APA) training recommendations, supervised clinical experiences will be required in both years of the curriculum.

## Designation Status

The Master of Science in Clinical Psychopharmacology program at ISU has been fully granted American Psychological Association designation. This is professional recognition that ISU's education and training program meets the highest level of academic and training standards. The program was formally designated January 6<sup>th</sup>, 2021, and has submitted an application for renewal of designation in 2023.

## Licensure

Students in the Clinical Psychopharmacology program must have completed a doctoral program in psychology and be licensed psychologists. Students will practice as a "health service provider" psychologist as defined by state law, where applicable, or as defined by the APA. Students are required to immediately notify the Program Director if there are any changes to their licensure. Loss of licensure will result in dismissal from the MSCP program.

In 1995, the APA Council of Representatives approved the following definition of "health service provider" psychologists: "Psychologists are recognized as Health Service Providers if they are duly trained and experienced in the delivery of preventive, assessment, diagnostic, and therapeutic intervention services relative to the psychological and physical health of consumers based on 1) having completed scientific and professional training resulting in a doctoral degree in psychology; 2) having completed an internship and supervised experience in health care settings; and 3) having been licensed as psychologists at the independent practice level."

To become an advanced practice or prescribing psychologist, you must fulfill several state-specific requirements. In addition to completing a Clinical Psychopharmacology master's degree, states that currently allow prescription privileges for psychologists typically require passing the Psychopharmacology Exam for Psychologists (PEP). See the Association of State Provincial Psychology Boards (ASPPB) website, <https://www.asppb.net/page/PEPEXam> for further information regarding the PEP.

Licensure rules differ from state to state. Currently, states with prescriptive authority for psychologists include Idaho, Utah, Colorado, Iowa, Illinois, Louisiana, and New Mexico.

In Idaho, for provisional certification of prescriptive authority as a prescribing psychologist, the State of Idaho requires :

- A current license to practice psychology in Idaho.
- A doctorate degree in psychology awarded by an accredited program within a United States Department of Education approved, regionally accredited institution of higher education.
- A master's degree in clinical psychopharmacology awarded by an accredited program within a United States Department of Education approved, regionally accredited institution of higher education.
- Clinical experience that is sufficient to attain competency in the psychopharmacological treatment of a diverse patient population under the direction of qualified practitioners including, but not limited to, licensed physicians and prescribing psychologists as determined by the institution offering the clinical psychopharmacology degree.
- A passing score on an examination developed by a nationally recognized body and approved by the board.
- Supervision agreements with board-certified psychiatrists, neurologists, or other physicians with specialized training and experience in the management of psychotropic medication who are licensed under [chapter 18, title 54](#), Idaho Code, or an equivalent licensing provision of the law of

an adjoining state. This will soon include family practice physicians reflecting changes in Idaho law.

For further information about licensure in Idaho, please see the Idaho Board of Psychologist Examiners website <https://apps.dopl.idaho.gov/DOPLPortal/BoardPage.aspx?Bureau=PSY> for further information.

For licensure in other prescribing psychology states, refer to the respective state's board of psychology/psychologist examiners for the relevant state statutes and rules. Students who desire to pursue licensure as a prescribing psychologist in states other than Idaho should notify the Program Director to begin planning clinical training as early in the MSCP program as possible.

Students are encouraged to pursue licensure as a psychologist in Idaho. Licensure through reciprocity/universal licensure is typically easy to accomplish in Idaho, please see the Idaho Board of Psychologist Examiners licensure portal for further information <https://dopl.idaho.gov/onlineservices/>.

## Vision, Mission, and Values

### Vision

To enhance access to safe and evidence-based mental health services as the foremost training and research program in psychopharmacology.

### Mission

We train psychologists to deliver comprehensive services in interprofessional settings and through research, further the understanding of psychopharmacology.

### Values

**Access:** Serving underserved and rural communities

**Collaborative:** Interdisciplinary education and practice

**Rigor:** Undiluted standards for academics, professional training, and ethical behavior

**Innovative:** Impact learning and research utilizing advanced technology and best practices in teaching

**Safety:** Prioritize patient well-being

**Relationships:** Forging partnerships and promoting excellence in everything we do

## Curricular Philosophy Statement

### Statement on Interprofessional Education

Following Idaho law, the ISU Clinical Psychopharmacology program "shall include sufficient biomedical education to ensure the necessary knowledge and skills to prescribe psychotropic medications in a safe and effective manner." Additionally, "the program must be established and administered by biomedically trained educators." By being part of the College of Pharmacy within the Kasiska Division of Health Sciences, the ISU Clinical Psychopharmacology Program aims to provide a truly interdisciplinary educational experience.

Team-based, patient-centered care is essential to meeting the future healthcare needs of the public and is a critical part of the educational experience in the ISU Kasiska Division of Health Sciences, which includes the College of Pharmacy. Interprofessional education (IPE) occurs when educators and learners from two or more health professions create and foster a collaborative learning environment in which

individuals learn from, with, and about members of other health professions. IPE facilitates interprofessional practice (IPP), which is defined as the provision of high-quality patient care in a collaborative, interprofessional environment. The goal of both IPE and IPP experience is to help students develop the knowledge, skills, and attitudes that will result in positive interprofessional team behaviors, increase mutual recognition and respect between professions, and foster a more diverse and higher quality educational experience, with the ultimate goal of improving patient care and outcomes. IPE and IPP will be incorporated throughout the program.

### Lifelong Learning

A core component of the clinical psychopharmacology program's curricular philosophy is preparing psychologists to evaluate future advances in psychopharmacological knowledge and on the critical importance of lifelong learning in psychopharmacological practice. Our curriculum specifically includes instruction on and demonstration of competencies in software systems, electronic journals, and medication alerts (this includes, but is not limited to Epocrates, Carlat Psychiatry Report, Cochrane Reviews, guidelines.gov, UpToDate).

## Financial Information

### Cost of Attendance

#### Fees per semester

<a href="#">Online Program Fee</a>	\$579.00/credit	<b>\$22,002 (38 Credits)</b>
------------------------------------	-----------------	------------------------------

### ISU's Refund Policy

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

### Financial Aid

Federal and State financial aid programs include the Federal Perkins Loan, State Student Incentive Grant, Federal Supplemental Education Opportunity Grant, and Federal Direct Loan. For need-based financial assistance, students must complete a Free Application for Federal Student Aid (FAFSA). The FAFSA should be 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.

Full-time students will register for a minimum of 9 credit hours per semester, which will give them full-time graduate student status through ISU. This will qualify students for deferment of previous student loans and for new student loans through the ISU Financial Aid Department. The first step in the Financial Aid process is to complete and submit a FAFSA. You must complete and submit a FAFSA every year you would like to be considered for Financial Aid. You can find the FAFSA here - <https://studentaid.ed.gov/sa/fafsa>

For more information about financial aid, please see - <https://www.isu.edu/financialaid/>

## Scholarships

As a graduate student at ISU, you can find scholarship opportunities through your major department or college (i.e. Graduate Assistantships). You can also check the Bengal Online Scholarship System (BOSS). If a non-resident or International student, you will want to apply for the Non-Resident Tuition Waiver through the Graduate School.

Log into the Bengal Online Scholarship System (BOSS) once admitted to ISU for additional opportunities. You will use BOSS to apply for various scholarship opportunities throughout your time at ISU: [https://isu.academicworks.com/users/sign\\_in](https://isu.academicworks.com/users/sign_in) A bulk of scholarships in BOSS come available in the Spring months for awards in the next academic year. However, you will see some open up at other times during the year.

If a Non-Resident or International Student apply for the Graduate Non-Resident Tuition Waiver. See further information, deadlines, and application: <https://www.isu.edu/scholarships/non-resident-tuition-waivers/>

Outside scholarships are available. Look at the “external” section in BOSS for several outside scholarships, search databases for scholarship opportunities that pertain to your situation or background, check into local agencies, parents/your place of work, etc. Watch for scams!

## Need-based awards

Some scholarship awarding is based on demonstrated financial need. To be considered for any need-based awards, you must complete the [Free Application for Federal Student Aid \(FAFSA\)](#) for the appropriate year.

We encourage students to submit the FAFSA as soon as possible. If you need assistance with the FAFSA.gov, please contact the [ISU Financial Aid Office](#) at (208) 282-2756.

## Outside Scholarship Opportunities

### **Beth Rom Rymer Scholarships**

The Beth N. Rom-Rymer Scholarships provide support to both graduate students and practicing, licensed psychologists to complete their training in psychopharmacology programs, which adhere to the APA model curriculum of didactic training in clinical psychopharmacology.

Up to nine \$5,000 in scholarships to support training in psychopharmacology programs.

Deadline: February 7, 2025

Sponsor: American Psychological Foundation

For more information, please see: <https://www.apa.org/apf/funding/rom-rymer>



# Curriculum

## Curriculum Overview

<b>Fall 1 (10 Credits)</b>			
<b>Prefix</b>	<b>Course</b>	<b>Credit Hours</b>	<b>Course Description</b>
RXPP 5543	Anatomy & Physiology for Clinicians	3	This course provides a clinical approach to the study of the primary body systems (neurologic, musculoskeletal, renal, hepatic, cardiovascular, pulmonary, etc.) that is an integration of both foundational knowledge and application to practice. Will focus on both the structure and function of the primary body systems providing a base knowledge for future courses to build upon.
RXPP 6620	Advanced Human Pathophysiology	3	The focus of this course is the pathophysiologic changes at the molecular, cellular, and systemic levels in humans. The content focuses on alterations in cell tissue, organ, and systemic function and the manifestations of pathophysiological processes by using selected disease states through the lifespan. Students will examine the relationship between normal physiology and pathological phenomena using current evidence.
RXPP 5544	Cell and Molecular Neuroscience	3	This course takes an interdisciplinary approach to combining principles from biochemistry and cell biology. Focus will be placed on cell structure, function, and metabolism, as well as inorganic and organic chemistry principles.
RXPP 6602	Introduction to Prescribing Psychologist	1	This course will provide an introduction to clinical psychopharmacology, the biomedical model, medical ethics, medical decision-making, and the US healthcare system.
<b>Spring 1 (10 Credits)</b>			
RXPP 6611 & 6111L	Advanced Health Assessment & Lab	4	Concepts of advanced health assessment required for advanced nursing practice in various settings and diverse populations. Introduction to differential diagnosis and clinical reasoning skills. Lab - Acquisition and application of advanced health assessment, skills in diverse populations. Skills include health history, physical assessment and health promotion.
PSCI 6612	Basic Clinical Pharmacology	3	This course is an introduction to pharmacologic principles and mechanism of

			drug action. Overviews on pharmacokinetics, pharmacodynamics, metabolism, receptor theory, and major medication classes will be covered.
PSCI 6613	Clinical Neuropharmacology	3	Expanding on foundational knowledge, this course has added emphasis on neuropharmacology. It includes an in-depth study of neurotransmitter systems and psychotropic medications, while preparing the student to understand treatment of mental disorders with psychopharmacology.
<b>Fall 2 (9 Credits)</b>			
RXPP 6604	Integrated Psychopharmacotherapy I	3	This course sequence will provide a systems-based therapeutic approach to the integrated management of psychopharmacology with an emphasis on the appropriate selection/monitoring of drug therapy, initiation and discontinuation of drug therapy, and providing patient education.
RXPP 6605	Integrated Psychopharmacotherapy II	3	
RXPP 6606	Integrated Psychopharmacotherapy III	3	
<b>Spring 2 (9 Credits)</b>			
RXPP 6640	Research & Writing in Health	3	Application of principles of research design in the health sciences. Requires preparation of a thesis/project proposal.
RXPP 6607	Professional & Legal Issues for Prescribing Psychologists	3	This course will review ethical, legal, and other professional considerations to the practice of prescribing psychotropic medications, including informed consent, interprofessional relationships, and collaborative practice.
RXPP 6608	Psychopharmacology Capstone	3	This course will review all aspects of the prescribing process covered in the program curriculum as well as a discussion of special topics and current events of relevance to prescribing psychologists, including preparation for the PEP exam. The course will be student-led and incorporate presentations, discussions, and a variety of active learning techniques.

### Capstone Competency Evaluation

Students will be required to take and pass a capstone competency evaluation that requires integration of the knowledge, skills, and attitudes that psychologists are expected to master during their matriculation in the program. The RXPP 6608 Psychopharmacology Capstone class will conclude with this exam. The capstone competency evaluation is summative and follows demonstrated mastery of multiple, foundational competencies throughout the training program.

Competencies are conceived as holistic and represent:

- **knowledge** of subject matter concepts and procedures;
- **performance** of behaviors that demonstrate specific skills and abilities;
- **problem-solving** strategies and capabilities that involve elements of critical thinking and ethical responsibility; and
- **self-reflection** that focuses on knowing the limits of one's knowledge; clarification of attitudes, beliefs, and values; identification of self-perceptions and motivations in the context of prescriptive authority, cultural competency, and skills working with diverse populations; and recognition and identification of sources of bias.

### Certification of Completion

Following the successful completion of the didactic and capstone components of the program, students will be awarded a Master of Science degree in clinical psychopharmacology.

### Course Requirements

#### Computer Use/Literacy

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

The ISU Information Systems Acceptable Use Policy can be found here -

<https://www.isu.edu/policy/information-technology-services/>

### Assessment

The Clinical Psychopharmacology program employs a variety of measures from students, faculty, alumni, and clinical supervisors. Throughout the curriculum, students participate in assessments that are embedded as required components of specific courses and clinical experiences. Participation in these assessment activities is required. Participation in competency assessment activities is required for all Clinical Psychopharmacology students. Assessments include a final capstone competency evaluation administered in the Psychopharmacology Capstone course that must be passed to successfully complete the program. Failure to actively participate and complete assessments is considered unprofessional conduct.

### Transfer from Other Schools of Psychopharmacology Programs

The ISU MSCP program does accept transfer credit. If a student were to have transfer credits accepted, they would still start in the first semester of the program. For example, if a student successfully transferred credits for RXPP 5543 Anatomy and Physiology for Clinicians and RXPP 5544 Cell and Molecular Neuroscience, they would still need to take RXPP 6620 Advanced Human Pathophysiology and RXPP 6602 Introduction to Prescribing Psychology. Our policy for transfer of graduate credit has aligns with the policy of the ISU Graduate School.

The Graduate School defines specific policies regarding transfer of academic credit from other graduate programs. When requesting that courses from other programs are applied to the MSCP degree, students should use the Graduate Credit Transfer Request Form on the ISU Graduate School's webpage. Typically, only nine graduate credits may be transferred toward the completion of a graduate degree at ISU; although there is a petition to transfer additional credits, the MSCP program has designated 6 credits as the maximum number of transfer credits.

If a transfer of credit is requested, the MSCP Program Director or a departmental subject matter experts will meet with the student and perform a review of transcripts and related documents (e.g., course syllabi, textbooks) to determine the specific credit to be transferred toward the MSCP degree. Transfer credits from a previous graduate or postdoctoral education and training program are limited to the basic science and functional neuroscience domains of the curriculum: RXPP 5543 Anatomy & Physiology for Clinicians and RXPP 5544 Cell and Molecular Neuroscience.

In addition to a judgment of equivalence, criteria for acceptance of transfer credits also includes an A/B-level performance. If the administrators and subject matter experts cannot arrive at a consensus regarding equivalence or non-equivalence, the question will be addressed and resolved by the faculty as a whole via a discussion and a majority vote. Students must submit an official transcript to the Graduate School and the MSCP Program indicating completion of the courses.

### **Examination for Provisional Prescriptive Authority (PEP Exam)**

The approved examination for provisional certification of prescriptive authority is the Psychopharmacology Examination for Psychologists (PEP).

#### **Passing Score**

A passing score will be determined by the Association of State and Provincial Psychology Boards (ASPPB).

## **Idaho Qualifications for Provisional Certification of Prescriptive Authority**

Students pursuing provisional prescriptive authority in Idaho will do so through the Idaho Board of Psychologist Examiners. According to board rules, "The Board may grant a provisional certification of prescriptive authority to an applicant who holds a current license to practice psychology in Idaho, who completes an application as set forth in Section 100 of these rules, pays the required fee, and who meets the following educational and training qualifications." The requirements include:

**Doctoral Degree** - the applicant must have been awarded a doctoral degree in psychology from an institution of higher education that meets the requirements in Section 54-2317(2), Idaho Code.

**Master's Degree** - the applicant must have been awarded a master's degree in clinical psychopharmacology from an accredited program that meets the requirements in Section 54-2317(3), Idaho Code.(4-1-19)03.

**Clinical Experience** - an applicant must have successfully completed clinical experience as part of the master's clinical psychopharmacology program that includes a diverse population of patients. **THE ONLINE PROGRAM DOES NOT INCLUDE THIS CLINICAL TRAINING.**

- a. Clinical experience must include a minimum of four hundred (400) hours consisting of direct patient contact and collaboration with licensed medical providers involving a minimum of one hundred (100) separate patients.
- b. A diverse population of patients includes diversity in:
  - a. Gender;
  - b. Different ages throughout the life cycle, including adults, children/adolescents, and geriatrics, as possible and appropriate;
  - c. Range of disorders listed in the most recent diagnostic and statistical manual of mental disorders published by the American Psychiatric Association and acute and chronic disorders:
  - d. Ethnicity;
  - e. Socio-cultural background; and
  - f. In-patient and out-patient settings, as possible and appropriate

**Examination** - an applicant must successfully pass the national examination in psychopharmacology (PEP Exam).

**Supervision Agreement** - an applicant must submit to the Board a supervision agreement that identifies the supervising physician(s) who will directly supervise the applicant's prescribing under a provisional certification of prescriptive authority.

## Policies and Procedures

### Ethical Standards

Students will be treated in a fair and ethical manner consistent with the current [\*Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association\*](#). Please see Section 7: [Education and Training for further information](#).

### Due Process and Grievance Procedures

A petition is utilized to make a written request to deviate from institutional policy and/or other needed purposes. Petitions are commonly used for 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. The grievance, appeal, and course grade appeal form can be found on the [MSCP Program website](#).

## Professional Technical Standards

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

### **Intellectual skills**

Candidates must have mastered effective learning techniques in order to assimilate and apply a detailed and complex curriculum to resolve individual drug-related problems. They must be able to acquire knowledge through many modalities of teaching and instruction.

### **Communication skills**

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

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

Applicants must be capable of relating to patients, caregivers, and other healthcare professionals in a culturally sensitive and caring manner. Candidates must be able to understand, interpret, and apply the ethical standards of the APA.

### **Stamina**

Students must demonstrate a high level of physical and emotional stamina in the face of difficult workloads and stressful situations.

Deficiencies in any of the abilities described above, which are revealed during the psychopharmacology program's curriculum may prevent progression. Individuals with a diagnosed disability may function as a student as long as the professional technical standards are met.

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

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



## Progression Policy

The Clinical Psychopharmacology program adheres to rigorous standards of academic performance.

### Progression Requirements

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

1. Maintain a B- or better in all courses
2. Successfully pass all courses after matriculation into program within six years
3. Successfully remediate course grades lower than a "B-" (see Academic Remediation Plan)
4. Meet the student conduct and professionalism requirements of the College and the Division of Health Sciences
5. Successfully complete all student assessment activities (see Assessment in the Student Handbook)

## Academic Status

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

1. The student receives an Academic Performance Alert
2. The student is placed on Academic Probation
3. The student is disenrolled and placed on Academic Suspension
4. The student is permanently dismissed from the program

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 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 dismissal from the program.

### Academic Performance Alert

The Clinical Psychopharmacology faculty and staff issue Academic Performance Alerts as a mechanism for early identification of struggling students.

An Academic Performance Alert is used to inform the student of the consequences if unsatisfactory performance continues and alerts the student to meet with their advisor. Alerts may be issued to students with identifiable issues and are not considered part of the student's permanent record. Students will receive an academic performance alert when:

1. Any midpoint evaluation in a course is below a C
2. Faculty identifies significant deficits of knowledge, skills, or behavior.

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

### **Academic Probation**

Students who fail to meet any of the academic requirements outlined above will be placed on Academic Probation. Academic Probation status provides students an opportunity to correct deficiencies and potentially avoid permanent dismissal from the program. Students are given the terms of their academic probation on a case-by-case basis.

### **Removal of Academic Probation Status**

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

### **Permanent Academic Probation**

Once a student has successfully remediated two courses in the curriculum, the student is placed on Permanent Academic Probation. One additional grade of less than a B- will result in disenrollment from the program.

### **Academic Suspension**

Students who are disenrolled from the Clinical Psychopharmacology program for poor academic performance are considered under Academic Suspension. Disenrollment may occur when poor academic performance is secondary to extreme extenuating circumstances. These situations are rare and will be determined by the Program Director after discussion with the affected student.

### **Readmission After Academic Suspension**

Students who have been disenrolled from the Clinical Psychopharmacology program for poor academic performance will be given the terms of their Academic Suspension on a case-by-case basis by the Program Director. Readmission is not guaranteed. The student may have to complete upper-division, preapproved coursework (for example undergraduate Anatomy and Physiology) before petitioning for readmission. Decisions regarding readmission will be made by the Program Director.

## **Remediation Plans**

### **Overview**

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

### **Remediation**

Remediation is defined as the act of remedying academic deficiencies, allowing students an opportunity to correct or improve upon prior performance. The ability to remediate coursework is a privilege, not a right. Remediation must be determined and approved by the Program Director. Students are allowed to remediate a maximum of two courses during the length of the program. Students who are remediating coursework will be placed on Academic Probation. However, after a student has remediated the maximum two courses allowable, they are placed on Permanent Academic Probation, and any subsequent grade lower than a B in any course will likely result in permanent Academic Dismissal.

### **Conditions of Remediation**

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

1. Students will be placed on Academic Probation.
2. Students must provide a written remediation plan that is approved by the Program Director.
3. Course remediation must be successfully completed by the end of the following term (including summer).

4. Students must earn a grade of B or better in all remediated coursework.
5. Remediation may result in a delay of on-time graduation.

## Dismissal Policy

### Academic Dismissal

Any student who fails to uphold the academic and professional standards of the Clinical Psychopharmacology program may be dismissed without prior probationary action.

### Readmission after Academic Dismissal

Students who have been dismissed from the Clinical Psychopharmacology program for academic performance will not be considered for readmission. These students are not considered in “good standing” with the Clinical Psychopharmacology program.

### Dismissal for Misconduct

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

### Readmission after Dismissal for Misconduct

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

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

Students who have completed the above requirements should submit evidence to the Program Director 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 program may be placed on Academic Probation as determined by the Program Director.

## Due Process and Right to Appeal

The Clinical Psychopharmacology program extends the right of due process to all students. Students appealing a course grade or program dismissal should follow the Scholastic Appeals Policy found in the ISU Graduate Student Handbook. Students appealing a course grade must file their appeal in writing or via email, starting with the course instructor, within two (2) weeks of the final grade. Students appealing a Progression decision must file their appeal with the Dean of the College of Pharmacy. The Dean must be notified in writing or via email of a student’s intent to appeal within two (2) weeks of the Progression decision. After receipt of a formal written statement from the student, the student has the option of bringing one support person as long as the Dean is notified of the support person’s role and attendance at least three (3) business days prior to the hearing. The support person does not participate in the hearing but may speak directly to the student. The student may read their formal written statement, but may not present new evidence at that time. The student may be asked questions to clarify any potential misunderstandings. Within five (5) business days following the hearing, the Dean or designee shall issue a final determination in writing. The decision of the Dean or designee is final.

## Academic Improvement Plan

The purpose of an Academic Improvement Plan is to identify potential barriers to student success, to provide a specific plan of action that the student is connected to and accountable for, and to overcome obstacles to success. The academic improvement plan will be drafted with assistance from the Academic Advisor and must be signed by the student.

## Professionalism Policy

Students in the Clinical Psychopharmacology program represent ISU as well as the profession of psychology. You are expected to act in a professional manner at all times when participating in program-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.

## 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 professor. Professors 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 professor, before make-up is arranged. Any absence longer than three (3) days from the program requires approval from the Program Director, who will provide guidance and assistance with managing program requirements.

## List of Excused Absences

	Reason for Absence	Description	Affected person	Advance notice	Considerations	Suggested documentation
Anticipated	Professional development	Local, regional or national professional organization meetings	Student	30 days	Must miss least number of days possible	Meeting badge or equivalent
	University Athletics	Athletic competitions	Student	First day of course	See ISU athletic policy	Competition schedule
	Court	Jury duty or required court proceedings	Student	As soon as possible, in advance	Should be scheduled to avoid conflict if possible	Service commitment or court appearance
	Military duty	Active-duty service	Student	As soon as possible, in advance		Service commitment
Unanticipated	Acute illness or injury	Medical emergencies or unanticipated medical care	Student Spouse Child Parent Sibling	As soon as possible, before absence if possible	Use sound judgment for safety of yourself and others when considering attendance	Healthcare provider note with date, time, and confirmation of needed absence

	Childbirth	Unscheduled childbirth	Student Spouse	As soon as possible, before absence if possible	Scheduled childbirth should avoid conflict if possible	Healthcare provider note with date, time, and confirmation of needed absence
	Accidents or victim of crime	Motor vehicle accident, fire, flood, theft	Student	As soon as possible, before absence if possible		Police report, insurance claim, or date/time stamped photo of damage
	Death	Passing of loved one	Spouse Child Parent Sibling Grandparent Close friend/pet	As soon as possible, before absence	Excused for up to 3 days One day only for close friend, pet or other relative	Obituary, memorial program, veterinarian document or equivalent
	Travel delay	Beyond student's control (e.g., cancelled flight, closed or impassable roads)	Student	As soon as possible, before absence	Does not include holidays or booking errors	Itinerary change, severe weather warning, or equivalent
	Disability related	Disability Services approved flexibility agreement	Student	As per agreement		Disability Services approved flexibility agreement

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).

### Clinical Education Assumption of Risk

Participation in clinical education, including clinical simulations in didactic (classroom) settings, is required by professional accreditation standards for health sciences programs. Participation in such activities, including any placement in a healthcare facility or clinical site (including hospitals, clinics, pharmacies, or other such entities) for the purpose of clinical education entails certain risks, including the risk of exposure to infectious diseases and other personal injuries. Similarly, there exists some level of risk in didactic settings. While every effort will be made to minimize risks to students, staff, and faculty, the elimination of all such risks is beyond the control of the program or university. Vaccination for many infectious diseases, including COVID-19, may be required by a healthcare facility for placement in clinical education. If unvaccinated, restrictions upon student activities by the program or site may be imposed. Placement at certain healthcare facilities or sites may be contingent on vaccination status and requirements may change without advanced notice. Educational opportunities missed due to lack of vaccination may delay graduation and/or result in additional educational expenses.

## Misconduct

### Academic Integrity

Academic dishonesty is unacceptable and will not be tolerated. Academic dishonesty includes, but is not limited to, cheating and plagiarism. Cheating is defined as using or attempting to use materials, information, or study aids that are not permitted by the instructor in exams or other academic work. Specific examples of both cheating and plagiarism may be found in the ISU Student Handbook.

Dishonest acts undermine the Clinical Psychopharmacology program's educational mission and the students' personal and intellectual growth. Students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise the academic process will be sanctioned. Students who are aware of cheating should report this activity immediately to the instructor or exam proctor. Academic sanctions are at the discretion of the instructor(s) and may range from an F on the assignment to an F in the course. Reports of suspected academic dishonesty or unprofessional behavior should be sent to the Office of the Associate Dean or the Program Director.

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

### Cheating

Cheating is defined as using or attempting to use materials, information, or study aids that are not permitted by the instructor in examinations or other academic work. Examples of cheating include, but are not limited to:

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

### Plagiarism

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

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



adequately acknowledges sources of information, plagiarism is not present. However, students should be aware that most instructors require certain forms of acknowledgment or references and may evaluate a project on the basis of form, penalizing the student in the grade assigned if citation of sources is improper. It is not appropriate to take an entire sentence from a resource and present it as your own writing, even if it is cited correctly. For example, if reference A states that "Hypertension is the primary risk factor for the development of diabetic nephropathy." You can effectively reword this as "The major cause of diabetic nephropathy has been identified as high blood pressure." Simply changing one or two words is not sufficient; the concept must be expressed in a substantially different way.

### Grading Policy

Final course grades in the Clinical Psychopharmacology program 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 MSCP 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 Program Director.

### GPA Calculation

Grade Point Averages (GPAs) are calculated for every student every semester.

### Academic Freedom and Responsibility Statement

In carrying out its educational mission, Idaho State University is committed to adhering to the values articulated in Idaho State Board of Education Policy III.B. Membership in the academic community imposes on administrators, faculty members, other institutional employees, and students an obligation to respect the dignity of others, to acknowledge the right of others to express differing opinions, and to foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression on and off the campus of an institution.

### 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. Clinical Psychopharmacology program admission decisions are made without regard to race, religion, gender, lifestyle, sexual orientation, age, disability, national origin, or veteran status.

### Disabilities Services

The Americans with Disabilities Act (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection for individuals from discrimination on the basis of disability. Idaho State University, in the spirit and letter of the law, will make every effort to make reasonable

accommodations, according to section 504 of the Rehabilitation Act of 1973 and the ADA. Students with disability-related needs should contact Disability Services, phone (208) 282-3599. TTY (800) 377-3529 [disabilityservices@isu.edu](mailto:disabilityservices@isu.edu) to request services. Students requiring accommodations must obtain a letter from Disability Services that outlines the specific accommodations required. It is the student's responsibility to provide a copy of this letter.

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

## Advising

The Clinical Psychopharmacology faculty and staff place a high value on academic advising. Advising is required every semester. During the scheduled one-week pre-registration period, faculty advisors and students will meet regarding their class schedule for the following semester.

## Confidentiality

The Health Insurance Portability and Accountability Act (HIPAA) is a federal law passed by Congress in 1996. 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 Clinical Psychopharmacology program are involved in patient care activities throughout the curriculum. 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 may result in repercussions ranging from grade reduction to potential dismissal from the program.

## Student Healthcare

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

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

**Meridian** - Unity Health Center 745 S Progress Ave

## Building Access

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

## Professional Organizations

Students are encouraged to join the [American Psychological Association](#). Students are also encouraged to join The [Society for Prescribing Psychology, Div. 55 of the American Psychological Association](#). Division 55 was created to enhance psychological treatments combined with psychopharmacological medications. Students may have opportunities to attend conferences and present research through APA and Division 55. Membership in these organizations is voluntary.

## Handbook Understanding

I understand that I am responsible for the information presented in the Idaho State University College of Clinical Psychopharmacology Program Student Handbook. I will review these materials carefully; and if I have questions concerning these materials, I will ask for clarification from the Program Director. 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 Student Handbook.
- The College reserves the right to update and change the Student Handbook as necessitated by governing authorities or administrative needs, and once posted online, updates and changes are effective immediately.
- 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 Clinical Psychopharmacology Program Student Handbook and understand that I am responsible for the information contained therein.

**Student's Signature**

**Date**

**Student's Name (Print)**

## 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 ISU e-mail account as a medium for discussing academic and personal issues related to the Clinical Psychopharmacology 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, Idaho State University or the faculty, preceptors, and staff accountable if the emails 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 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 Psychology 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 Idaho State University 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, 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)**

## **ISU Photo, Video, and Comment Release**

I hereby grant Idaho State University the absolute and irrevocable right and permission, with respect to photographs and videos taken of me and/or comments made by me, or in which I may be included with others, to copyright for same; to use, reuse, and publish the same in whole, or in part, in any and all media including use on the internet, now or hereafter; and for any purpose whatsoever for illustration, promotion, art, advertising, news, and trade; and, if appropriate, to use my name and pertinent education and/or biographical facts as ISU chooses. I hereby release and discharge ISU from any and all claims and demands arising out of, or in connection with, the use of photographs, videos and/or comments, including, without limitation, any and all claims for libel or invasion of privacy. I am of full age and have the right to contract in my own name. I have read the foregoing, and fully understand its contents. This release shall be binding on me and my heirs, legal representatives, and assigns.

**Student's Signature**

**Date**

**Student's Name (Print)**

