

School of Pharmacy Supplemental Student Handbook 2013-2014

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I. General Regis University Policies and Information for Students

University Standards of Conduct

All School of Pharmacy students are responsible for all information in the Regis University Catalog, the Regis University Student Handbook, and the Regis University School of Pharmacy Supplemental Handbook including, but not limited to the standards of conduct and general university policies and regulations and academic integrity in the SOP handbook. Failure to read and understand the policies and procedures contained in the Regis University Catalog, the Regis University Student Handbook, the SOP Student Supplemental Handbook and other appropriate documents does not relieve the student of responsibility.

II. Rueckert-Hartman College for Health Professions

Within the Jesuit Catholic tradition of Regis University, the Rueckert-Hartman College for Health Professions embraces the following vision, mission, values and goals.

Rueckert- Hartman College for Health Professions Vision

The College vision is to be nationally recognized for delivering innovative programs that prepare socially responsible, capable leaders for the advancement of health care.

Rueckert-Hartman College for Health Professions Mission

The College mission is to educate men and women as leaders committed to excellence within the health care professions.

Rueckert-Hartman College for Health Professions Values

Rueckert-Hartman College for Health Professions holds the following core values:

- Integrity Honesty, fairness, respect for individual worth
- Quality Excellence, ability, reputation
- Initiative Purpose, innovation, life-long learning
- Commitment Justice, engagement, community
- Service Spirituality, compassion, caring
- Leadership Inspiration, collaboration, accomplishment

Rueckert-Hartman College for Health Professions Goals

Goals of the Rueckert-Hartman College for Health Professions are to:

- Prepare professionals able to practice effectively in the changing health care environment;
- Encourage exploration of ethical issues, spiritual dimensions, and cultural differences;
- Provide educational opportunities that facilitate learning, critical thinking, and effective communication;

- Promote a student-centered learning environment that respects the unique needs of the individual;
- Cultivate the development of leadership skills in the service of others;
- Collaborate with the broader community to meet current and anticipated health care needs, and;
- Foster respect for human diversity

III. Regis University School of Pharmacy

Regis University School of Pharmacy Vision

The School of Pharmacy's vision is to educate graduates who will become leaders in the pharmacy profession, and who will excel in public service and interprofessional health care. We support this vision with faculty who excel in teaching, scholarship, and service, and by being the premier innovator in integrated team-based education.

Regis University School of Pharmacy Mission

To support the university's mission, the mission of Regis University School of Pharmacy (SOP) is to educate men and women to become exceptional and socially responsible pharmacists. We commit to the Jesuit tradition of values-centered education focusing on personal development and leadership in the service of others, including the underserved.

Through our commitment to team-based education, we develop knowledgeable, skillful, and principled practitioners. Our learners excel in critical thinking and communication skills and are prepared to improve and transform health care in a global community.

We are committed to community engagement, professional leadership, and scholarly activities that contribute to the advancement of pharmacy education, pharmaceutical sciences, and pharmacy practice.

Regis University School of Pharmacy Values

- Integrity honest, fairness, respect for individual worth
- Quality excellence, ability, reputation
- Initiative purpose, innovation, life-long learning
- Commitment justice, engagement, community
- Service spirituality, compassion, caring
- Leadership inspiration, collaboration, accomplishment

Regis University School of Pharmacy Over-arching Strategies

We commit ourselves to:

- Prepare professionals able to practice effectively in the changing health care environment.
- Encourage exploration of ethical issues, spiritual dimensions, and cultural differences.
- Provide educational opportunities that facilitate learning, critical thinking and effective communication.
- Promote a student-centered learning environment that respects the unique needs of the individual.
- Cultivate the development of leadership skills in service of others.
- Collaborate with the broader community to meet current and anticipated health care needs.
- Foster respect for human diversity.

Accreditation Status of Regis University School of Pharmacy

Regis University is accredited by The Higher Learning Commission and is a member of the North Central Association. The Commission can be reached via the Internet at http://www.ncahlc.org or by telephone at (312) 263-0456.

ACCREDITATION COUNCIL FOR PHARMACY EDUCATION

Regis University Rueckert-Hartman College for Health Professions School of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE). The ACPE accredits Doctor of Pharmacy programs offered by Colleges and Schools of Pharmacy in the United States and selected non-US sites.

For more information about the Doctor of Pharmacy accreditation process visit www.acpe-accredit.org or send an inquiry to:

ACPE

135 South LaSalle Street, Suite 4100 Chicago, IL 60503, (312) 664-3575; FAX (312) 664-4652 website: www.acpe-accredit.org.

School of Pharmacy Personnel

School & University Phone Numbers -All prefixes are area code (303).					
From a campus telephone, dial the last four nu	mbers.				
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IV. Admissions

Nondiscrimination

In accordance with its Jesuit Catholic mission, Regis University is committed to maintaining an inclusive atmosphere in which civil rights of every individual are recognized and respected. Regis University complies with all local, state, and federal nondiscrimination laws and regulations in the provision of educational services and in employment practices.

Admission Policy

Applicants to the Doctor of pharmacy (PharmD) program must complete and submit their application through PharmCAS at (www.pharmcas.org). Initial screening of PharmCAS applications is performed by the Rueckert-Hartman College for Health Professions Office of Admissions & Student Operations. Screening is based on selection criteria designed by the School of Pharmacy faculty. Applications are ranked and forwarded to the School of Pharmacy Student Affairs Committee. Based on the results, applicants are invited for an interview with members of faculty and leaders in the pharmacy community.

INTERVIEW SELECTION CRITERIA

- Cumulative grade point average;
- Math and science grade point average;
- Completion of prerequisite courses;
- Pharmacy College Admissions Test (PCAT) scores;
- Letters of recommendation;
- Community service; and
- Work experience.

EARLY ASSURANCE

The School of Pharmacy does not offer an early assurance program for entrance into the Doctor of Pharmacy program for Regis University students or students from other universities or colleges. Regis University students, however, are afforded a guaranteed admissions interview provided they have completed at least three semesters of full-time study at Regis University, have maintained a minimum overall GPA of 3.0 in their prerequisite mathematics and life sciences courses, and meet the minimum requirements for admission, including at least a 30th percentile composite score on the Pharmacy College Admissions Test (PCAT).

INTERVIEW DAY

Selected applicants will be invited for a one day on-campus interview. The interview day consists of the following:

- Welcome session;
- Tour of the campus;
- Spontaneous writing exercise;

- Multiple mini-interviews;
- Lunch with faculty, preceptors, and current Regis University students;
- Introduction to Regis University and the School of Pharmacy;
- Team-based learning activity;
- Information session with student service organizations (financial aid, housing);
- "Ask the faculty" session; and
- Opportunity for adult family members and guests to meet with the School of Pharmacy Dean

Informational activities will be provided for parents, spouses and partners while the applicant participates in the interview process.

QUALIFIED APPLICANTS

Multiple criteria are used in admission screening and decisions. Successful applicants must have:

- Earned a minimum cumulative grade point average of 2.5 (on a 4.0 scale) with a minimum science and mathematics grade point average of 2.5 (on a 4.0 scale);
- Achieved a grade of "C" or better in all prerequisite courses. (Note: Prerequisite course
 work must be completed prior to matriculation; however, course work may be in
 progress or planned at the time of application.);
- Achieved at least a 30th percentile composite score on the Pharmacy College Admissions Test (PCAT);
- successful interview;
- Demonstrated ability to communicate in writing;
- Demonstrated familiarity with the pharmacy profession and its future;
- Demonstrated evidence of potential for success in doctoral degree program;
- Demonstrated evidence of potential for success as a professional;
- Demonstrated evidence of an orientation toward service; and
- Demonstrated willingness to work in teams and provide leadership.

The Student Affairs Committee will compile a composite score based on PharmCAS and interview data. Applicants will be ranked and selected by the Student Affairs Committee. The Office of Admissions & Student Operations will send an offer of admission to qualified applicants. The admission decisions of the Student Affairs committee are final.

OFFER OF ADMISSION

Applicants who have been selected for admission into the Doctor of Pharmacy program will receive either a conditional or final offer of admission. Offers of admission are sent out until all program spaces are filled.

Conditional admission will be offered to applicants who are attending a post-secondary institution and whose final academic grades for prerequisite courses are not yet available. Applicants offered conditional admission are accepted into the program pending successful completion of prerequisite courses with a grade of "C" or higher, successful completion of a background check and drug screen, maintaining grades consistent with the initial review, and meeting the GPA requirements. Students must submit official

transcripts to the Office of Admissions & Student Operations demonstrating that the conditional requirements have been met prior to the first day of regular classes.

Final admission will be given to applicants who have met all of the admission criteria and who have submitted all application documentation.

ALTERNATE LIST

An alternate list may be maintained until the beginning of classes. If space becomes available, alternate list applicants will receive written notification and/or a phone call of an offer of admission.

DEPOSIT

Applicants must reply to the Office of Admissions & Student Operations within 10 business days of receipt of the offer of admissions. A \$500 non-refundable deposit is required upon acceptance. Applicants who matriculate into the Doctor of Pharmacy program will have their deposit applied to tuition for the fall semester of their first year following matriculation.

TOEFL

If English is not the applicant's native or first language, the applicant must submit a TOEFL (Test of English as a Foreign Language) score. A minimum score of 82 on the Internet-based TOEFL is required. The TOEFL code for Regis University is 4656.

INTERNATIONAL STUDENTS

There are specific requirements for international students that must be met to be considered for admission at Regis University. International students must:

- Submit an evaluation of foreign educational credentials from one of the agencies approved by Regis University (Note: approved agencies can be found at www.naces.org. Photocopies of the evaluation are not acceptable.);
- Submit a completed International Supplemental Application;
- Must have received a minimum score of 82 on the Internet-based TOEFL (Test of English
 as a Foreign Language) exam if English is not the applicant's native or first language
 (Note: TOEFL code for Regis University is 4656);
- Submit a copy of all current visa documents;
- Submit copies of all old I-20's (front and back) only if the student is transferring from another U.S. university or college);
- Submit the SEVIS Form, which needs to be sent to the U.S. university or college that the
 student attended in the U.S. prior to acceptance to Regis University. (Note: This form
 should be returned directly to the Office of the Registrar at Regis University. This form
 will be sent to the applicant upon application to Regis University; and
- Submit documentation of financial ability to pay all expenses for the course of study at Regis University and demonstrate adequate coverage for health insurance in the United States for issuance of an I-20 by the Office of the Registrar.

PREREQUISITES

Natural Sciences and Mathematics	44SH
General Biology and Lab I	4SH
General Biology and Lab II	4SH
General Chemistry and Lab I	5SH
General Chemistry and Lab II	5SH
Organic Chemistry and Lab I	5SH
Organic Chemistry and Lab II	5SH
Microbiology and Lab	4SH
Calculus I	4SH
Anatomy and Lab	4SH
Physiology and Lab	4SH
Written and Oral Communication	6SH
English Composition	3SH
Speech Communication	3SH
Social Sciences	9SH
Psychology	3SH
Sociology	3SH
Social Science Elective	3SH
Other	9SH
Economics	3SH
Philosophy	3SH
Religious Studies	3SH
Total Pre-Professional Requirements	68SH

Students may complete their pre-pharmacy course requirements at Regis University or at any regionally accredited college or university in the U.S. International graduates must submit an evaluation of foreign educational credentials from one of the agencies approved by Regis University. All prerequisite coursework must be completed before a student begins the program. A student may be admitted prior to completion of all prerequisites contingent upon successful completion by the start of classes.

LIMITATIONS OF PREREQUISITES

Due to the dynamic nature of knowledge in the biological and chemical sciences, there is a seven year limit on those prerequisite courses. However, this time limit may be waived if the applicant has a prior bachelor's degree or higher. Applicants with such prior degree and who have completed the prerequisites will be reviewed on an individual basis.

TRANSFER CREDIT FROM ANOTHER SCHOOL OF PHARMACY

The SOP curriculum integrates content from pharmaceutics, pharmacology, medicinal chemistry, and the biological sciences with therapeutics in the Integrated Pharmacotherapy courses over the first three professional years. Because the curriculum is highly integrated, it is unlikely that a student wishing to transfer into the SOP during the first three professional years will be able to do so without difficulty (e.g. not having adequate background in the pharmaceutical sciences or therapeutics). However, requests will be considered on a case-by-case basis. Students requesting transfer credit from another School of

Pharmacy should contact the Rueckert-Hartman College for Health Professions Office of Admissions and Student Operations when applying for admission to Regis University's SOP. Requests will be forwarded to the SOP Assistant Dean of Student Affairs and the Student Affairs Committee.

V. Additional Admission Requirements

Background Check and Drug Screening

It is common practice for agencies and/or field placement sites to have policies requiring screening and/or criminal background checks for their employees, volunteers, and for students who are assigned to the facility. Regis University will comply with these requirements in placing students at such facilities or agencies. As a condition for enrollment and continued matriculation in academic programs involving external placements, clinical rotations, internships, or service learning experiences, students are required to submit to drug screening tests and to participate in a criminal background prior to matriculation. This will be at the discretion of Regis University or the agency sponsoring the field placement or internship.

Regis University will assist students in understanding and complying with the requirements. However, the responsibility for providing such information and their associated costs rests with the student and not with Regis University. Failure to submit to such testing or to provide such information as required as a condition for admission and clinical placement or internship may result in disqualification from further study at the University. Similarly, results from the drug screening tests or criminal background check may result in disciplinary action on the part of the University, including, but not limited to disqualification from further studies at the University.

Cardiopulmonary Resuscitation (CPR) Certification

All Doctor of Pharmacy students are required to obtain and maintain CPR certification for the healthcare provider from the American Heart Association. The students must provide a current CPR certification from the American Heart Association Basic Life Support for Health Care Providers course. If the CPR certification expires before you complete the program, you must recertify and send in documentation of completion. The students will be responsible for the cost of the certification program. Proof of CPR certification will be submitted to the Office of Admissions and Student Operations.

Computer Literacy

Students are required to be computer literate prior to entering the program. Necessary skills include proficiency in several computer programs, including Microsoft Word, Excel, PowerPoint, and Outlook. Students are also expected to be comfortable navigating web pages using common Internet browsers, attaching documents to e-mails, and participating in online discussion groups as required by specific courses within the program. For students unfamiliar with computers and software, courses can be taken through community colleges, continuing education programs or through private companies prior to beginning the program.

Students are also required to have a laptop computer. The laptop requirements include:

PC Requirements

- CPU = 2GHz Intel® Core™/Celeron™ or equivalent x86 processor (CPU Info)
- RAM = highest recommended for the operating system or 2GB
- Hard Drive = highest recommended for the operating system or 1GB of free space

- Operating System = English 32-bit Versions of Windows XP, 32-bit and 64-bit Versions of Windows Vista, Windows 7, and Windows 8
- ExamSoft cannot be used on virtual operating systems such as Microsoft's Virtual Machine,
 Parallels or VMware, VMware Fusion or any other virtual environments, unless approved for the institution
- Software = Internet Explorer 7.0 or later, Firefox 22.0 or later, Google Chrome
- Internet connection for ExamSoft Installation, Exam Download and Upload
- Screen Resolution must be 1024x768 or higher
- · Administrator level account permissions

Mac Requirements

In order to use ExamSoft on your Apple MacBook, Macbook Air or MacBook Pro natively, you must have:

- CPU = Intel processor
- RAM = 2 GB
- Hard Drive = 1 GB of free disk space
- Operating System = MAC OS X 10.6 (Snow Leopard), 10.7 (Lion), or 10.8 (Mountain Lion)
- Browser = Firefox 22.0 or later, Google Chrome
- Server version of Mac OS X is not supported
- ExamSoft may not be used in a virtual operating systems
- Software = Internet connection for ExamSoft installation, Exam Download and Upload
- Administrator account

A mobile device such as a tablet or Smartphone is not a substitute for a laptop. If a RAT is administered electronically, students must use their personal laptop computers (with the above specifications) for the RAT. All exams will be taken electronically. Students may use a laptop computer or a provided desktop computer for exams. It is recommended that students also have access to a printer and broadband internet access (cable or DSL) at home. There is no formal support from either the University or the School for personal laptop computers. Students are responsible for maintaining a functioning laptop.

Since nearly all public spaces on the Regis campus have wireless internet access, any device with a wireless internet allows students to access internet resources necessary for the School of Pharmacy program such as library databases, audio and video files pertinent to course content, and specialized databases.

All student, faculty, and staff electronic communication is accomplished through an issued RegisNET email account. Class notes, routine school communication, and class scheduling are examples of critical information that students will access daily through the RegisNET account. In addition, the University has several computer labs on campus that students may use.

Essential Functions Form

Title III of the Americans with Disabilities Act (ADA) provides comprehensive civil right protections for "qualified individuals with disabilities." An "individual with a disability" is a person who:

- has a physical or mental impairment that substantially limits a "major life activity"; or
- has a record of such an impairment; or

• is regarded as having such an impairment.

The ADA Handbook published by the Equal Employment Opportunity Commission and the Department of Justice states: "Examples of physical or mental impairments include, but are not limited to, such contagious and non-contagious diseases and conditions as orthopedic, visual, speech, and hearing impairments; cerebral palsy; epilepsy, muscular dystrophy, HIV disease (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism. Homosexuality and bisexuality are not physical or mental impairments under the ADA."

"Major life activities" include functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Individuals who are currently engaged in the illegal use of drugs are not protected by the ADA when an action is taken on the basis of their current illegal drug use.

"Qualified" individuals are defined as an individual with a disability who meets the essential eligibility requirements for the program or activity offered. The "essential eligibility requirements" will depend on the type of service or activity involved. Please refer to Appendix 1 for a detail of the essential functions.

HEALTH INSURANCE

As a condition of enrollment, all Doctor of Pharmacy students must maintain and submit proof of health insurance coverage that includes effective date and renewal date to the Office of Admissions and Student Operations at the beginning of each academic year. This requirement can be met by enrolling in the University-sponsored student health insurance plan or by presenting proof to the School of coverage by an alternative health insurance plan. Personal health insurance covers illness and injury in classroom and lab situations as well as any off campus injuries/illnesses. As required by Colorado state law, the Regis University Worker's Compensation insurance policy covers all students and faculty who are injured during an experiential education experience.

IMMUNIZATIONS

Students are required to have proof of immunization prior to beginning the first semester enrollment at Regis. Required immunizations include tuberculosis vaccination, MMR (2), tetanus DPT, varicella, PPD, and completion of the first two of the three hepatitis B vaccines. The second is given one month after the first and must be completed prior to enrollment; the third hepatitis vaccine is given six months after the second and can be received while students are enrolled. Vaccinations are at the student's expense. Students who fail to submit documentation of the required immunizations will not be permitted to participate in the Introductory Pharmacy Practice Experiences.

Additional exams and/or immunizations may be required depending on experiential placement. These immunizations are at the student's expense. Students failing to submit documentation of such exams or immunizations will not be permitted to participate in the Introductory Pharmacy Practice Experiences.

PREREQUISITE COMPLETION

All prerequisite courses must be complete with a grade of "C" or higher before the first day of fall classes.

VI. The Curriculum

Educational outcomes

A Regis pharmacist recognizes the relationship of trust and responsibility he or she has with patients and the community. In order to engage fully in this relationship he or she will be knowledgeable, skillful, and principled. A Regis pharmacist will be proficient in the biological, chemical, clinical, and administrative sciences that are fundamental to pharmacy practice. A Regis pharmacist will also have exceptional problem solving, communication and interpersonal skills that will enable him or her to provide optimal patient-centered care. A Regis pharmacist will have a well-defined set of principles that guides his or her thinking, decision making, and conduct throughout his or her professional career and personal life. With these attributes, a Regis pharmacist will be a socially responsible leader in the service of others, prepared to improve and transform healthcare in a global community.

A REGIS PHARMACIST MUST BE KNOWLEDGEABLE

Regis University School of Pharmacy must prepare students so that they know how:

- to acquire and process information to solve problems efficiently;
- the pharmacy profession fits into the interdisciplinary healthcare system;
- to integrate knowledge from different scientific and academic disciplines into pharmacy practice;
- the economic, psychological, social, and cultural factors affect all aspects of healthcare;
- scientific and clinical principles dictate disease management strategies; and
- the business, social and administrative aspects affect pharmacy practice.

A REGIS PHARMACIST MUST BE SKILLFUL

Regis University School of Pharmacy must ensure that students will:

- acquire and critically evaluate information related to patient care;
- provide pharmaceutical care using evidence-based principles;
- accurately communicate drug therapy information to healthcare professionals, patients and their caregivers;
- be proficient in drug compounding, distribution, and administration;
- demonstrate ability to manage business aspects of pharmacy practice;
- be able to adapt to changes in the healthcare system; and
- Collaborate with all members of the healthcare team.

A REGIS PHARMACIST MUST BE PRINCIPLED

Regis University School of Pharmacy must foster students who are:

- aware of his or her and others' emotions and respond to them appropriately;
- accountable to, responsible to, and respectful of others;
- committed to continuous professional and personal development;
- empathetic towards others;

- trustworthy;
- prepared for leadership roles in the profession and in the community;
- ethical and socially responsible;
- culturally aware when interacting with others;
- sensitive to issues of social justice; and
- willing to accept the crucial role that pharmacists play in achieving a common good within society.

Center for the Advancement of Pharmacy Education Outcomes

An initiative of the Center for the Advancement of Pharmaceutical Education (CAPE), the CAPE Educational Outcomes are intended to be the target toward which the evolving pharmacy curriculum should be aimed. Their development was guided by a consultant and an advisory panel composed of educators and practitioners nominated for participation by practitioner organizations.

For more information visit the American Association of Colleges of Pharmacy (AACP) website at: http://www.aacp.org/resources/education/Pages/CAPEEducationalOutcomes.aspx.

Curriculum

PROFESSIONAL YEAR 1				
Fall Semester	Course Identification	Credit Hours		
Introduction to Pharmacy Practice	PHRM 450	2		
Integrated Pharmacotherapy 1	PHRM 401	4		
Integrated Pharmacotherapy 2	PHRM 402	4		
Integrated Laboratory 1	PHRM 421	1		
Pharmacy Law & Policy	PHRM 440	3		
Therapeutic Principles of Self Care	PHRM 441	3		
Total Semester Hours		1		
Spring Semester	Course Identification	Credit Hours		
IPPE-I	PHRM 451	2		
Integrated Pharmacotherapy 3	PHRM 403	4		
Integrated Pharmacotherapy 4	PHRM 404	4		
Integrated Laboratory 2	PHRM 422	1		
Healthcare Ethics	HCE 442	3		
Pharmacy and the U.S. Healthcare System	PHRM 430	3		
Total Semester Hours		1		
PROFESSIONAL YEAR 2				
Fall Semester	Course Identification	Credit Hours		
IPPE-II	PHRM 752	2		
Integrated Pharmacotherapy 5	PHRM 705	4		
Integrated Pharmacotherapy 6	PHRM 706	4		
Integrated Laboratory 3	PHRM 723	1		
Integrated Literature Evaluation 1	PHRM 727	3		
Integrated Literature Evaluation 2	PHRM 728	3		
Total Semester Hours		1		
Spring Semester	Course Identification	Credit Hours		

IPPE-III	PHRM 753	2
Integrated Pharmacotherapy 7	PHRM 707	4
Integrated Pharmacotherapy 8	PHRM 708	4
Integrated Laboratory 4	PHRM 724	1
Pharmacoeconomics	PHRM 731	3
Elective 1	PHRM 770-799	3
Total Semester Hours		17

PROFESSIONAL YEAR 3		
Fall Semester	Course Identification	Credit Hours
IPPE-IV	PHRM 754	2
Integrated Pharmacotherapy 9	PHRM 709	4
Integrated Pharmacotherapy 10	PHRM 710	4
Integrated Laboratory 5	PHRM 725	1
Leadership & Management	PHRM 732	3
Elective 2	PHRM 770-799	3
Total Semester Hours		17
Spring Semester	Course Identification	Credit Hours
IPPE-V	PHRM 755	2
Integrated Pharmacotherapy 11	PHRM 711	4
Integrated Pharmacotherapy 12	PHRM 712	4
Integrated Laboratory 6	PHRM 726	1
Faith, Spirituality and Culture in Health Care	PHRM 743	3
Elective 3	PHRM 770-799	3
Total Semester Hours		17
Summer Semester	Course Identification	Credit Hours
Advanced Pharmacy Practice Experience (APPE)	PHRM 760	6
	PHRM 761	6
Total Semester Hours		12
PROFESSIONAL YEAR 4		
Fall Semester	Course Identification	Credit Hours
APPE	PHRM 762	6
	PHRM 763	6
	PHRM 764	6
Total Semester Hours		18
Spring Semester	Course Identification	Credit Hours
APPE	PHRM 765	6
	PHRM 766	6
	PHRM 767	6
Total Semester Hours		18

Course Descriptions

EXPERIENTIAL SEQUENCE

PHRM 450 Introduction to Pharmacy Practice (P-1 fall): Focuses on preparing students for the introductory pharmacy practice experiences. Students spend the semester obtaining necessary training for experiential education, learning elements of professionalism, specifically, communications, interactions, and behaviors. Introduction is also made to healthcare documentation and drug information.

PHRM 451 Introductory Pharmacy Practice Experience I (P-1 spring): Introductory Pharmacy Practice Experience I is the first of five experiential courses. Students spend six hours weekly at an institutional site learning about the institutional pharmacy practice setting and completing assignments related to concepts in their concurrent course work, and one hour weekly on campus participating in activities supporting their experiences.

PHRM 752 Introductory Pharmacy Practice Experience II (P-2 fall): Introductory Pharmacy Practice Experience II is the second of five experiential courses. Students spend six hours weekly at a community site learning about the community pharmacy practice setting and completing assignments related to concepts in their concurrent course work, and one hour weekly on campus participating in activities supporting their experiences.

PHRM 753 Introductory Pharmacy Practice Experience III (P-2 spring): Introductory Pharmacy Practice Experience III is the third of five experiential courses. Students spend six hours weekly at an community site learning about the community pharmacy practice setting and completing assignments related to concepts in their concurrent course work, and one hour weekly on campus participating in activities supporting their experiences.

PHRM 754 Introductory Pharmacy Practice Experience IV (P-3 fall): Introductory Pharmacy Practice Experience IV is the fourth of five experiential courses. Students spend six hours weekly at an institutional site learning about the institutional pharmacy practice setting and completing assignments related to concepts in their concurrent course work, and one hour weekly on campus participating in activities supporting their experiences.

PHRM 755 Introductory Pharmacy Practice Experience V (P-3 spring): Introductory Pharmacy Practice Experience V course students will participate in interprofessional simulations designed to combine pharmacy knowledge with practice in professionalism.

PHRM 760 Advanced Pharmacy Practice Experience (P-4 summer): This is the first of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 761 Advanced Pharmacy Practice Experience (P-4 summer): This is the second of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 762 Advanced Pharmacy Practice Experience (P-4 fall): This is the third of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 763 Advanced Pharmacy Practice Experience (P-4 fall): This is the fourth of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 764 Advanced Pharmacy Practice Experience (P-4 fall): This is the fifth of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 765 Advanced Pharmacy Practice Experience (P-4 spring): This is the sixth of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 766 Advanced Pharmacy Practice Experience (P-4 spring): This is the seventh of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

PHRM 767 Advanced Pharmacy Practice Experience (P-4 spring): This is the eighth of eight required advanced experiential courses. The APPE is designed to expand students' knowledge and practice skills needed to perform activities commonly encountered in a variety of pharmacy practice settings.

INTEGRATED PHARMACOTHERAPY SEQUENCE

PHRM 401 Integrated Pharmacotherapy 1 (P-1 fall): Introduces students to basic biochemical, pharmacologic, pharmacokinetic, pharmaceutical, and medicinal chemistry principles essential to understanding the scientific basis of drug therapy.

PHRM 402 Integrated Pharmacotherapy 2 (P-1 fall): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies.

PHRM 403 Integrated Pharmacotherapy 3 (P-1 spring): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies.

PHRM 404 Integrated Pharmacotherapy 4 (P-1 spring): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies.

PHRM 705 Integrated Pharmacotherapy 5 (P-2 fall): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies.

PHRM 706 Integrated Pharmacotherapy 6 (P-2 fall): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies.

PHRM 707 Integrated Pharmacotherapy 7 (P-2 spring): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies.

PHRM 708 Integrated Pharmacotherapy 8 (P-2 spring): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies.

PHRM 709 Integrated Pharmacotherapy 9 (P-3 fall): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies.

PHRM 710 Integrated Pharmacotherapy 10 (P-3 fall): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies.

PHRM 711 Integrated Pharmacotherapy 11 (P-3 spring): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies.

PHRM 712 Integrated Pharmacotherapy 12 (P-3 spring): Integrated approach to understanding the pharmacotherapy of disease states. Covers biochemistry, physiology, pathophysiology, medicinal chemistry, pharmacology, and pharmacotherapy of presentation and management of selected disorders. Includes principles of dosage forms and drug delivery strategies.

PHARMACY SKILLS SEQUENCE

PHRM 421 Integrated Pharmacy Laboratory 1 (P-1 fall): Designed to introduce basic pharmaceutical measurements, prescription interpretation and dispensing, emphasizing preparation of sterile products. Physical assessment, documentation, and clinical chemistry skills are covered that extend student understanding of disease states covered in the Integrated Pharmacotherapy sequence.

PHRM 422 Integrated Pharmacy Laboratory 2 (P-1 spring): Introduces compounding of tablet, topical, and oral suspensions and solutions. Students learn about devices for home diabetes monitoring. The second half of the semester focuses on pulmonary assessment, inhaler counseling, and smoking cessation counseling.

PHRM 723 Integrated Pharmacy Laboratory 3 (P-2 fall): The course is designed to develop patient assessment and counseling, prescription preparation, extemporaneous compounding, and dispensing skills. The topic sequence is designed to coordinate with those presented in the integrated therapeutics sequence.

PHRM 724 Integrated Pharmacy Laboratory 4 (P-2 spring): The course is designed to develop patient assessment and counseling, prescription preparation, extemporaneous compounding, and dispensing skills. The topic sequence is designed to coordinate with those presented in the integrated therapeutics sequence.

PHRM 725 Integrated Pharmacy Laboratory 5 (P-3 fall): The material presented in the integrated laboratory course for the third professional year is intended to serve as a review of skills developed during professional years 1 and 2 and is extended to help students learn to manage complicated patients. Students will participate in a variety of group and individual activities to develop clinical, drug literature evaluation and communication skills. Students will present a journal club, write SOAP notes, and learn about medication therapy management (MTM) services. Students will apply knowledge of MTM to determine the skills and processes needed for the successful provision of MTM services.

PHRM 726 Integrated Pharmacy Laboratory 6 (P-3 spring): The material presented in the integrated laboratory course for the third professional year is intended to serve as an extension of skills developed during professional years 1 and 2 regarding effectively accessing and critically evaluating drug information. This course focuses on formal presentation skills. In such, students will research contemporary health topics, interpret and evaluate literature, organize and prepare audiovisual materials, and deliver a formal presentation to a professional audience. Students are expected to integrate pharmacy knowledge and skills into the doctoral level presentation.

PHRM 727 Integrated Literature Evaluation 1 (P-2 fall): Study of literature evaluation and research study design. Discuss advantages and disadvantages of primary, secondary, and tertiary literature. Systematically approach drug information requests and to efficiently find and evaluate biomedical literature. Evaluate a study for validity, design, and methods.

PHRM 728 Integrated Literature Evaluation 2 (P-2 fall): Study of literature evaluation including critical assessment of research design and statistical method. Systematic evaluation of primary literature. Students learn to respond systematically to drug information requests and to efficiently find and evaluate biomedical literature and apply it to patient care.

PUBLIC HEALTH SEQUENCE

PHRM 440 Pharmacy Law and Policy (P-1 fall): Students learn the history of pharmacy laws and how the laws structured current practice guidelines and impact the distribution /dispensing of drugs. Students learn the state and local statutes concerning business and pharmacy practice. Civil liability and professional ethics are discussed.

PHRM 441 Therapeutic Principles of Self-Care (P-1 fall): Provides principles of self-care, product selection and rational use of nonprescription medications. Emphasizes appliances, durable medical goods, and OTC testing devices. Practices interviewing, decision-making for patient triage, and consultation skills. Service learning allows students to consider issues of self-care in socio-economically challenged populations.

HCE 442 Health Care Ethics and Advocacy for Pharmacists (P-1 spring): Examines ethical/moral reasoning in health care. Emphasizes pharmacy practice and leadership. Explores philosophical, faith-based foundations including Catholic moral tradition, socio-cultural influences, professional codes, organizational and personal ethical norms. Students analyze ethical dilemmas/practices using ethical theory, moral argument, case studies.

PHRM 743 Faith, Spirituality and Culture in Health Care (P-3 spring): Students survey different religious belief structures and explore how people in various faith traditions access and use health care resources. Emphasis is placed on understanding and communicating with patients who present with beliefs that are less commonly encountered than those of patients who pharmacists routinely counsel.

PHARMACY SYSTEMS SEQUENCE

PHRM 430 Pharmacy and the U.S. Healthcare System (P-1 spring): Provides an introduction of the U.S. health care system and examines ways health care is accessed and used in the United States. Discusses roles of regulatory agencies, advocacy organizations, and the pharmaceutical industry. Covers issues of public health policy, economic behavior, outcomes.

PHRM 731 Pharmacoeconomics (P-2 spring): The course discusses how to assess and interpret economic and health-related quality of life (HRQL) outcomes and sequelae of drug therapies within health care systems, including discussion of cost-of-illness, cost-effectiveness and cost-utility analyses.

PHRM 732 Pharmacy Leadership & Management (P-3 fall): This course provides an introduction to the principles, skills, and issues important to the successful management of a pharmacy enterprise. It will introduce topics such as key business relationships, business planning, market analysis, forms of ownership, service offerings, competitive strategies, and operational issues. This course will also provide an overview of fundamental principles of leadership. Attributes of effective leaders are identified and discussed. An emphasis is placed on identifying and cultivating personal leadership qualities that can be utilized throughout one's pharmacy education and career.

COURSE ELECTIVE SEQUENCE

PHRM 770 Advanced Topics in Integrative Medicine (P-2 Spring or P-3 Year): This course is designed to develop a broad knowledge-base in the field of Integrative Medicine. Integrative Medicine refers to a method of combining conventional medicine with non-conventional therapies such as acupuncture, massage therapy, botanicals and vitamins. This lecture, lab and TBL course covers nutritional supplements, herbs, vitamins, minerals, and various culturally based health systems. Students are required to make an exploratory visit to a health food store, answer two clinical questions and provide direct patient care at the Center for Integrative Medicine.

PHRM 771 Drug Interactions (P-2 Spring or P-3 Year): This course is designed to provide students with an in-depth understanding of the mechanisms by which pharmacodynamic and pharmacokinetic drug interactions occur and the skills necessary to apply drug interaction knowledge to patient care. Students are introduced to basic methods of foundational drug interaction research. They also learn how to assess drug interaction literature to make informed decisions about patient care and further develop skills in screening drug regimens for clinically relevant drug interactions.

PHRM 772 Drugs of Abuse (P-2 Spring or P-3 Year): This course covers the pharmacological, clinical, and societal aspects of psychoactive/psychotropic drugs of abuse. Special emphasis is placed on observable signs and symptoms, screening, and therapeutic management of commonly abused drugs. Students review basic and applied research advances in prevention and treatment of substance abuse.

PHRM 773 Advanced Pharmacokinetics (P-2 Spring or P-3 Year): Students build upon knowledge and skills acquired in basic pharmacokinetic principles. The construction of theoretical pharmacokinetic models using concentration versus time data is emphasized. Students engage in pharmacokinetic study design as a means to investigate changes in drug disposition due to aging, disease, or other altered physiological state.

PHRM 774 Advanced Topics in Drug Delivery (P-3 fall): Biological and physical-chemical properties of drug molecules that inspire the development of drug delivery technologies are studied in depth. The history of exemplar products that are currently on the market is examined, illustrating the technical and regulatory obstacles that limited the rate of technology development and product approval. This perspective is applied to recent drug delivery strategies, including nanoscale technologies. The economic impact of developing a product that incorporates advanced drug delivery technologies is examined. The course also emphasizes consideration of ethical issues that surround pharmaceutical technologies.

PHRM 775 Pharmacogenomics (P-3 fall): The efficacy and pharmacokinetics of some drugs is highly variable across large populations. This course discusses the effects of genetic variability on drug toxicity and efficacy, the characterization of polymorphisms relevant to drug action, and the identification of novel genomic targets for drug development. The legal, ethical, and social implications, as well as the role of pharmacists in pharmacogenomics are addressed. The role of pharmaceutical biotechnology in the production of biopharmaceutical agents is also introduced.

PHRM 776 Applied Statistics (P-2 Spring or P-3 Year): This course is designed to develop a knowledge base in the appropriate selection, application, and interpretation of statistics as applied in pharmacy practice. This lecture, lab, and TBL course covers statistics commonly used to analyze research; quantitative analysis for decision making; common epidemiological measures; appraisal of diagnostic tests; and specialized healthcare models. Using case-based examples, students will learn to use statistical software, interpret output, and draw conclusions about the case. This applied course is intended to support the use of data for using evidence as a basis for practice and decision making.

PHRM 777 Palliative Care (P-3 fall): This course introduces students to the interdisciplinary nature and principles of palliative care, emphasizing the role of the pharmacist. It also enhances the student's ability to determine appropriate pharmacological management for pain and symptom control in the dying patient.

PHRM 778 Beginning Medical Spanish (P-2/P-3 Spring): Introduces conversational Spanish and medical vocabulary in pharmacy contexts. New vocabulary is applied to patient encounter scenarios. Each class session includes a combination of review, new learning, and practice.

PHRM 779 Applied Leadership in Pharmacy Practice (P-2 Spring): This course provides insights that will help today's students become tomorrow's leaders – as pharmacists and in life. Instead of analyzing the external act of leadership, students will discover, reflect on, and enhance leadership skills required by pharmacists. Discussions, assignments, and journal entries will emphasize development of a personal mission statement, timeless leadership and influence principles, conflict management, positive reinforcement strategies, effective interpersonal communication, embracement of adversity, and emotional intelligence.

PHRM 780 Intermediate Medical Spanish (P-3 fall): Continues conversational Spanish and medical vocabulary in pharmacy contexts. New vocabulary is applied to patient assessment and education. Each class session includes a combination of review, new learning, and practice.

PHRM 781 and 782 Global Health Care: This course is divided into two sections, a 1-hour credit course and a 2-hour credit course. Pharmacy students will be taking both for a total of 3-credit hours. PHRM 781 (1 credit) - Examines strategies for students to become engaged leaders in the health professions within the current global reality. Core concepts of international service, poverty and global injustice, structural

violence, determinants of health, culture, and foreign aid will be addressed. PHRM 782 (2 credits) - This course goes further in examination of the growing body of knowledge, scholarship, and engagement in Global Health. It challenges student in the health professions to become engaged leaders to help address growing global health disparities. Core concepts of international service, poverty and global injustice, structural violence, determinants of health, culture, and foreign aid will be addressed. Discussions will include critical theory and analysis of current options for finding meaningful solutions from a grassroots level up. Multiple case studies will be explored and shed light on global health success stories.

PHRM 783 Advanced Topics in Drug Information

PHRM 784, 785 Interprofessional Spiritual Care: This course is a blended (online and live classroom lecture) course that is divided into two sections, a 1-hour credit course and a 2-hour credit course. Pharmacy students will be taking both for a total of 3-credit hours. This course provides ethical and evidence-based content in a values-based, academically challenging environment while promoting lifelong learning and service to others. The course fosters personal and professional development through integration of concepts of holism, human diversity, spirituality, integrity, and social justice.

1 credit: COURSE DESCRIPTION: This elective five-week blended course, allowing for flexibility and creative use of time and technology, will provide a basic foundation for spiritual care to clients. The course, based on Ignatian Pedagogy, will include an interprofessional approach with both didactic and observational components. The course includes personal reflective activities of the participants' own values and beliefs, theoretical content for spiritual care needs assessments and interventions, identification of the various roles of the spiritual care team (faith community nursing, chaplains, etc.) and application of theory to individual practice.

2 credit: COURSE DESCRIPTION: : This elective ten-week blended course with a 20 hour field experience, allowing for flexibility and creative use of time and technology, will provide advanced knowledge and application of spiritual care to clients. The course, based on Ignatian Pedagogy, will include an interprofessional approach with both didactic and field components with an emphasis on practice in the delivery of spiritual care. The field experience will include working with mentors in a various work-place settings in conjunction with reflective seminars and classroom assignments.

PHRM 786 Advanced Self Care

PHRM 787 Interprofessional Health Care Perspectives for Disaster Preparedness, Response and Recovery: This course is intended to give students a basic understanding and knowledge in the area of disaster preparedness, response and recovery. Core content areas will include overview of disasters, disaster response systems, community and individual level disaster preparedness and management, mental health, and vulnerable populations.

PHRM 788 In Search of Magic Bullets: Critical Review in Oncology Translational and Clinical Research: This course provides critical review of preclinical and clinical oncology pharmacy research. Emphasis of study is placed on ground-breaking discoveries in oncology pharmacotherapy. Students will review and discuss essential articles from primary literature sources and develop an original research proposal in the field of oncology pharmacy.

Fall Class Schedule

P1 Fall

	Monday	Tuesday	Wednesday	Thursday	Friday
8-8:30					
8:30-8:50		Exam Block 2		Exam Block 4	Exam Block 5
9-9:30		(8-9:50) Claver 210/410		(8-9:50) Claver 210/410	(8-9:50) Claver 210/410
9:30-9:50		0.0.76. 220, 120		0.0.70.7 = 20, 720	Graner 220, 120
10-10:30					
10:30-10:50	IP 1/2		IP 1/2	IP 1/2	IP 1/2
11-11:30	PHRM 401/402 (10-11:50)		PHRM 401/402 (10-11:50)	PHRM 401/402 (10-11:50)	PHRM 401/402 (10-11:50)
11:30-11:50	Claver 410		Claver 410	Claver 410	Claver 410
12-12:30	Student Org				Student Org
12:30-12:50	meetings				meetings
1-1:30		IPP			
1:30-1:50		PHRM 450		Self Care	
2-2:30	IL-1 PHRM 421	(1-2:50) Claver 185	IL-1 PHRM 421	PHRM 441	
2:30-2:50	Section 1	Claver 185	Section 1	(1-3:20) Claver 410	
3:00-3:20	(1-3:50) Claver 220		(1-3:50) Claver 220		
3:30-3:50					
4-4:30					
4:30-4:50	Pharmacy Law & Policy		Pharmacy Law & Policy		
5-5:20	PHRM 440 (4-5:20) Claver 410		PHRM 440 (4-5:20) Claver 410		

P2 Fall

	Monday	Tuesday	Wednesday	Thursday	Friday
8-8:30 8:30-8:50 9-9:30 9:30-9:50	Exam Block 1 (8-9:50) Claver 210/410	IL-3 PHRM 723 Section 1 (8-9:50) Claver 220	Exam Block 3 (8-9:50) Claver 210/410		IPPE II PHRM 752 (9-9:50) Claver 410
10-10:30					
10:30-10:50	ILE 1/2	IL-3 PHRM 723	ILE 1/2		ILE 1/2
11-11:30	PHRM 727/728 (10-11:50)	Section 2	PHRM 727/728 (10-11:50)		PHRM 727/728 (10-11:50)
11:30-11:50	Claver 210	(10-11:50) Claver 220	Claver 210		Claver 210
12-12:30	Student Org				Student Org
12:30-12:50	meetings				meetings
1-1:30	IP 5/6	IP 5/6	IP 5/6	IPPE II	IP 5/6
1:30-1:50	PHRM 705/706	PHRM 705/706	PHRM 705/706	PHRM 752	PHRM 705/706
2-2:30	(1-2:50) Claver 410	(1-2:50)	(1-2:50)		(1-2:50) Claver 410
2:30-2:50	Claver 410	Claver 410	Claver 410		Claver 410
3:00-3:20					
3:30-3:50		IL-3 PHRM 723 Section 3			
4-4:30		(3-4:50) Claver 220			
4:30-4:50		Cluver 220			
5-5:20					

	P3 Fall				
	Monday	Tuesday	Wednesday	Thursday	Friday
8-8:30 8:30-8:50 9-9:30 9:30-9:50 10-10:30 10:30-11				Electives* (8-11:50)	Exam Block 5 (8-9:50) Claver 210/410
11-11:30 11:30-11:50		IPPE IV PHRM 754 (11-11:50) Claver 210			
12-12:30	Student Org				Student Org
12:30-12:50 1-1:30 1:30-1:50 2-2:30 2:30-2:50	meetings IP 9/10 PHRM 709/710 (1-2:50) Claver 210	IP 9/10 PHRM 709/710 (1-2:50) Claver 210	IPPE IV PHRM 754	IP 9/10 PHRM 709/710 (1-2:50) Claver 210	meetings IP 9/10 PHRM 709/710 (1-2:50) Claver 210
3-3:30	IL-5				
3:30-3:50	PHRM 725 — (3-4:50)				
4-4:30	Claver	Loodovskip 0			
4:30-4:50 5-5:20	210	Leadership & Management PHRM 732 (3:30-5:50) Claver 210			
5:30-5:50					

^{*} Global Health PHRM 781 and 782 (various times)

^{*} Critical Review in Oncology PHRM 788 (9:30 - 11:50 am)

^{*} Spanish Pharm Practice 2 PHRM 780 (8 - 10:30 am)

^{*} Advanced Topics in Compounding/Drug Delivery PHRM 774 (9 - 11:50 am) (Claver 220)

^{*} Inter-professional Spiritual Care PHRM 784/785 (mixed times); The live classroom portion of this course takes place on Saturday from 8 am - 12 noon. Students are expected to attend all live classroom sessions. The dates for

Fall 2013 are: 9/7, 10/5, 10/12, 11/2, and 12/7/2013

* Palliative Care PHRM 777 (8 - 10:30 am)

Team-Based Learning

WHAT IS TEAM-BASED LEARNING (TBL)?

The main purpose of TBL is to change the classroom experience from acquiring course content and concepts in a lecture-based format to applying course content and concepts in a team format. In other words, students spend their classroom time applying course material rather than simply acquiring it. In a TBL course, classroom learning occurs in teams of 5 to 7 students. Teams are formed such that each group contains a variety of students in terms of skills and backgrounds. Students begin each TBL unit by studying assigned class material (readings, website tutorials, video demonstrations, etc.) prior to class.

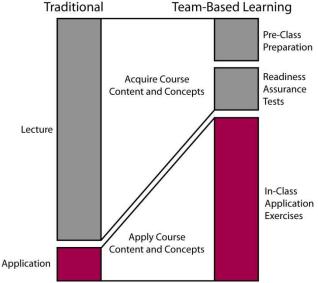


Figure 1: TBL Compared With Traditional Lecture-Based Learning (Adapted from Team-Based Learning: Alternative to Lecturing in Large Class Settings, Centre for Instructional Support, University of British Columbia)

During the first class session of a TBL unit students take an individual readiness assurance test (iRAT) over the assigned material. After the iRAT, students retake the same test as a team (team readiness assurance test or tRAT) and immediately find out how they scored on both the individual and team test. Both grades are counted in terms of final grade calculations. The individual tests hold students accountable for learning the material before class and the team tests provide an exciting opportunity for students to learn from one another while working together on the test. Periodically throughout the course students assess each team member's performance in a peer evaluation exercise. In addition to earning a 70% or higher total course grade, students must earn a score of 70% or higher on the individual grade component (iRAT + exams + peer evaluation) to pass a TBL course.

Following the readiness assurance process, each team is assigned the same application exercise to solve. Application exercises are designed such that students use the material they learned outside of class to solve challenging problems. Each team reveals their answer to the application exercise simultaneously, resulting in energetic conversation between teams, as each teams seeks to justify

their answer. Teams are held accountable for their work by providing verbal or written explanations of their answers to application exercises.



Figure 2: Typical Timeline for a TBL Unit

While most learning occurs amongst students in their teams, faculty are always present and available to provide a "mini-lecture" over material that teams find difficult to master. Midterm exams are given several times throughout the semester in a TBL course.

HOW IS TBL DIFFERENT FROM GROUP LEARNING?

To promote active and collaborative learning, students are sometimes asked to work in groups in class or on projects outside of class. While group work does benefit student learning, unfortunately it is often plagued by "social loafers", or students who do not pull their weight in terms of helping the group. As a result, many students learn to dislike group work and may seek to avoid it. TBL is different. TBL ensures that each member of the team is held accountable for their own learning outside of class. Students who do not prepare adequately before class will perform poorly on the iRAT and will not be able to contribute in a meaningful manner to the tRAT and application exercises. As a result, most students who would normally remain "social loafers" in a group learning project are instead quickly motivated to do the assigned work out of class in order to perform well on the iRAT. In addition, as teams work together and compete with other teams in the class, loyalty to the team develops among each member. This further motivates the "social loafers" to prepare outside of class so that they can contribute and help the team succeed. Finally, team members evaluate one another periodically during the semester, and each student's grade is partly based on their peer evaluation score.

DO STUDENTS LEARN AS MUCH AS THEY DO IN LECTURE-BASED COURSES?

Published studies have demonstrated that students learn at least as much, and probably more, content and concepts in TBL courses as they do in traditional lecture-based learning courses. Furthermore, unlike traditional lecture-based learning, TBL promotes the development of teamwork skills and students learn how to apply course content to "real world" situations, both of which foster the development of an effective team member in the healthcare field.

WHY DID THE RUECKERT-HARTMAN COLLEGE FOR HEALTH PROFESSIONS (RHCHP) SCHOOL OF PHARMACY FACULTY CHOOSE TBL?

When developing the curriculum, the faculty researched several instructional strategies. Of these strategies, TBL provided more benefits and solved more learning problems than any other single instructional strategy. Not only does TBL provide an exciting learning environment that fosters critical thinking and problem-solving skills, but it also develops teamwork skills in students that are

critical for a successful career in pharmacy practice. TBL not only enhances the learning process but gives RHCHP pharmacy students a competitive edge over other pharmacy students in an increasingly team-oriented healthcare system.

Portfolios

A portfolio is a compilation of materials and evidence that reflects and confirms learning experiences across the curriculum. This tool illustrates growth in the learning and professionalization process and relates this growth, typically through reflection, to stated educational outcomes.

- The goals of the portfolio are to:
- Document the progression toward and the achievement of the Regis University School of Pharmacy outcomes;
- Demonstrate engagement with the mission of Regis University School of Pharmacy;
- Provide students with a dynamic resource for future employment opportunities;
- Engage students in lifelong learning;
- Demonstrate that Regis University School of Pharmacy is meeting the required ACPE standards;
- Foster thoughtful reflections on professional and personal development and growth;
- Provide a means of assessing the Regis University School of Pharmacy curriculum.

PORTFOLIO DETAILS

Students will be provided with specific details regarding portfolios during 1st week of classes. Students will work with their faculty advisor to complete the sections of the portfolio. Faculty advisors and students will be provided suggested deadlines for completing sections of the portfolio to help the students remain on schedule. Annually students will give a 5-10 minute presentation on their portfolio to their advisor. Students will receive a grade for the annual presentations that will account for 10% of their IPPE 1, 3, and 5 courses (Spring IPPE courses). Additionally, students will give a 30 minute presentation on their portfolio at the end of the 4th year. This will be a graded presentation and will be part of the student's final APPE rotation grade.

Service Learning

The Center for Service Learning in the Rueckert-Hartman College for Health Professions (RHCHP) at Regis University serves as a resource for faculty and students in connecting academic course objectives with community based learning opportunities. Service Learning is integrated into the core curriculum of most of our academic programs allowing faculty to use this pedagogical tool to enhance effective teaching and student learning. In RHCHP Service Learning takes place in the following forms:

- direct service;
- education and consciousness raising;

- advocacy; and/or
- community-based learning and research.

In keeping with the Jesuit tradition, since its establishment in 1996 the Center for Service Learning in the RHCHP continues to cultivate in students an understanding of their personal responsibilities and an appreciation for the diversity of our global community.

Through Service Learning, students leave behind the world of books and laboratories, and enter communities grappling with urban poverty, racism, hunger, inadequate housing, famine, minimal or no access to health care. Amidst these grim injustices students also experience the resilience of community, the wealth of cultures and traditions, and unsung leaders who continue to uphold their communities.

Our goal is that the students who participate will not only gain an understanding of their ability to impact their community and make a recognizable difference, but also of their responsibility to use their gifts and talents to contribute to a more just world. We encourage students to reflect on how they respond to the needs of others, the impact this has on thought and the subsequent action needed to change existing conditions.

Orientation

A three day new student orientation will be held prior to the start of the fall semester. This is a required activity for all students entering the first professional year of the Doctor of Pharmacy program. New student orientation for the Class of 2016 will be held August 21-23, 2013. Orientation for P2 and P3 students will take place during the exam blocks in the first week of class.

VII. Academic Progression and Graduation

Grading

All grades are calculated using the scale below.

Grade	Grade	Points	Description
Α	4.00	94-100	Outstanding scholarship
A-	3.67	90-93	Outstanding scholarship
B+	3.33	86-89	Superior work
В	3.00	82-85	Satisfactory
B-	2.67	78-81	Satisfactory
C+	2.33	74-77	Satisfactory
С	2.00	70-73	Satisfactory
C-	1.67	67-69	Unsatisfactory
D+	1.33	64-66	Unsatisfactory
D	1.00	62-63	Unsatisfactory
D-	0.67	60-61	Unsatisfactory
F	0.00	Below 60	Failure (no credit)
Z	0.00	Failure by absence (no credit)	

(W) Withdrawal may occur from the day following the end of the published add/drop period through approximately 75% of the academic period.

(I/F) Incomplete - An incomplete and "F" grade is submitted by the instructor and recorded on the student's transcript as "I/F". No alternate grade other than "F" is permitted within the program for incomplete courses. When the final grade is posted, as a result of the completion of the course, the "I/F" is removed and the earned grade is recorded on the transcript (e.g. "A", "B", "C"). For further information about incomplete courses refer to the Regis University Bulletin.

(IP/F) In the Doctor of Pharmacy program, this grade is used only for "In Progress" due to extraordinary circumstances (e.g.: illness, or the Research Project courses). For further information about grades in progress refer to the Regis University Bulletin.

(Y) Instructor did not submit grades by the deadline.

Academic Progression

Academic progression is awarded based on each student's performance in the Doctor of Pharmacy program. To progress, each student must demonstrate satisfactory performance in each course as described below. Satisfactory performance is defined as a minimum score of 70% ("C").

For the purpose of determining satisfactory performance, courses in the Doctor of Pharmacy program will fall into one of three categories, TBL-based courses, non-TBL courses, and pharmacy

practice experiences (i.e., IPPE and APPE). To be awarded academic progression, students must meet the following criteria:

- TBL-based courses: Each student must attain an overall course grade of "C" or better. In addition, each student must demonstrate satisfactory performance in the individual component of the course. Specifically, satisfactory performance in the individual component equates to a minimum cumulative score of 70% on individual assessments such as individual Readiness Assurance Tests (iRATs), mid-term examinations, and final examination, AND a minimum average examination score of 70%.
- Non-TBL courses: Each student must attain an overall course grade of "C" or better AND a minimum average examination score of 70%.
- IPPEs: Each student must successfully complete each IPPE with a passing grade of "C" or better. Any IPPE for which the minimum grade is not achieved must be repeated, which may result in a delay in graduation. In addition, students must also achieve a minimum average of 70% on their preceptor evaluation in order to pass the course.
- APPEs: Each student must successfully complete each APPE with a passing grade of "C" or better AND a minimum average of 70% on the preceptor evaluation. Any APPE for which the minimum grade is not achieved must be repeated, which may result in a delay in graduation.

Academic Suspension

A student will be placed on academic suspension if he or she receives an unsatisfactory grade in any course(s). A grade of C-, D+, D, D-, F, or receiving less than 70% on the individual component in a TBL-based course, or receiving an average of less than a minimum average examination score of 70% in TBL and non-TBL courses, or not achieving a course grade of "C" or better on any IPPE or APPE, or not achieving a score of 70% or greater on any preceptor evaluation is considered an unsatisfactory grade.

A student receiving an unsatisfactory grade will not progress into the next semester. He/she will be placed on academic suspension and is required to repeat all unsatisfactory course(s) during the next academic year. A student must pass all repeated course(s) with a grade of "C" or better. The previous unsatisfactory grade will be converted to the grade earned in the repeated course(s). Upon successful completion of the repeated course(s), the student will be taken off academic suspension and allowed to progress into the next semester. This process will delay graduation by at least one year. Failure to achieve a satisfactory grade in a repeated course will result in dismissal from the Doctor of Pharmacy program.

A student will remain on academic suspension from the time the unsatisfactory or failing grade is recorded until the time the course(s) is/are successfully completed.

In the event that the student receives an unsatisfactory grade(s) during a second semester the same procedure will apply. However, an unsatisfactory grade(s) in a third semester would result in immediate dismissal from the Doctor of Pharmacy program.

Maximum Time to Complete the Doctor of Pharmacy Program

A student will have a maximum of six (6) academic years to complete the Doctor of Pharmacy degree, beginning with the initial date of matriculation.

Academic Dismissal

Academic dismissal is an action taken by the School of Pharmacy that renders a student ineligible to return to the Regis University School of Pharmacy. For this action to be taken, the student will have:

- received an unsatisfactory or failing grade in a repeated course; and/or
- failed to complete any two APPE rotations with a "C" or greater; or
- failing grade on a repeated APPE rotation; and/or
- failed to complete the degree program within six years of matriculation.

Academic Withdrawal

A student who chooses to withdraw from the program should give written notice of this decision to the School of Pharmacy Dean or appointed designee. ¹ In addition, a withdrawal form must be completed by the student and signed by the dean or appointed designee. Upon withdrawal, a student must surrender their Regis University identification card, key cards, clickers, and any other Regis University property to the School of Pharmacy Dean's administrative assistant. Any student who withdraws may be readmitted to the program without reapplication and review if the following conditions are met:

- The student was in good academic standing before withdrawing. This means that at the time of withdrawal he/she must have a "C" or better in every course, and
- The student returns to the program within one academic year of withdrawing.

Students who meet these criteria must submit a written request for readmission to the School of Pharmacy Dean or appointed designee. Students may be required to pass a competency exam verifying retention of previous course material. If the stated conditions are not met, the student must apply and be accepted for readmission to the program. Initial acceptance into the program does not guarantee re-admittance.

Academic Appeal Procedure

APPEALS OF ACADEMIC DISMISSAL

Upon being notified of dismissal, students who wish to appeal the decision should do the following:

- 1. Write a letter of appeal to the School of Pharmacy Dean or appointed designee¹ within the deadline stated on the letter of notification. This letter should include:
 - The student's honest and straight-forward assessment of how the academic problems came about.

- Why the student failed to achieve the required satisfactory grade(s). Were there, for example, any extenuating circumstances beyond the student's control?
- Why the student should not be dismissed from the School of Pharmacy.
- Some indication that the student is ready to continue serious academic work.
- The names of the student's advisor or faculty members from whom supporting statements may be solicited.
- 2. Collect supporting statements from advisor, faculty members, or external medical provider as appropriate that are willing to support the appeal and submit these statements with letter of appeal by the designated deadline. The School of Pharmacy is interested in any pertinent information that has genuine bearing on the matter. The focus is on why the student failed to reach his/her academic goals and why the student should be allowed to continue studies at the School of Pharmacy.
 - The School of Pharmacy Dean or appointed designee reviews all materials submitted by the student and, if appropriate, forwards them to the designated faculty committee within the program. The School of Pharmacy Dean notifies the student in writing of the decision regarding the student's appeal.
- 3. All decisions regarding a student's dismissal may be appealed in writing to the Rueckert-Hartman College for Health Professions Academic Dean. The Academic Dean may require a personal interview with the student before a decision is reached. The decision of the Academic Dean is final.

APPEALS OF DISPUTED COURSE GRADES

The following procedure is to be followed if students wish to protest a grade received in a course when progression is not affected.

- 1. All grade appeals must be initiated within four weeks after the official term end date following receipt of the grade that is being challenged.
- 2. The student first contacts the instructor and reviews the issues. If the grade remains in dispute the student should follow step 3.
- 3. The student contacts the appropriate department director/chair and, in writing, protests the disputed grade. The department director/chair then follows the following procedures.

Both the student and the instructor submit written statements explaining the issue to the appropriate department director/chair. The department director/chair reviews all the documentation submitted to determine the validity of the challenge. The department director/chair contacts the student and instructor to schedule an appointment, if necessary. The department director/chair may choose to seek additional information from other sources, if indicated by the circumstances. The department director/chair makes a decision about the disputed grade and conveys that decision in writing to the student and instructor. If either party wishes to contest the

¹ For the purposes of the Academic Progression policy, the appointed designee for the SOP is the Assistant Dean for Student Affairs.

department director's/chair's decision, the dissatisfied party may appeal the decision within two weeks of receipt of the decision or solution.

NOTE: If the instructor of record is the department director/chair, a designee will be appointed.

If the student's academic program is offered through the School of Nursing, Pharmacy, or Physical Therapy, the appeal is made to the appropriate school dean. If the academic program is offered Health Services Administration, the appeal is made to the division director. All other appeals are made to the Academic Dean of RHCHP. The appropriate dean or division director reviews the proceedings to date, obtains any new information deemed necessary, and makes the final determination. The appropriate dean or division director notifies all parties in writing of the final decision. The decision of the school dean or division director is final.

The following procedure is to be followed if students wish to protest a grade received in a course when that grade prevents the student from progressing in the program.

- The student must contact the instructor regarding posting of a grade that affects
 progression within seven business days of the official term end date to review the issues. If
 the grade remains in dispute the student should follow step 2.
- 2. Within two business days of talking with the instructor, the student must initiate the formal appeal of the disputed grade by contacting the appropriate department director/chair and, in writing, protesting the disputed grade. The department director/chair then follows the following procedure:

The department director/chair arranges for a committee of three faculty members to review the case. The student and the instructor each appoint one of the three committee members. The third committee member is chosen by the other two committee members. The department director/chair participates as an ex officio member of the committee. The committee reviews evidence in any manner the committee deems equitable. (Usually a written statement from each party that the other party can review and respond to in writing is submitted.) Oral presentations to the committee are sometimes useful. Care should be taken lest either of the parties be intimidated through oral procedure.

Note: The size of the committee may vary slightly based on an individual school's approach to the process. In all cases, the student will have the opportunity to select a committee member to participate.

If the student's academic program is offered through a school, the committee, with the concurrence of the department director/chair, recommends a solution to the school dean, who notifies the student and the instructor of the decision in writing. If either party wishes to further contest the committee's solution, step 3 should be followed.

If the student's academic program is offered through a RHCHP division, the committee recommends a solution to the appropriate division director, who notifies the student and

- the instructor of the decision in writing. If either party wishes to further contest the committee's solution, step 3 should be followed.
- 3. The dissatisfied party appeals to the academic dean of the Rueckert-Hartman College for Health Professions within two business days of receipt of the decision or solution. The academic dean reviews the proceedings to date, obtains any new information deemed appropriate, and makes the final determination. The academic dean notifies all parties in writing of the final decision.

Grade appeals involving an issue of academic integrity are handled by the Academic Integrity Board of Rueckert-Hartman College for Health Professions. The policy and procedure is delineated on page 61 of the School of Pharmacy Student Handbook.

Academic Jeopardy Early Intervention Plan

The School of Pharmacy is committed to student academic and professional success. The intention of the academic jeopardy plan is early intervention. The academic jeopardy policy helps faculty and preceptors identify a student who is at risk of not progressing in the program due to low academic or professional performance. Faculty and preceptors are encouraged to initiate the academic jeopardy process as soon as they have sufficient evidence that a student may be at risk. An academic jeopardy plan may be initiated by an instructor, faculty, course director, preceptor, academic advisor or the student. A student may also refuse to participate by signing a waiver.

INTERVENTION LEVEL 1: INFORMAL

- 1. The course director and other involved faculty will meet with the student to discuss the academic issues.
- 2. The course director will assist the student in finding additional resources, if necessary.
- 3. If improvement is inadequate, the course director will contact the Assistant Dean for Student Affairs and a formal academic jeopardy plan will be created.

INTERVENTION LEVEL 2: FORMAL ACADEMIC JEOPARDY PLAN

- 1. Development of the plan is a student-driven, faculty-assisted process. Creation of this plan will require the student to analyze the current situation and deficiencies, identify and reflect on the problems, and create solutions.
- 2. The Assistant Dean for Student Affairs will meet with the student and involved faculty and/or preceptors to discuss appropriate interventions and provide input
- 3. The academic jeopardy plan will describe the specific activities and/or behaviors needed to aid the student toward academic and professional progression.
- 4. Interventions may include, but are not limited to, a learning plan, supplemental instruction, tutoring, and use of a writing tutor, improving class attendance, improving testing skills, developing professional behaviors and meeting professional expectations.
- 5. This is not a contractual agreement. Academic jeopardy is meant to help students design a plan for continued success in the program.

A student may be placed in academic jeopardy due to, but not limited to, one or more of the following:

- a score of less than 70% (less than a grade of "C") on an exam, paper, project, service learning reflection,
- preceptor evaluation, or any other circumstances as deemed appropriate by the faculty;
- reports that the student is not prepared to engage in academic or pharmacy related activities;
- unsafe practices;
- failure to achieve educational outcomes;
- poor attendance or excessive tardiness; and/or
- persistent inappropriate or unprofessional behaviors.

The academic jeopardy plan is a confidential matter between the student, faculty or preceptor, and the Assistant Dean for Student Affairs. Faculty, preceptors, administration and staff of the School of Pharmacy comply with the Family Educational Rights and Privacy Act (FERPA). For more information refer to the School of Pharmacy student handbook.

Graduation Requirements

DEGREE AWARD

Students graduate upon completion of the semester that all requirements are met and documentation of such is received by the Office of the Registrar. Incomplete grades and late application for graduation may delay graduation to the next year. Students must meet the following criteria to be awarded a Doctor of Pharmacy degree:

- satisfactory completion of all required academic course work;
- a minimum grade of "C" in each course and a minimum cumulative score of 70% on individual assessments in TBL courses, and a minimum average examination score of 70% in TBL and non-TBL courses;
- achieve all School of Pharmacy educational outcomes as documented by coursework and portfolio contributions; and
- recommendation for the degree by the faculty of the School of Pharmacy.

Graduation with Honors

Graduation honors for graduate students are applicable to students who completed doctoral degree requirements with a cumulative grade point average of 3.850 or better for 700-level courses. The diploma and Regis University transcript includes an honors designation for honors graduates.

Graduation Application

Graduation applications are due several months prior to graduation. A schedule of graduation dates, commencement dates, and due dates for graduation applications can be found at http://www.regis.edu/commencement. Prior to graduation applications being due, the student must visit www.regis.edu/graduation and download a graduation application. The application needs to be

printed out, filled out and signed. The application can be faxed (303-964-5474) or mailed to Administrative Assistant at Regis University, 3333 Regis Blvd G-4, Denver CO 80221, Attn: Administrative Assistant.

Commencement Activities

Attendance at commencement exercises is encouraged. The Office of the Registrar should be notified through the "Application for Graduation" of the student's intent to participate in commencement. Graduates of the School of Pharmacy will participate in the May commencement ceremonies since students complete all degree requirements at the end of the spring semester.

Financial Clearance

Diplomas, transcripts, and licensure release information are not released if any financial indebtedness to Regis University exists. Students must clear their student account and arrange an exit interview in the Student Accounts Department prior to graduation. Information regarding payment of charges is located in the Tuition, Fees, Room and Board charges in the General Information section of the University Bulletin.

Transcripts of Credit

Transcripts of credit are available in the Office of the Registrar upon written request. Upon graduation, the student receives both a diploma and a coupon for one free copy of the transcript.

VIII. Academic Policies

Attendance Policies

CLASSROOM ATTENDANCE

Class attendance is required to receive credit for assignments and evaluation exercises completed during class.

If a student arrives to class after an iRAT has started, he/she will not be allowed to take the iRAT. The student will remain outside of the classroom until the iRAT is complete and will receive a zero for the missed iRAT. However, the student may then join their team for the tRAT and receive the team grade. Additionally, a student needs to be present for the entire team application exercise to receive credit for their contribution to the team's grade. The same policy is in place for quizzes during a classroom course.

EXCUSED ABSENCE

Students who miss class for a legitimate reason may request that an absence be excused. Students should contact the ADSA and course director(s) to determine if an absence qualifies as excused. Excused absences may include extended illnesses, attendance at a professional meeting, family/medical emergency, major life event (e.g., death, birth, wedding), religious holiday, citizenship requirements, and jury duty. Students are required to notify the course director(s) and ADSA at least three weeks in advance of any planned event. The maximum allowable excused absences for a planned event will be determined by the course director(s) and ADSA and any other days missed will be considered unexcused. If, based on the circumstances, the course director(s) and ADSA determine that the absence warrants being excused, the student may make up the missed iRAT and application exercises. In making that determination, the ADSA may require that the student provide specific documentation regarding the circumstances causing the absence. If an absence is excused, the student will receive the team score for the tRAT. For missed application exercises, the student may complete the application exercise individually and will receive a grade for the application. The grade cannot be greater than the team's score for that application.

If a student is able to anticipate an absence, the student is required to notify the course director(s) and ADSA and request an excusal as far in advance of the absence as possible. Failure to request prior approval from the course director(s) and ADSA with sufficient advanced notice may result in the absence being unexcused. If an absence could not be anticipated, the student is required to notify the course director(s) and ADSA via a phone call or e-mail before the start of class if at all possible. An absence that might otherwise be deemed excused may be unexcused if, in the opinion of the ADSA, the student could have notified the course director and ADSA before the start of class, but failed to do so. If the student is legitimately unable to provide notification of an absence prior to the start of class, the student must notify the course director and ADSA regarding the circumstances surrounding the absence at the earliest possible time following the missed class. Failure to contact the course director(s) and ADSA promptly according to this policy may result in the absence being unexcused, regardless of the circumstances.

If a student is attending a professional meeting, the course director(s) and ADSA must be notified at least three weeks in advance of the start of the meeting. The maximum allowable excused absences

for a professional meeting include the day before the meeting starts and one day after the meeting ends. Any other days missed will be considered unexcused.

EXAM ATTENDANCE

Students who miss an exam for a legitimate reason may request that the absence be excused. If a student is able to anticipate a missed exam, the student is required to notify the course director(s) and ADSA, and request an excusal as far in advance of the absence as possible. Failure to request prior approval from the course director(s) and ADSA with sufficient advanced notice may result in the missed exam as unexcused. If the missed exam could not be anticipated, the student is required to notify the course director(s) and ADSA via a phone call or e-mail before the start of the exam if at all possible. An absence that might otherwise be deemed excused may be unexcused if, in the opinion of the ADSA, the student could have notified the course director(s) and ADSA before the start of the exam, but failed to do so.

If, based on the circumstances, the course director(s) and ADSA determine that the missed exam warrants an excusal, the course director(s) and the ADSA will determine how to address the missed exam.

For classes that have a final comprehensive exam, a midterm exam may be made up or the percent contribution of the final comprehensive exam score to the final course grade will be increased to account for the missed midterm exam. The decision as to whether or not a make-up midterm exam is given will be made by the course director(s) in consultation with the ADSA. The student will also be required to attend a mandatory meeting with the student's faculty advisor, course director(s) and the ADSA.

For courses that do not have a comprehensive final exam the exam absence policy will be decided by the course director(s) in consultation with the Curriculum Committee Chair and the Assistant Dean for Student Affairs, with the understanding that student will be assessed over all course material and demonstrate concept/content mastery. Final exams missed due to an absence will be handled on a case-by-case basis by the ADSA and the course director(s).

LABORATORY COURSES

Student attendance is expected at all assigned meetings of the integrated laboratory course. Assessments of student performance will be made in each scheduled class session. If an absence is unavoidable, a student may drop the lowest score received on a quiz or laboratory report. Lab work may be made up by attending another section at the discretion of the course director, based on availability of bench space and equipment or supplies. In the event of a planned absence, the student may arrange with the course director to attend another section of the lab in order to complete the work.

EXPERIENTIAL COURSES

Both classroom attendance as well as attendance at the designated experiential site is required to receive credit for Introductory Pharmacy Practice Experience (IPPE) courses. Students are required to report to their scheduled site on time and attend IPPE for the entire semester. If for any reason the student is unable to attend, the student must contact both the preceptor and the Office of

Experiential Education (OEE) as soon as possible. In the event that the preceptor cannot be reached directly, it is requested that students leave a message on the preceptor's voice mail or with the preceptor's designated contact person. In the event that any representative from the OEE cannot be reached directly, the student is required to leave either a voicemail message or an email message with the OEE. Students must work with the preceptor to schedule a makeup time for the missed experience. Completion of the Experiential Absence Form outlining the reason for the absence, any written documentation, and a plan for making up the missed time must be filled out for all absences. The student is expected to submit the form through E*Value for preceptor and OEE review, acknowledging approval or disapproval of the absence and plans for makeup if applicable. For planned absences (e.g., attendance of conference, medical leave, etc.) the student must complete the appropriate form and submit through E*Value for preceptor and OEE review. At minimum, students should submit the request within three weeks of the anticipated date(s) missed. For unplanned absences, students have up to two weeks after the absence to submit the form. All absences are reviewed by the preceptor and OEE and the Experiential Education Director reserves the right to discuss absences with the Assistant Dean of Student Affairs to determine if further action is needed by the Office of Student Affairs. Any missed time must be made up prior to the end of the current experience. Failure to complete the minimum number of required IPPE hours as stated within the course syllabus, or failure to successfully complete an IPPE with a passing grade of "C" or better will result in the student repeating the IPPE, which may result in a delay in graduation. Students must complete a minimum of 300 IPPE hours before they are permitted to begin APPE hours.

Attendance is required to receive credit for Advanced Pharmacy Practice Experience (APPE) courses. Students are required to adhere to the schedule established by the experiential site and must spend a total of at least 240 hours at the experiential site for each assigned rotation. Students are required to report to their scheduled site on time. If for any reason the student is unable to attend, the student must contact both the preceptor and the Office of Experiential Education (OEE) as soon as possible. In the event that the preceptor cannot be reached directly, it is requested that students leave a message on the preceptor's voice mail or with the preceptor's designated contact person. In the event that any representative from the OEE cannot be reached directly, the student is required to leave either a voicemail message or an email message with the OEE. Students must work with the preceptor to schedule makeup time for the experience. Completion of the Absence Form outlining the reason for the absence, any written documentation, and a plan for making up the missed time is required for all absences. Forms are available in the APPE manual and submitted as directed. Specific policies are in place for requesting attendance at a professional conference, interviews, etc. Please see the APPE Manual for more information including makeup procedures for missed time. Students are asked to comply with deadlines with requesting and obtaining time away from APPE for conferences, interviews, etc. . All absences are reviewed by OEE and the Experiential Education Director reserves the right to discuss absences with the Assistant Dean of Student Affairs to determine if further action is needed by the Office of Student Affairs. In general, Regis University or federal holidays do not apply while on Advanced Pharmacy Practice Experiences; students must still attend their experiences during a Regis University or federal holiday if required by the preceptor/site. The student must work with the primary preceptor to make up any hours missed due to federal holidays. Failure to complete the minimum number of required APPE hours (240 hours for each APPE) or successfully complete an APPE with a passing grade of "C" or better will result in the student repeating the APPE, which may result in a delay in graduation.

Classroom Behavior

Classroom Behavior

The classroom setting is one for educational purposes. As professional students, all members of the School of Pharmacy are expected to behave in a manner that provides the optimum learning experience for all students. Therefore, students shall actively engage in the teaching and learning activities.

Students are expected to refrain from inappropriate talking while others are explaining their answer or point of view. Conversations may contain controversial points of view but shall remain civil, respectful and considerate.

Electronic devices

Students are allowed to have cell phones, mobile devices (Smartphone), and laptops in the classroom. All devices must be kept on silent and used only for emergencies or educational purposes. Students are also required to have a laptop computer. Laptop requirements are previously stated in the handbook under the section entitled "Computer Literacy."

As laptops are required for assessments in the SOP, students are required to maintain a functioning laptop. Lack of a functioning laptop for use in an assessment (i.e. iRAT, exam) is not excused and may result in a zero on the assessment. The school maintains a small number of laptops with minimum functionality that may be available for use on a short-term emergency basis (up to 7 calendar days). The availability of a school laptop is not guaranteed. Students may utilize this option once per semester. To determine if an emergency laptop is available, please contact the Administrative Assistant for Student Affairs or designee as soon as possible prior to the assessment. If a laptop malfunctions during an assessment, a paper copy may be provided. Information on a students' use of a paper copy of an assessment and checking out of a school laptop will be tracked by the ADSA.

Answer Response Policy

Some courses may utilize an answer response system (e.g., ExamSoft®, Scantron®, answer sheet, clickers, electronic devices, etc.) to record the answers of assessment activities, including but not limited to iRATs, application exercises, quizzes, assignments, and/or exams. Answers submitted through the answer response system will count as the final grade, unless the faculty member states otherwise.

Exam Policy

Exams: Exams will be administered during the semester exam block time unless otherwise noted by the course director. Instructions will be provided when you arrive at the exam room with regard to where you may sit during the exam. With the exception of a writing instrument, an approved computer, and the School of Pharmacy approved calculator (with the case removed and stored with your other belongings), all reading materials, clothing, electronic devices, backpacks, etc., must be placed against the wall of the exam room. Please arrive a few minutes before the scheduled start time for each exam; students arriving after the first person finishes the exam and leaves the room will not be allowed to take the exam and will receive a zero for that exam unless an excused absence

is obtained from the ADSA. If a student needs to leave the exam room they should follow the instructions provided by the exam proctor. Exams require a quiet environment for most students. Therefore, we ask that distractions be kept to a minimum. Faculty will not answer questions during the exam.

iRATS/Quizzes will be given during scheduled class time. There will be no more than one iRAT/quiz per class session, and it will be administered at the beginning of class. iRATs/quizzes will be announced prior to their dates; however, the faculty reserve the right to administer iRATs/quizzes unannounced should the need arise.

Unless otherwise instructed, resources (class notes, web sites, textbooks) other than the student's personal laptop computer the student is using to take the assessment and a School of Pharmacy approved calculator (which will be provided if needed) are not allowed to be used during iRATs/quizzes. You may be told at the beginning of the iRAT/quiz how long you will have to work on the assessment.

tRATS: There is always the possibility that a team member may scratch off the wrong box on the IF-AT cards. There will be no allowances for scratch off errors. All class resources (class notes, web sites, textbooks, electronic devices) other than the School of Pharmacy approved calculator and other resources specified by course director/faculty must remain in a secure location until completion of the tRAT.

Exam Results: Exams and quizzes will not be returned to students. Faculty will schedule a time and location, within two weeks after exam grades are posted, for all students to review their exams. At the completion of the scheduled exam review, students are required to return their exam to the faculty prior to leaving the room. Exams that leave the room will have the score converted to a zero. Unless the faculty states otherwise, exams and quizzes may not be reviewed after this two week period.

Assessment Security: It is prohibited to access any assessment outside a proctored environment without the express consent of the faculty.

Experiential Site Placement

Once students are placed at their IPPE site, it will not be possible to change their site placement. Only under extreme situations will a change in placement be considered. For consideration, students should contact the Assistant Dean for Student Affairs and Experiential Education Director.

Family Leave Policy

Students who are pregnant, the partner of a pregnant woman, or the parents of a child to be adopted, are eligible for a limited period of excused absence if those students follow the appropriate procedures. Students may request additional excused absences before or after delivery for maternal or child medical reasons by providing documentation from a physician. Allowable periods of excused absences are as follows:

- Pregnant women are allowed up to 10 working days of excused absence immediately following delivery to allow for medical recovery and initial adjustments to changes in the family environment.
- The partner of a pregnant woman is allowed up to 5 working days of excused absence immediately following delivery to allow for initial adjustments to changes in the family environment.
- Female and male partners are allowed up to 5 working days of excused absence immediately following the adoption of a child to allow for initial adjustments to changes in the family environment.
- Students may also apply for a modified schedule or for leave of absence if the time periods outlined in this policy are not sufficient to meet their needs.
- Advanced pharmacy practice experiences in the fourth year are not eligible to be considered
 under this family leave policy. The following procedures must be followed under this Policy.
 The time requirements may be waived if the planned delivery or adoption date occurs
 unexpectedly earlier than originally planned:
- Students must notify their faculty advisor and the Assistant Dean for Student Affairs of a
 pregnancy or adoption at least 6 weeks prior to the beginning of the semester of the
 expected delivery or adoption.
- The student must file an official petition to the Assistant Dean for Student Affairs requesting the excused absence at least 4 weeks prior to the beginning of the semester of the expected delivery or adoption. This petition must include:
 - The expected date of the delivery or adoption;
 - o The requested dates for the excused absences.
 - The Assistant Dean for Student Affairs will render a decision prior to the beginning of the semester in questions after consultation with the Dean of Pharmacy and the faculty course directors for each course involved.

All missed course work and evaluations must be completed by the student to the course director's satisfaction prior to the end of the semester if the student is to continue to progress in the curriculum without a modified schedule. Students are expected to self-learn material missed in courses, but may ask for guidance from faculty. Absences from early pharmacy practice experiences can only be made up by completing the required time at the clerkship site. Such absences may result in a delay in the student's progression or graduation date.

Disabilities Accommodation

Regis University is committed to ensuring equal opportunity for students with disabilities to succeed, by providing equal access to Regis Programs and services through the Office of Disability Services (ODS).

ELIGIBILITY FOR DISABILITY ACCOMMODATION

To be eligible for accommodations, students with disabilities need to register with the Office of Disability Services located in the Coors Life Directions Center, Room 118, phone (303) 458-4941, fax (303) 964-3647. The director will review disability documentation with the student, teach self-advocacy skills, discuss appropriate accommodations for each class, and then complete a form letter listing suggested accommodations for the student to share with instructors. Please refer to the Office

of Disability Services web site (http://www.regis.edu/disability) for additional information: The law requires granting of accommodations that are reasonable, do not cause an undue burden, and do not fundamentally alter the course content and/or procedures. Since the faculty know the essential course requirements and academic standards, she/he will be a part of the final decision-making process regarding the specific accommodations allowed.

Students may self-disclose and request academic adjustments any time during the term. However, it is recommended that they do so as soon as possible because accommodations are not provided retroactively and adequate lead time is required.

DISABILITY SERVICES

The Office of Disability Services provides evaluation of documentation, self-advocacy training, test taking and learning strategies assistance, and referrals to local specialists for disability assessment.

DISABILITY ACCOMMODATIONS

Sign language/oral interpreters, real time captioners, note-takers, readers, scribes, extended test-taking time, distraction-free test taking environment.

ASSISTIVE TECHNOLOGY

CCTV's (closed circuit television), reading machine, four track tape recorders, books on tape, FM listening system, TDD's (telecommunications device for the deaf), accessible computer station with voice recognition, screen reading and magnification software, AlphaSmart note-taking keyboards.

GRIEVANCE

Complaints related to services or accommodations that have not been resolved by the Disability Services Director may be submitted in writing to the Office of the President, Regis University, Main Hall, Room 201, 303-458-4190. Students also have the right to file Title 3 disability discrimination complaints with the U.S. Department of Justice, Disability Rights Section, Civil Rights Division, P.O. Box 66738, Washington, D.C. 20035-6738, or with the U.S. Department of Education, Office for Civil Rights, 1244 Spear Blvd., Suite 300, Denver, CO 80204.

Drug Testing

For-Cause or Random Drug Screens: Any students currently enrolled in the School of Pharmacy (SOP) may be asked to comply with a For-Cause or Random Drug Screen in addition to the annual drug test. This may be requested of the student by a Clinical Agency, service learning site, field experience venue or a SOP representative. The student may be responsible for the cost of the test and may be removed from currently enrolled courses until confirmed to be in compliance.

Dress Code

CLASSROOM DRESS CODE:

As future health care professionals, students in the Doctor of Pharmacy program are expected to dress in a manner that demonstrates professionalism during class, during on campus activities and in

clinical situations. Doctoral level students have an additional responsibility regarding their dress and behavior.

- Hair: Hair should be clean and neatly groomed.
- Nails: Nails must be neatly manicured (not chipped) and kept at a length that will not
 interfere with the duties of a pharmacist (e.g., dispensing prescription, compounding in lab,
 performing physical assessments, making IVs).
- General Hygiene: Offensive body odor and poor personal hygiene is not acceptable.
- Jewelry: Excessive facial jewelry/piercing and tongue piercing is discouraged and will not be permitted in the IPPE or APPE courses. Facial jewelry worn for bona fide religious purposes is permissible.
- Shirts: Revealing clothing (e.g., tank tops, spaghetti straps, halter tops, midriffs, tube tops, swim tops) is not permitted, and proper undergarments shall be worn. Torso exposure will not be permitted. Men's shirts must have sleeves and a collar. Shirts with graphics or print that may be considered distracting, provocative, or offensive are not to be worn on campus.
- Skirts/Dresses: Skirt lengths must be of a conservative nature and reach approximately to
 the knee; no mini-skirts or tight fitting skirts are allowed. They must fit properly around the
 waist, and do not expose the torso or buttocks. Skirts or dresses made of denim material are
 not permitted.
- Pants/Slacks: Pants and dress shorts are permitted as long as they are clean, fit properly
 around the waist, have no holes, and do not expose the torso or buttocks. No tight fitting or
 short shorts are allowed (shorts should reach approximately to the knee). Jeans or pants
 made of denim material are not permitted.
- Casual Wear: No athletic wear, hooded sweatshirts (hoodies), or pajamas are allowed.
 Shoes: Shoes must be clean and in good condition. Open toe shoes are permitted, but no flip-flops.
- Head Gear: Hats, caps, and other head gear may not be worn inside the campus buildings.
 Only headgear worn for bona fide religious or medical purposes is permissible inside the buildings.

A faculty member who sees a student in violation of the student dress code policy will either address the student or notify the Assistant Dean for Student Affairs. Continued infractions of the dress code policy will result in a discussion with the Assistant Dean for Student Affairs and may place the student in Academic Jeopardy regarding professional behavior.

LABORATORY DRESS CODE

The classroom dress code applies to the lab courses with the following additions. A long white lab coat and closed toed/closed heeled shoes are required during compounding activities. If opportunities arise for students to interact with standardized patients or patients in the laboratory setting, professional dress and a short white lab coat is required.

IPPE AND APPE DRESS CODE

Patient consideration and professional image are of utmost importance in any pharmacy setting. The following describes our expectations of professional dress.

- General Appearance: Dress codes are designed to conform to professional pharmacy practice standards. The student must exhibit a professional appearance both in manner and dress and must adhere at all times to the standards specified by his or her preceptor. The student's general appearance and hair must be clean and well groomed. Offensive body odor and poor personal hygiene is not acceptable. Appearance should not distract from a patient-centered focus. Students are required to wear a clean, pressed, short white lab coat and must wear their Regis University name badge at all times (unless otherwise directed by the preceptor for a particular site). If you need a new name badge, please e-mail the experiential administrative assistant.
- Clothing and Shoes: Men must wear a dress shirt and tie and dress pants for all experiential rotations unless instructed otherwise by the preceptor. At all times, clothing should be neat and clean, moderate in style and color. Women must wear dress pants, skirt or dress. Skirt lengths must be of a conservative nature; no mini- skirts are allowed. Clothing needs to fit properly and be loose enough to allow performance of experiential activities.
- Unacceptable dress includes but is not limited to:
 - o logo t-shirts, which include t-shirts with pictures/printing and undershirts of any color (except when worn under another approved garment);
 - shorts, carpenter pants, leggings, stirrup pants, wind pants, sweats or jogging suits, capris, mini- skirts and skorts;
 - o jeans or any pants made to be or to resemble jeans, regardless of color or fabric;
 - o denim material shirts, skirts or dresses (includes chambray material);
 - halter tops, tank tops/camisoles (unless worn under a jacket), midriff top, thermal or flannel shirts;
 - lycra or other tight-fitting attire;
 - o any clothing where cleavage, bras, or briefs/underwear are consistently visible; and
 - o flip-flops, tennis shoes and sandals.

HAIR, NAILS AND JEWELRY

Hair (including facial hair) is to be neatly trimmed and styled. Length may be individualized but extreme looks are not allowed. Fingernails are to be neat, clean and well maintained. All visible tattoos need to be covered. All visible body piercing/adornments (other than in the ears) are not permitted to be worn during rotation hours, including nail, tongue, eyebrow, nose, lip or any other facial piercing/adornments. Visible ear adornments are limited to three per ear. All unapproved piercing/adornments must be removed while at the rotation site. Jewelry and other accessories need to be conservative/moderate style and not excessive. Pins and insignia are permitted. Headgear and jewelry worn for bona fide religious purposes is permissible. Any student not following the above dress code may be asked to leave the rotation until they meet the appropriate codes listed above. Any time lost from being asked to leave a rotation must be made up.

Faculty advising

A faculty advisor is assigned to all Doctor of Pharmacy students. An advisor counsels students on meeting requirements for the Doctor of Pharmacy program and provides guidance and support for progression throughout the program as necessary. Students are required to meet with their advisors

a minimum of twice per semester to facilitate ongoing dialogue and development of professional behaviors, complete portfolio requirements, and address graduation criteria throughout their studies. Conflicts with the assigned advisor must be presented in writing to the Assistant Dean for Student Affairs.

Faculty and Student Grievances

In the case of any perceived conflict with a member of the School of Pharmacy, Regis University or their policies that is unrelated to grades, the student may file a grievance using the following procedure:

- The student should attempt to resolve the problem at the level at which the conflict occurred within three (3) working days of the conflict.
- If discussion with the relevant parties is not possible, for whatever reason, or does not result in satisfactory resolution of the conflict, the student should contact his/her faculty advisor.
- If a satisfactory solution cannot be made, the student may submit a written summary of the concern to the Assistant Dean for Student Affairs within three (3) working days of the discussion with the faculty advisor.
- The Assistant Dean for Student Affairs will arrange mediation with the involved parties within five (5) working days of receipt of the written complaint. All parties will receive written confirmation of the resolution within five working days of the meeting.
 - If the conflict involves Regis University or Rueckert-Hartman College for Health Professions, the complaint will be forwarded to the appropriate office within each respective academic unit.
 - If the conflict involves a preceptor, the complaint will be forwarded to the Experiential Education Director.
- If a satisfactory resolution cannot be made, at the level of the Assistant Dean for Student Affairs, the student may appeal to the Dean of the School of Pharmacy.
- In the absence of a mediated resolution to the perceived conflict, the issue may be referred to the Dean of the Rueckert-Hartman College for Health Professions.

Accreditation Council for Pharmacy Education (ACPE) Grievance Policy

If the steps described in the above section titled, "Faculty and Student Grievances," do not result in satisfactory resolution of a grievance, then students have the opportunity to register complaints to Accreditation Council for Pharmacy Education (ACPE) regarding dissatisfaction with the School of Pharmacy with respect to issues related to accreditation standards. A description of the ACPE complaint process can be found on the ACPE website at www.acpe-accredit.org/complaints/. Students may direct their complaint to ACPE via e-mail at csinfo@acpe-accredit.org or send a written inquiry to:

ACPE
135 South LaSalle Street, Suite 4100
Chicago, IL 60503
(312) 644-3575; FAX (312) 664-4652
web site www.acpe-accredit.org.

Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act 1974 (FERPA) was passed and put into effect in January, 1975. The law regulates the use and disclosure of personal information in educational records and permits a student to know what material is maintained in those records. FERPA is designed to protect the privacy associated with educational records, to establish the rights of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. A student has the right:

- To inspect and review, under supervision, information contained in his/her educational records.
- To challenge the contents of the educational record,
- To request a hearing if the outcome of a challenge is unsatisfactory,
- To submit an explanatory statement for inclusion in the educational record, if the outcome of the hearing is unsatisfactory, and
- To prevent disclosure, with certain exceptions, of personally identifiable information from the educational record.

The student should contact the ADSA or Office of the Registrar for further clarification of this act.

IX. Regis University School of Pharmacy Code of Conduct

Honor Code for Professional and Academic Conduct

Virtually all professional schools and colleges have instituted codes of professional and academic conduct. This code is descriptive of acceptable and unacceptable conduct and is aligned with the mission of Regis University, professional pharmacy organizations and principles of higher education.

Academic Integrity Policy

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INTRODUCTION

The term integrity is derived from the Latin *integritas*, meaning the quality of being whole, sound and unimpaired or unbroken. Academic integrity is built upon the values and virtues of honesty, loyalty and trustworthiness. A failure to observe these basic values undermines the very foundations and bonds of a learning community and impairs the most basic goals of education. As members of the RHCHP community, our collective academic integrity is a prerequisite for the pursuit of knowledge and excellence in professional practice. In particular, the Jesuit principles that underlie the Regis University mission and core philosophy, with their call to ethical inquiry and care of the whole person, demand students commit to academic integrity in all aspects of their professional education and development. Likewise, faculty and all RHCHP employees must demonstrate and model the same high standards with respect to being responsible for one's own academic work, participating with good faith in academic discussions, and acknowledging the work of others.

In order to establish and foster a community in which academic dishonesty and misconduct are socially and professionally unacceptable, all students and faculty are expected to adhere to the RHCHP Academic Honor Code. The Honor Code is intended to support the shared responsibility of faculty and students in maintaining an academic environment in which the values of truth and justice prevail in all activities related to learning, teaching, research, scholarship and professional practice.

ACADEMIC HONOR CODE

Students and faculty of RHCHP are committed to the highest standards of academic integrity and assume full personal and professional responsibility for maintaining those standards. All members of the RHCHP community exhibit the qualities of honesty, loyalty and trustworthiness in all academic and clinical activities, holding themselves and each other accountable for the integrity of the learning community.

The RHCHP Academic Honor Code applies to any student in a RHCHP course, regardless of the student's home college or program, and will be enforced according to the policies and procedures of the RHCHP.

DEFINITIONS

Violations of academic integrity are taken very seriously and include, but are not limited to, the following:

Cheating:

A form of dishonesty by which the person misrepresents his or her mastery of the course content or clinical experience. Cheating applies to examinations, labs, written assignments, clinical experiences, online discussions and any other form of student assessment. Examples of cheating include:

- Copying from the work of another student.
- Having a tutor or other reviewer make extensive content revisions or completing a portion of your assignment.
- Misrepresenting your contribution to a group project.
- Using unauthorized materials such as a textbook, prepared notes, study aids or an electronic device during an examination.
- Unauthorized access to or use of someone else's computer account or computer files to complete an assignment.
- Possessing, obtaining, or accessing an examination without the instructor's authority or prior knowledge.
- Submission of an assignment purchased from a commercial entity (e.g., term papers).
- Unauthorized preprogramming of and/or access to electronic devices.

Plagiarism:

A form of dishonesty by which the person misrepresents someone else's words, ideas, phrases, sentences or data as his or her own or otherwise fails to properly acknowledge the source of such material through complete and accurate citations and reference lists. Examples of plagiarism include:

- Directly quoting another person's words without the use of quotation marks and/or acknowledging the source.
- Paraphrasing, or restating, another person's ideas, opinions or theories without acknowledging the source.

- Using facts, statistics or other material taken from a source without acknowledging the source.
- Using words or the work of others, including images, taken from the Internet without acknowledging the source.
- Failing to properly cite an original source when using a secondary source.

Fabrication:

A form of dishonesty by which the person deliberately invents or falsifies information or research findings with the intent to deceive. Examples of fabrication include:

- Citing information not taken from the source indicated.
- Citing a source that does not exist.
- Intentionally distorting the meaning or applicability of data.
- Listing sources in a bibliography or reference list that were not used in the project.
- Inventing or falsifying data or source information in experiments, research projects or other academic assignments.
- Listing hours worked or activities performed during a clinical or service learning experience that did not occur.
- Misrepresenting one's contribution to scholarly research and/or publication.
- Misrepresenting or falsifying a resume or curriculum vitae

Collusion:

A form of dishonesty involving two or more persons acting in a manner intended to misrepresent individual effort, learning and/or contributions to course assignments. Examples of collusion include:

- Allowing another student to copy from your work.
- Completing an assignment for another student.
- Allowing another student to complete an assignment for you.
- Unauthorized sharing of examination questions and/or answers before or after an examination.
- Unauthorized collaboration with another person during an examination or other assignment.
- Allowing one or more members of a group project to accept credit for the assignment if they did not participate or contribute.

Other Examples of Academic Misconduct

- Posting another person's work on the Internet without that person's permission.
- Unauthorized or inappropriate access to use of another's computer account, access codes or electronic file.
- Misrepresentation to avoid academic work by fabricating an otherwise justifiable excuse such as illness, injury, accident, personal emergency, etc. in order to avoid or delay timely

- submission of academic work or the taking of an examination, or to request an incomplete or administrative drop in the course.
- Submitting the same written work to fulfill the requirements of more than one course without the explicit permission of the instructors.
- Coercing any other person to engage in academic dishonesty or misconduct.
- Aiding any other person engaged in academic dishonesty or misconduct.
- Changing, altering, falsifying or being accessory to the changing, altering or falsifying of a
 grade report or form, or entering any University office, building or accessing a computer for
 that purpose.
- Denying access to scholarly resources or otherwise deliberately impeding the progress of another student or scholar. Violations include, but are not limited to giving other students false or misleading information; making library materials unavailable through stealing or defacement; deliberately misplacing or destroying reserve materials or altering and/or destroying someone else's computer files.

RESPONSIBILITY

Achieving an atmosphere of mutual trust in which all members believe their right to learn is unimpeded by dishonest behavior is a responsibility shared by administration, faculty and students.

It is the responsibility of each individual student, faculty and other RHCHP employees to be able to recognize and refrain from any violation of academic integrity and to report observed violations. Numerous web-based resources addressing academic integrity are available.

It is the responsibility of each student to review all aspects of the course syllabus and agree to adhere to the Rueckert-Hartman College for Health Professions Academic Honor Code. In doing so, the student acknowledges that the work represented in all examinations and other assignments is his or her own and that he or she has neither given nor received unauthorized information. Furthermore, the student agrees not to divulge the contents of any examination or assignment to another student in this or ensuing semesters. Questions regarding academic integrity should be directed to the course instructor.

In addition, it is the responsibility of faculty and administration to foster and encourage honesty and a sense of fairness by creating and enforcing appropriate policies and systems. Administration provides the necessary resources as well as proper support for faculty when confronting violations of academic integrity.

The highest priority is to educate and encourage the development of appropriate academic and professional values and behaviors within individuals while also preserving the integrity of the learning community as a whole. All instances of academic dishonesty or misconduct will be reported and handled according to the Sanctions section of this policy. The Academic Integrity Board provides oversight of the Academic Integrity Policy.

ACADEMIC INTEGRITY BOARD

The purpose of the Academic Integrity Board (AIB) in RHCHP is to implement, support, and monitor the Academic Integrity Policy. The AIB performs the following functions:

- Provides consultation to academic departments, schools and individual faculty to help determine sanctions and maintain consistency in violation levels and sanctions.
- Responds to independent concerns expressed by students and faculty regarding academic integrity.
- Convenes and coordinates the appeals process.
- Reviews all notifications of violations of the Academic Integrity Policy, maintains a database
 of violations, and audits and reports such violations to the RHCHP Academic Council on an
 annual basis.
- Recommends revisions to this and related policies and procedures as needed.
- Collaborates on the creation and maintenance of educational resources for students and faculty related to academic integrity.

The AIB is comprised of:

- RHCHP Academic Dean (non-voting member)
- Five RHCHP faculty (one for each academic department/school) with the minimum rank of assistant professor (voting members). Voting members may serve a two or three year term as needed to ensure continuity. Terms are renewable.
- A chair is appointed from the five faculty members by the Academic Council. The Chair serves a minimum three year renewable term.

The AIB will meet quarterly and on an as needed basis.

SANCTIONS FOR VIOLATIONS OF ACADEMIC INTEGRITY

The sanction process is intended to ensure compliance with the academic standards of integrity contained in this policy. The level of sanction depends on a number of factors including the severity of the violation, whether it is a first offense and willingness of the student or faculty member to accept responsibility.

Student Violations

Sanctions for violations of the RHCHP Academic Integrity Policy by a student may include a reduced or failing grade for the assignment, course failure, academic probation or suspension, removal of Academic Honors, and/or academic dismissal from the program, school and/or College. Receipt of a failing grade in the course, academic probation or academic suspension may be indicated on the transcript with the designated code which will be removed when the student completes all program/degree requirements. Egregious violations may result in a recommendation for academic expulsion from the University. All instances of academic dishonesty will result in notification of the student's academic advisor, documentation in the student's advising file, and a report filed with the AIB and entered in the permanent AIB database for RHCHP.

Level One Violations and Sanctions

Level One violations of the RHCHP Academic Integrity Policy predominantly include an initial minor violation of plagiarism and/or violations for which there are considered to be mitigating circumstances. Level One sanctions minimally include notification of the student's advisor with a

note in the student's advising file, and appropriate reduction in the grade for the assignment up to and including failure, and remedial action as directed by the instructor.

Level Two Violations and Sanctions

Level Two violations of the RHCHP Academic Integrity Policy include all substantive violations of the policy not listed as a Level One violation and are considered very serious. Level Two sanctions, at a minimum, include failure of the assignment and potentially include failure of the course and/or academic probation.

Level Three Violations and Sanctions

Level Three violations of the RHCHP Academic Integrity Policy are considered to be the most serious and will result in the highest level of sanction which may include academic probation, academic suspension, or permanent academic dismissal from the program, school and/or College. All Level Three violations result in a mandatory AIB consultation. Level Three violations may include, but are not limited to:

- Using unauthorized materials such as a textbook, prepared notes, study aids or an electronic device during an examination.
- Possessing, obtaining, or accessing an examination without the instructor's authority or prior knowledge.
- Submission of an assignment purchased from a commercial entity (e.g., term papers).
- Inventing or falsifying data or source information in experiments, research projects or other academic assignments.
- Listing hours worked or activities performed during a clinical or service learning experience that did not occur.
- Posting another person's work on the Internet without that person's permission.
- Unauthorized or inappropriate access to use of another's computer account, access codes or electronic file.
- Misrepresentation to avoid academic work by fabricating an otherwise justifiable excuse such as illness, injury, accident, personal emergency, etc. in order to avoid or delay timely submission of academic work or the taking of an examination, or to request an incomplete or administrative drop in the course.
- Changing, altering, falsifying or being accessory to the changing, altering or falsifying of a
 grade report or form, or entering any University office, building or accessing a computer for
 that purpose.
- Multiple violations of any portion of the policy.

Repeat Violations

A repeat violation may result in a more serious sanction. For example, if two Level One violations have occurred, the faculty may recommend a Level Two sanction such as failure of the assignment or the course which is more severe than a grade reduction. A second Level Two violation requires an automatic consultation with the AIB. Severity of the sanction is the decision of the faculty involved with or without consult from the AIB.

Non-Faculty Employee Violations

Violations of the RHCHP academic integrity policy by a non-faculty employee, e.g., a program assistant or work study providing unauthorized access to exam materials to one or more students, will be handled by the appropriate Dean in consultation with the Department of Human Resources. Sanctions are determined in accordance with human resource policy. Any appeal or grievance by a non-faculty employee is handled according to human resource policies and procedures.

PROCEDURES

Student Violations

- 1. The faculty member identifies an infraction of the Academic Integrity Policy and notifies the appropriate supervisor and the following steps are completed:
- 2. The faculty checks with AIB for any prior violations by that student and prior actions taken.
- 3. The level of violation is determined by the faculty and appropriate supervisor.
- 4. If the violation is Level 1 or Level 2
- 5. The faculty and/or supervisor may consult with a member of the AIB regarding the investigation or determination of sanction by notifying the Chair of the AIB. Consultation requests will normally be responded to within one business day.
- 6. The faculty, and student when applicable, follows any specific requirements for investigation and determination of academic sanctions, including specified time frames specified in the
- 7. The faculty informs the student of the violation and sanction in writing.
- 8. The faculty completes and submits the Notification of Academic Integrity Policy Violation to the AIB within a week of determining the sanction.
- 9. A copy of the Notification of Academic Integrity Policy Violation, student/faculty correspondence and other documentation relevant to the incident and or investigation is placed in the student's advising file.
- 10. If the violation is Level 3 or otherwise egregious in nature
- 11. The Chair of the AIB is notified and a consultation is initiated (Level 3 violations are automatically referred to AIB). Consultations are generally initiated within one business day.
- 12. The student may be removed from the online or ground-based class pending the investigation. The faculty, and student when applicable, follows any specific requirements for investigation and determination of academic sanctions, including specified time frames specified in the applicable.
- 13. The student is notified, in writing, of the violation and sanction by the faculty and/or the program director/dean with a copy to the student's advising file.
- 14. The faculty completes and submits the Notification of Academic Integrity Policy Violation to AIB.
- 15. A copy of the Notification of Academic Integrity Policy Violation, student/faculty correspondence and other documentation relevant to the incident and or investigation is placed in the student's advising file.

- 16. If academic expulsion is recommended, the documentation will be referred to the Office of the Provost.
- 17. In the event of course failure, academic suspension or academic probation in which the transcript code for violation of academic integrity is requested, the University Registrar is notified.

APPEALS OF ACADEMIC INTEGRITY SANCTIONS

Academic Integrity Appeals Board

Because of the consultative function of the AIB, knowledge of the case and surrounding evidence will have previously been reviewed by the AIB. For this reason and to provide fundamental fairness to the student appeal process a separate Appeals Board will be convened.

This Appeal Board will consist of the representatives of the Academic Integrity Boards of the College of Professional Studies and Regis College, an ad hoc faculty member from RHCHP and one member of the RHCHP AIB.

The AIB Appeals Board will meet on an as needed basis. All decisions rendered by the Board will be final. Regis University Legal Counsel may be consulted as necessary.

Student Appeals Process

The student may appeal the level of sanction assigned, and/or the specific sanction applied to the AIB by submitting a written request to the Chair of the AIB. The written request for appeal must include the student's reason and rationale for the appeal. The decision of the Appeals Board is final.

NOTE: The AIB appeal process is limited to consideration of the specific violation(s) of academic integrity. Other aspects of student academic performance or related violations of the Student Code of Conduct must be handled according to the normal processes outlined in the University Bulletin and the relevant student handbook.

The Appeals Process

- 1. The student submits a written request for appeal to the Chair of the AIB within one week of receiving notification of the sanction.
- 2. All relevant documentation is submitted by the faculty and student to the AIB Chair for consideration.
- 3. The AIB organizes the Appeals Board representatives which reviews all documentation and conducts further investigation if warranted. The Appeals Board renders a decision to the AIB Chair, generally within three working days. (See composition of AIB Appeals Board)
- 4. The AIB notifies the student, faculty and dean or director of decision in writing. The possible decisions are as follows:
- 5. Student appeal is denied, sanction is upheld
- 6. Student appeal is successful, sanction is modified or reversed

7. The School or Department completes any further notification to the Registrar and/or School/Department procedures related to imposition of the sanction, e.g., probation or dismissal.

ACADEMIC INTEGRITY DATABASE

The AIB is responsible for the creation and maintenance of a database containing all documented instances of a violation of academic integrity. The purpose of the database is to:

- Document a pattern of repeat violations for individuals.
- Provide aggregate data for annual reports that identify trends, assess the level of compliance with the policy, and support modifications to the policy or its associated policies and procedures.
- Identify the need for further education or resources.

The Notification of Academic Integrity Policy Violation to AIB is submitted to the Chair of the AIB within 14 days of an incident involving a violation of academic integrity. All violations are entered into the database, which is maintained by the Office of the Academic Dean of RHCHP. The Dean's Assistant and the AIB Chair are the only parties with access to the database.

Approved by RHCHP Academic Council/9-8-2010. Revised & approved 5-9-13.

Addendum (Approved Language for Use in All RHCHP Syllabi)

ACADEMIC HONOR CODE

Students and faculty of RHCHP are committed to the highest standards of academic integrity and assume full personal and professional responsibility for maintaining those standards. All members of the RHCHP community exhibit the qualities of honesty, loyalty and trustworthiness in all academic activities, holding themselves and each other accountable for the integrity of the learning community.

VIOLATIONS OF ACADEMIC INTEGRITY

Violations of academic integrity are taken very seriously and include cheating, plagiarism, fabrication, collusion and other forms of academic misconduct. All violations will be reported with appropriate sanctions applied. Refer to the [program specific] Handbook or this link for the RHCHP Academic Integrity Policy. The RHCHP Academic Honor Code applies to any student in a RHCHP course, regardless of the student's home college or program, and will be enforced according to the policies and procedures of the RHCHP.

It is the responsibility of each student to review all aspects of the course syllabus and agree to adhere to the Rueckert-Hartman College for Health Professions Academic Honor Code. In doing so, the student acknowledges that the work represented in all examinations and other assignments is his or her own and that he or she has neither given nor received unauthorized information. Furthermore, the student agrees not to divulge the contents of any examination or assignment to another student in this or ensuing semesters.

NOTE: All faculty have access to plagiarism detection software, which can be used with or without the student's knowledge in any RHCHP course.

PROFESSIONAL INTEGRITY

Professional integrity involves attributes, characteristics, or behaviors that are not explicitly part of a profession's core of knowledge and technical skills but are essential for success. Assessment of these characteristics involves observation and appraisal in many contexts. Progress in developing professional integrity is one factor used to evaluate overall student performance throughout the curriculum and may influence experiential placement. Students will receive feedback from faculty, preceptors, and peers through faculty advising sessions, IPPEs and APPEs, and peer evaluations. Periodically students will complete a self-assessment and reflection of their progress toward achieving professional integrity.

Professional Conduct Pledge

This professionalism pledge was adopted from the APhA Professionalism toolkit and adapted during the Regis University School of Pharmacy's inaugural year of 2009:

As a student of the Regis University School of Pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor. This development, a vital process in my education, will help to ensure that I am true to the professional

relationship I establish between myself and society as I become a member of the pharmacy community. Integrity will be an essential part of my everyday life and I will pursue all academic and professional endeavors with honesty and commitment to service.

To accomplish this goal of professional development, as a student of pharmacy I will:

- A. DEVELOP a sense of loyalty and duty to the profession by contributing to the well-being of others and by willingly accepting the responsibility and accountability for membership in the profession.
- B. FOSTER professional competency through life-long learning and understanding. I will strive for high ideals, teamwork, and unity within the profession in order to provide optimal patient care.
- C. SUPPORT my colleagues by actively encouraging personal commitment to the Oath of a Pharmacist and the Code of Ethics for Pharmacists as set forth by the profession.
- D. DEDICATE my life and practice to excellence by continually reassessing my personal and professional values.
- E. MAINTAIN the highest ideals and professional attributes to insure and facilitate the covenantal relationship required of the pharmaceutical care giver.
- F. EMBODY the ideals of compassion and consideration by demonstrating empathy for those under my care.

The profession of pharmacy is one that demands adherence to a set of ethical principles. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather it begins with my membership in this professional university community. Therefore, I will strive to uphold this pledge.

American Pharmacist's Association Code of Ethics - See Appendix 2

Student Conduct and Disciplinary Action

Student conduct regulations afford individual students maximum personal freedom, while protecting the rights and freedoms of others and maintaining the educational process. Personal freedom necessitates good judgment, a sense of self-discipline, and respect for the rights and privileges of others.

Regis University is committed to creating and maintaining an environment where individual and institutional responsibility combine to promote each student's complete development. In order for the University to achieve this goal within an atmosphere where the rights of its members are respected, it is necessary to establish policies and procedures. These regulations have been developed to reflect the nature of a student community and the situations inherent in it. Every member of the University community is provided equal rights and benefits in accordance with the expectation that each student has maturity, intelligence, and concern for the rights of others. Only when a person demonstrates a lack of cooperation and consideration does the University, acting through its officials and judiciary bodies, take some type of disciplinary action. Behavior, whether attempted or committed, judged to be disruptive to the community atmosphere, cannot be tolerated.

Final authority in disciplinary matters is vested in the University administration, and the President of the University and his designees, and by the University Board of Trustees. Under this authority, the Dean of the Rueckert-Hartman College for Health Professions may request students of the School to participate in the resolution of disciplinary cases.

The intent in working with students in disciplinary matters is to enhance their growth in various areas including those of developing responsibility for their own discipline and behavior. Accordingly, each student is treated as an individual within formal disciplinary procedures instituted at such time as it becomes apparent that informal procedures are unlikely to produce desired changes in behavior or to increase the ability of the student to work with others in a group situation. The following are seen as purposes for disciplinary proceedings:

- To redirect behavior;
- To protect the rights of others in the community; and/or
- To encourage and to teach responsibility for one's own actions.

Since an important part of the "discipline process" involves emphasizing a student's responsibility for his/her behavior, student records remain on file for the entire length of his/her stay at the University. Behaviors that necessitate review include those that can lead to or are described in the Disciplinary Expulsion section of this handbook.

DISCIPLINARY ACTIONS

All Rueckert-Hartman College for Health Professions students are bound by the provisions of the Regis University Student Handbook, the Regis University Bulletin, and the appropriate RHCHP school or departmental handbook, including, but not limited to, the Standards of Conduct and general University policies and regulations. Copies of the Regis University Student Handbook may be obtained in the Office of Student Life located in the Student Center or accessed online at www.regis.edu.

Procedures for reviewing violations of the University's Standards of Conduct are outlined in the Regis University Student Handbook. Incidents of unsafe behavior or unprofessional conduct in a clinical or academic setting are also grounds for disciplinary action, including, but not limited to suspension or expulsion from the program, as set forth below. The Academic Dean of the Rueckert-Hartman College for Health Professions shall have sole discretion for determining which procedure shall be used and for determining which provisions apply in individual cases.

Examples of unprofessional conduct or unsafe behavior include but are not limited to:

- A pattern of unsafe clinical performance;
- Inadequate development of professional behaviors;
- Any action of omission or commission that results in serious injury or harm to another;
- Disrespectful, abusive or dishonest interaction with patients, families, staff, faculty or peers;
- Violation of a client's right to confidentiality;
- Performance of a criminal act;
- Abuse of drugs or illegal use or possession of controlled substances;
- Failure to follow the policies and procedures of the clinical agency;

- Academic dishonesty;
- Manipulation, alteration, removal or destruction of other student/faculty/University/clinical faculty/staff materials and/or equipment;
- Unauthorized use of Regis University or clinical agency equipment inclusive of computer accounts, records, and files;
- Violations of the professional standards of conduct and ethics of the profession the student is preparing to enter;
- Other prohibited conduct as defined by Regis University, the Rueckert-Hartman College for Health Professions and/or the School of Pharmacy; and/or
- Other conduct or behavior that is unprofessional or unsafe as determined by the discretion of the School of Pharmacy.

The faculty member and/or responsible supervisor making the initial judgment that a situation of unsafe behavior or unprofessional conduct in a clinical or academic setting exists shall inform the student of the charges against him/her and notify the School of Pharmacy Dean or Assistant Dean for Student Affairs or designee. If in the judgment of the faculty member and/or responsible supervisor the nature of the conduct or behavior warrants, the student may be suspended from the classroom or clinical area until the review process has been completed.

Following a preliminary review of the evidence available in a case, the School of Pharmacy Dean or Assistant Dean for Student Affairs schedules a hearing with the student to review the charges. If the student fails to appear at the hearing and the failure of appearance is not excused by the School of Pharmacy Dean or Assistant Dean for Student Affairs, the charges shall be deemed to be unchallenged and the student shall be deemed to have waived the right to a hearing. In such cases the School of Pharmacy Dean or Assistant Dean for Student Affairs may proceed to apply such sanctions as the School of Pharmacy Dean deems appropriate.

At the hearing, the School of Pharmacy Dean or Assistant Dean for Student Affairs or designee shall do the following:

- 1. Provide the student with copies of all written reports regarding the circumstances and facts of the case. The student shall have an opportunity to give his/her reactions to the reports and to offer any additional information relevant to resolving the case.
- 2. Interview involved parties, including the student, about the facts of the case. The student shall have the right to hear any testimony related to the case that may adversely affect him/her and to question persons giving such testimony.
- Allow the student to present witnesses on his/her own behalf and to be accompanied by one advisor who is not a party to the case. Such advisors must be members of the Regis University faculty or full-time staff.

Following the hearing and consultations deemed necessary with program faculty or committees, the School of Pharmacy Dean or designee shall make a determination of the facts of the case and sanctions if appropriate. Sanction options include, but are not limited to, expulsion or suspension from the program, probation, warnings, or failure of a course.

Notification of the results of the review by the School of Pharmacy Dean or designee shall be provided in writing by regular mail to the student's last known address as identified in the records of the University and to the Academic Dean of the Rueckert-Hartman College for Health Professions.

The student shall have three working days from receipt of the letter to appeal the decision of the School of Pharmacy Dean to the Academic Dean. Notification of the results of the review by the Academic Dean shall be provided in writing by mail to the student with a copy to the School of Pharmacy Dean or designee. The decision of the Academic Dean is final.

X. Academic Honors

RHCHP Academic Dean's List

The RHCHP Academic Dean's List honors students who have achieved a grade point average of 3.5-4.0 during the previous semester. Students who achieve this honor will be notified in writing.

XI. Student Involvement Opportunities

The following are opportunities for student involvement within the School of Pharmacy. Students are encouraged to discuss these opportunities with their faculty advisors to help make an informed decision about participation.

ADMISSIONS

Students are encouraged to participate in annual student interviews to be part of the selection of the incoming class.

SCHOOL OF PHARMACY STANDING COMMITTEES

Students from each class can represent their cohort on the following committees: Assessment Committee, Curriculum Committee, Student Affairs Committee, and Experiential Advisory Committee

Student Attendance at Standing Committee Meetings

If a student volunteers or is selected to serve on a committee, attendance is mandatory at meetings during the academic year. Absences are considered excused for attendance at class, an exam, or experiential site. The student committee member should notify the committee chair in advance if an absence is planned. Failure to attend may result in the student's dismissal from the committee. The decision to dismiss a student from a committee will be made by the ADSA in consultation of with the chair of the standing committee.

STUDENT GOVERNANCE

STUDENT ORGANIZATIONS

The following is a list of organizations that are either currently available for students or may be available in the future:

Academy of Managed Care Pharmacy

Alpha Sigma Nu

Alpha Sigma Nu is the national honor society of Jesuit colleges and universities in the United States. Election to membership in Alpha Sigma Nu is based on scholarship, service, and an understanding of and loyalty to, the Jesuit educational tradition. Selection to Alpha Sigma Nu is one of the highest honors that can be given to a Jesuit campus. Deadlines and membership applications are due the January before graduation. Students with a 3.5 or better grade point average are eligible to apply to

Alpha Sigma Nu during their last semester. Assessment is based on the GPA, an essay, and two letters of recommendation.

American Pharmacists Association (APhA)

The American Pharmacists Association (APhA) is the national professional organization for all pharmacists. The pharmacy student is represented in APhA through the Academy of Student Pharmacists (ASP), hence the more common designation at Regis University School of Pharmacy is to refer to this membership as being in ASP. Membership is open to all students enrolled in the Regis University School of Pharmacy. The organization has regular biweekly meetings and sponsors speakers and health professional programs such as blood pressure screening and poison prevention awareness. The APhA publishes a monthly journal under the title of American Pharmacy.

College of Psychiatric and Neurologic Pharmacists

Colorado Pharmacists Society

The Colorado Pharmacists Society (CPS) is the statewide professional association for all pharmacists and pharmacy students. All membership functions of CPS are open and available for the student member, including Annual Meetings, Mid-Year Meetings, Continuing Professional Education events, and a host of others. CPS emails a monthly publication under the title of the E-capsulette.

National Community Pharmacists Association (NCPA)

The National Community Pharmacists Association (NCPA) Student Chapter offers pharmacy students a wide array of opportunities to broaden and enrich their education experience, gain valuable, real world skills, and have some fun in the process. The NCPA student chapter is dedicated to the continuing growth of independent retail pharmacy and its impact on the community, and is committed to value-centered education and community service to promote the health and well-being of the public.

Phi Lambda Sigma

Phi Lambda Sigma is the leadership society for pharmacy students. Members must be chosen by their peers and must exhibit leadership. To be eligible for membership, you will need to have completed at least 135 quarter hours of coursework toward your degree, have at least a 2.50 GPA, and be of high moral and ethical character. Membership crosses fraternal and organizational lines; thus, the society does not compete with other professional organizations.

Phi Delta Chi

Phi Delta Chi is a professional fraternity whose mission is to advance the profession of pharmacy through fraternal activities. Membership is by invitation. To be eligible, a student must be enrolled in the Regis University School of Pharmacy, be in good academic standing, and be of high moral character. Phi Delta Chi sponsors a variety of professional projects designed to increase the public's awareness of pharmacy, and to provide financial or moral support to charitable or worthy groups. It links its members with a communal bond of fraternal spirit that binds them together as they partially fulfill their own personal commitments to their chosen profession.

Rho Chi

Rho Chi is the national pharmacy honor society. Rho Chi's fundamental objective is the stimulation and recognition of academic excellence. The society serves as an instrument for the advancement of the profession of pharmacy. To be eligible for invitation into this society you will need to be in the upper 20% of your class, with at least a "B" average, and have completed at least 70% of the scholastic work applicable toward your degree. You should establish as a personal primary goal the achievement of eligibility for this prestigious society.

Student National Pharmaceutical Association (SNPhA)

SNPhA is the student organization of the National Pharmaceutical Association which is dedicated to representing the views and ideas of minority pharmacists on critical issues affecting health care and pharmacy; as well as advancing the standards of pharmaceutical care among all practitioners. The mission of SNPhA is to provide an educational service association of pharmacy students who are concerned about pharmacy and healthcare related issues, and the poor minority representation in pharmacy and other health-related professions.

Student Society of Health-System Pharmacists (SSHP)

SSHP is the student society of The American Society of Health-System Pharmacists (ASHP), which is the only national organization of hospital and health-system pharmacists. ASHP has over 35,000 members, representing pharmacists who practice in hospitals, health maintenance organizations, long-term care facilities, home care, and other components of health care systems. SSHP sponsors a residency/fellowship information session, professional development projects, speakers, and a clinical skills competition. SSHP helps prepare students for the ASHP Midyear Clinical Meeting, which is the largest gathering of pharmacy professionals in the world.

XII. Policies

Appointments with Faculty

Faculty are eager to support students outside of scheduled class hours and establish regular office hours for this purpose. Faculty office hours will be posted in the electronic classroom management system – D2L. These hours may occur in face-to-face conversations or electronically. Students should be aware that faculty are also involved in committee work, clinical work, research, and other professional and community responsibilities during hours when they are not teaching. Throughout each semester, therefore, students are encouraged to use posted office hours and/or schedule appointments whenever possible.

Class Cancellations/Schedule Changes

In case of illness or unplanned absence of a faculty member, the faculty member contacts the School office. The office assists the faculty member in notifying students in the class of the cancellation if a substitute is not available and the cancellation is during regular office hours. If possible, the instructor attempts to reschedule the class at a later date in the semester. Faculty with known schedule absences will make prior arrangements for a substitute or reschedules the class with prior notice to all the students. The Assistant Dean for Student Affairs and the course director are notified of all class cancellations/schedule changes.

While faculty attempts to maintain a predetermined class schedule, there inevitably are changes in order to accommodate guest speakers or ensure clinic accessibility possibly during evening hours. Every attempt is made to inform students of class schedules in advance. Students should also make every attempt to be flexible with their scheduling to enable participation in these special classes. Lack of attendance does not alleviate student responsibility for the material.

Cancellations Due to Bad Weather

Students should sign up for the RU Alert communication tool at http://regis.edu/rualert.

WEATHER CONDITIONS FOR IPPE

When there is inclement weather, students are expected to attend their IPPE unless classes are cancelled by Regis University. However, it is understood that weather conditions can vary widely in Colorado from one area to another. Therefore, students who cannot travel to the site due to hazardous weather conditions must immediately notify their preceptor and the Experiential Education Director. The attendance policy still applies regarding making up days and completing and turning in the *Experiential Absence Form* .

WEATHER CONDITIONS FOR APPE

When there is inclement weather during an APPE, students are expected to follow the APPE site's policy. It is important to point out that Regis University may be cancelled but students may still be required to report to their APPE site.

Compliance with Exposure Control, Hazardous Communication, and Fire Evacuation

Students are expected to follow appropriate Hazardous Material Communication and Infection Control Policies as appropriate to the environment whether it is in the classroom, laboratory, or experiential setting. Specific policies and procedures are introduced at student orientation, discussed in courses throughout the program, and reviewed in experiential affiliations.

Students are expected to follow all fire and Evacuation Policies as stated in Appendix 5. Please note evacuation meeting places for appropriate buildings on campus.

Computer Literacy and Access

Students are required to be computer literate prior to entering the program. Necessary skills include proficiency in several computer applications, including Microsoft Word, Excel, PowerPoint, and Outlook. Students are also expected to be comfortable navigating web pages using common Internet browsers, attaching documents to e-mails, and participating in online discussion groups as required by specific courses within the program. For students unfamiliar with computers and software, courses can be taken through community colleges, continuing education programs or through private companies prior to beginning the program.

Students are also required to have a personal computer, printer and broadband internet access (cable or DSL) at home. Laptops are recommended due to portability and potential use in the classroom. To supplement student laptops, the School of Pharmacy may provide a limited number of laptop computers for use in classes that require a laptop for course assignments. A mobile device such as a personal digital assistant (PDA) or Smartphone is also recommended but not required. Although the University does not support Apple Macintosh computers, several students have used Macs in the program with few conflicts. However, be aware that due to the lack of University support and the School of Pharmacy being Microsoft Windows-based, there is no formal support from either the University of School for Mac issues. Since nearly all public spaces on the Regis campus have wireless internet access, any device with a wireless internet can allow students to access internet resources necessary for the program such as library databases, course resources that may have audio and video supplements to course content, and specialized databases such as pharmacology databases. All student, faculty, and staff electronic communication is accomplished through an issued RegisNET email account. Class notes, routine school communication, and class scheduling are examples of critical information that students will access daily through the RegisNET account. In addition, the University has several computer labs on campus that students may use. Consult the School website for further information on system requirements and configurations at www.regis.edu.

Pharmacist's Recovery Network (PRN)

The Colorado Pharmacist Recovery Network Committee has established a program for pharmacists, pharmacy technicians, interns, students and their families who are subject to physical and mental impairment due to the influence of drugs, including alcohol, or due to other causes.

The program provides training and education, confidential intervention, referral and evaluation, treatment, follow-up and aftercare, financial counseling and/or assistance, and assistance to re-enter practice or find appropriate alternative employment.

For confidential information, referrals and support groups, contact: Colorado Pharmacist Recovery Network in care of Peer Assistance Services, Inc.; Denver 303.369.0039, Grand Junction 970-241-9382, anywhere in Colorado phone toll free 800-765-0263.

Email

Your RegisNET account is your official portal into your Regis email. This is our official form of communication. You will be accountable for any information relayed via your RegisNET account. Faculty/staff will communicate with you through this email account. Class notes, routine School communication, and class scheduling are examples of critical information that you will need to access daily through your RegisNET account. Please check your email daily.

Financial Aid

Regis University Office of Financial Aid is available to assist students in identifying potential grant and loan sources. Application deadlines for such materials typically follow a traditional fall/spring calendar. Be sure to obtain sufficient information from the Office of Financial Aid to thoroughly understand these important deadlines. You can contact the Office of Financial Aid directly at (303) 458-4066.

Office Staff Policies

The school administrative staff is a valued and an integral part of the School. They are support staff to the full- and part-time faculty and as such maintain heavy workloads. Students should not request to use administrative staff phones, computers, or other equipment. The use of the fax machine is allowed for School-related business only. Copiers are located in the library, student center, ALC, and Loyola Hall.

Student Professional Liability Insurance

Students are required to carry student professional liability insurance through the group University policy. This insurance premium is included in tuition and is renewed on an annual basis. This policy covers students during all approved student IPPE and APPE experiences while in the program. The policy also requires appropriate student supervision while in the experiential setting. Students must not take on responsibility which is above their capacity in any student experience.

Transportation

Students need access to a car to participate in experiential (i.e., IPPE and APPE) and service learning activities. The student is responsible for transportation costs and parking fees associated with student experiences. Whenever possible, attempts will be made to assign students to experiential sites and service learning activities near Regis University. However, this is not always possible.

Please understand that traveling times up to 90 minutes one-way may occur and is considered commutable distance.

Housing

APPE sites are not only located in the Denver area but throughout the state of Colorado as well. Students are responsible for their own housing during APPEs. Students should plan living arrangements well in advance of these off-campus experiences.

XIII. Services

Campus Security

The Campus Security Office exists to provide a safe and secure environment for the entire Regis community. A staff of full-time security officers works in teams of two on all shifts to provide a 24-hour/day coverage, seven days a week, including holidays. Campus Security works with students, faculty, and staff to promote awareness and support of safety and security issues. Campus Security provides vehicle and foot patrol, responds to all incidents and emergency situations, and provides an escort service to and from parking areas. It also provides assistance for community events and activities on campus, maintains continuous phone and radio contact with the officers in the field, provides parking enforcement, and makes presentations to the community on security and safety issues.

The Campus Security Office is located in the Modular Buildings, Room 186.

The 24-hour/day telephone number to Campus Security is (303) 458-4122.

Career Services

Consistent with the Life Directions Mission, Career Services provides an avenue for students to investigate pharmacy practice opportunities. Career Services conducts individual advising sessions and seminars on relevant topics such as resume writing, interviewing skills, and networking skills. Current career information is available in the Life Directions Resource Library.

Fitness Program

The purpose of the Fitness Program is to assist the students, faculty, and staff of Regis University in their endeavors to increase their physical health. Specifically, the program focuses on exercise and proper nutrition while recognizing that physical health is but one facet of total wellness. Services are available to all Regis students at no charge. The Fitness Program offers students:

A place to work out: The 6,000 square foot fitness facility housed within the Life Directions Center contains aerobic and strength-training equipment-including both free weights and variable resistance machines. The fitness area is open seven days per week.

Exercise guidance and fitness goal-setting: Student staff offers orientations to training principles and equipment usage, teach exercise classes, and provide introductory fitness testing and counseling services.

Nutritional guidance and goal-setting for proper nutrition or weight management: The Fitness Program offers nutritional analysis, nutrition classes/videos, educational materials, and one-to-one consultation.

Special events and educational opportunities: Exercise incentives, campaigns with prizes, guest lectures, and demonstrations, Healthy Heart Week, and blood cholesterol screening are some of the services offered.

Food Services

Regis has contracted with a food service company, Bon Appétit, for all meals served in the cafeteria and snack bar. The cafeteria and snack bar are located in the Student Center and St. Peter Claver Hall.

Health Services/Office of Counseling and Personal Development

As part of the Life Directions' Program, basic medical and psychological health services are available to Pharmacy students through the University Health Services and Office of Counseling and Personal Development located in the Coors Life Directions Center. Charges for such services will be directly billed to the student's insurance. The University will supplement insurance reimbursement for payment in full for basic exams and follow-up. In the event a student cannot produce a copy of their health insurance, fees at the time of service are expected. Lab fees and prescription drugs will be the responsibility of the student at the time of service. The Health Services Center can also refer students to providers outside the University for healthcare needs beyond the scope of the center. All fees incurred by these referrals will be the responsibility of the student. For further information please contact the Health Services Center directly at 303-458-3558.

Intramural Athletics

Many Regis students participate in a wide variety of intramural activities. Regis offers team sports such as men's and women's flag football, coed volleyball, men's basketball, coed floor hockey, coed bowling, ultimate Frisbee, and men's, women's and coed softball. The intramural program also includes several tournaments such as doubles volleyball, tennis, and 3-on-3

Library services

The Dayton Memorial University Library is available to students for resource access and independent Study. The regular fall and spring semester library hours are: Monday-Thursday, 7:30 a.m. – 10 p.m.; Friday - Saturday, 8 a.m.-6 p.m.; Sunday, 12:30 p.m.- 9:00 p.m. Holiday and summer semester hours vary.

Media Support Services

The school, as well as the library, is equipped with an assortment of media support for teaching and independent study options. Media services are available during library hours, seven days a week. Use of this equipment is free of cost to the students. Students are expected to pay nominal fees for supplies used in developing teaching or other presentation materials.

Parking

Parking stickers must be obtained through Campus Security to park in designated areas on campus. This is a free privilege to all students. Parking tickets and fines are issued for the following parking violations: Parking in fire lanes, restricted areas, handicapped areas, roadways, loading docks, outside of marked spaces and other areas so designated including visitor parking spaces. All fines are due within ten school days and can be paid in person or by mail to the Business Office. Fines not paid

within ten school days are doubled. In addition, a Towing Policy has been implemented and could be used for many of these violations. If a vehicle is towed, it is at the vehicle owner's expense. Individuals who wish to appeal a ticket should contact the Director of Campus Security. Any appeal must be made during the initial ten day period.

Student ID Cards

All students are issued an Identification Card. Cards are issued through the Registrar's office. The card is required for library services, for participation in the food service program, building access, and when requested by other proper authorities. These cards are not transferable. Lost cards may be replaced by Enrollment Services. The Office of Student Accounts will assess a fee to the student for lost cards.

Technology Resources

Each student is required to have access to a personal computer and printer. The University has several computer labs on campus that you may access while on campus, but since Pharmacy students live off campus, he/she will need home access as well. The student is expected to have broadband (cable or DSL) internet access in his/her home so that he/she can access multimedia files through the University system.

University Ministry

University Ministry serves the entire University community. In the Jesuit tradition, University Ministry provides opportunities and activities that enable members of the community to respond to the invitation of St. Ignatius Loyola to find God in all things. God is present in our lives and can be discovered through faith in all natural and human events, in history as a whole, and, most especially, in the lived experience of each person. To encourage students to integrate mind, body, and spirit, University Ministry offers Sunday and weekday liturgical services, weekend retreats and days of reflection, spiritual direction and advising, Christian Life Community gatherings, scripture study, special University community celebrations, reflection on justice issues and service opportunities. University Ministry is located in the Student Center, Room 200.

The University Ministry has established a pharmacy student liaison position. The liaison supports general University Ministry programs and helps this school access the spiritual needs and interests of the students.

Appendix 1: Technical Standards and Essential Functions

In order to provide safe and effective pharmacy care, an applicant and/or student in the Regis University School of Pharmacy program is expected to possess functional use of the senses of vision, hearing, and somatic sensation. All information received by the senses must be integrated, analyzed, and synthesized in a consistent and accurate manner. The applicant/student must be able to observe a patient accurately at a distance and close at hand.

Title III of the Americans with Disabilities Act provides comprehensive civil rights protections for "qualified individuals with disabilities." An "individual with a disability" is a person who:

- has a physical or mental impairment that substantially limits a "major life activity" or;
- has a record of such an impairment; or
- is regarded as having such an impairment.

The ADA Handbook published by the Equal Employment Opportunity Commission and the Department of Justice states: "Examples of physical or mental impairments include, but are not limited to, such contagious and non-contagious diseases and conditions as orthopedic, visual, speech, and hearing impairments; cerebral palsy; epilepsy, muscular dystrophy, HIV disease (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism. Homosexuality and bisexuality are not physical or mental impairments under the ADA."

"Major life activities" include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Individuals who are currently engaged in the illegal use of drugs are not protected by the ADA when an action is taken on the basis of their current illegal drug use.

A "qualified" individual with a disability is one who meets the essential eligibility requirements for the program or activity offered. The "essential eligibility requirements" will depend on the type of service or activity involved.

Applicants admitted to the pharmacy education program must demonstrate the ability to perform, or learn to perform, the essential functions/skills listed in this document. Regis University must ensure that patients/clients are not placed in jeopardy by students with impaired intellectual, physical or emotional functions. The essential skills listed in this document can be accomplished through direct student response, the use of prosthetic or orthotic devices, or through personal assistance (e.g., readers, signers, note-takers). Upon admission, a student who discloses a properly certified disability will receive reasonable accommodation, but must be able to perform the essential functions of the program and meet the standards described. Reasonable accommodations must be arranged through Disability Services, as noted in the Course Syllabus "Equal Access to Classes and Learning Accommodations".

OBSERVATIONAL SKILLS

Students require the functional use of vision, hearing and somatic sensations. A student must be able to observe lectures, lecture and laboratory demonstrations, and observe microscopic studies of tissues. The student must be able to observe a patient accurately, observe digital and waveform readings, and other graphic images to determine a patient's condition. Integral to the observation process is the functional uses of the senses and adequate motor capability to conduct assessment activities. Examples in which these observational skills are required include, but are not limited to: palpation of peripheral pulses, auscultation (listening with a stethoscope), percussion (tapping of the chest or abdomen to elicit a sound indicating the relative density of the body part), palpation (feeling the abdomen with the ability to discern the size, shape and consistency of masses), and visual observation sufficient to note such changes as skin and eye color, and body positioning as well as to use such instruments as an otoscope (magnifying instrument for examining the ear) and ophthalmoscope (magnifying instrument eye examinations).

COMMUNICATION SKILLS

Students must be able to communicate in many forms; these include: speech, language, reading, writing and computer literacy (including keyboarding skills). Students must be able to communicate in English (oral and written forms) with faculty and peers in classroom and laboratory settings. Students must be able to communicate effectively and sensitively with patients, maintain written records, elicit information regarding mood and activities, as well as perceive non-verbal communications. Students must also be able to communicate effectively and efficiently with other members of the health care community to convey information for safe and effective care.

Students, in the classroom and clinical setting (modified according to the schedule of the specific facility to which a student is assigned), must have the ability to sit, stand, and/or walk, for up to 8 hours daily. Students must possess sufficient motor function to elicit information from the patient examination, by palpation, auscultation, percussion and other examination maneuvers. Students must be able to perform or assist with technical procedures, treatments, administration of medications, and emergency interventions. These skills require coordination of both gross and fine muscular movement, equilibrium, physical strength and stamina, and the integrated use of touch, hearing and vision.

COGNITIVE SKILLS

Students must demonstrate the ability to receive, interpret, remember measure, reproduce and use; to reason, analyze, integrate and synthesize information across the cognitive, psychomotor and affective domains in order to solve problems, evaluate work, and generate new ways of processing or categorizing similar information in a timely fashion as listed in course objectives. In addition, students must be able to comprehend the three-dimensional relationships and to understand spatial relationships of structures. Examples in which cognitive skills are essential include: performance of physical evaluations, including extracting and analyzing physiological, biomechanical, behavioral, and environmental factors (social, economic, logistical) in a timely manner; use of examination data to formulate and execute a

treatment plan in a timely manner, and appropriate to the problems identified; and the reassessment and revision of plans as needed for effective and efficient management of health care problems in a timely manner. All of these must be consistent within the acceptable norms of clinical settings.

BEHAVIORAL AND SOCIAL ATTRIBUTES

Students must possess the psychological ability required for the utilization of their intellectual abilities, for the exercise of good judgment, for the prompt completion of responsibilities inherent to the diagnosis and care of patients/clients, and for the development of mature, sensitive, and effective relationships with patients. Students must be able to tolerate physically and mentally taxing workloads and function effectively under stress. They must be able to tolerate and adapt to a changing, unfamiliar (and perhaps, uncomfortable) environment, display flexibility, respect individual differences, and learn to function in the face of ambiguities inherent in the clinical problems of patients. As a component of their education, students must demonstrate ethical behavior. Examples include recognizing and appropriately reacting to one's own immediate emotional responses to situations while maintaining a professional demeanor.

Appendix 2: APhA Code of Ethics*

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.

- 1. A pharmacist respects the covenantal relationship between the patient and pharmacist. Considering the patient-pharmacist relationship as a covenant means that a pharmacist has moral obligations in response to the gift of trust received from society. In return for this gift, a pharmacist promises to help individuals achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.
- 2. A pharmacist promotes the good of every patient in a caring, compassionate, and confidential manner. A pharmacist places concern for the well-being of the patient at the center of professional practice. In doing so, a pharmacist considers needs 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.
- 3. 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.
- 4. 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 interest of patients.
- 5. **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.
- 6. 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.
- 7. **A pharmacist serves individual, community, and societal needs.** The primary obligation of a pharmacist is to individual patients. However, the obligations of a pharmacist may at times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.
- 8. **A pharmacist seeks justice in the distribution of health resources.** When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.

*Note: Adopted by the membership of the American Pharmaceutical Association October 27, 1994.