



UNIVERSITY OF  
CHARLESTON

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SCHOOL OF PHARMACY

**UCSOP Student Handbook  
2024-2025**

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***The University does not discriminate on the basis of gender, race, color, age, religion, national origin, disability, veteran status, or any other legally protected category.***

***The University of Charleston is an Equal Opportunity Employer***

### **Introduction**

The University of Charleston is a small private university located in Charleston, West Virginia, with a community of approximately 200,000 people located in the south-central part of the state. Our campus rests amidst magnificent mountains, rivers, and the capital city. The city is alive with fun restaurants, shops, historic sites, a coliseum and convention center, theaters, malls, a municipal auditorium, and plenty of outdoor recreation. The University has a rich history of learner-centered and outcomes-based education. The University of Charleston School of Pharmacy (UCSOP) educates pharmacists with the knowledge and skills necessary to provide comprehensive pharmaceutical care. The mission of the UCSOP is to prepare pharmacists and scientists to have a positive impact on the community through advocacy, scholarship and innovation. Pharmacy graduates will provide the highest level of interprofessional patient care with an emphasis on serving rural and underserved patient populations.

In order to fulfill our mission, our top priority is the creation of an environment and opportunities that stimulate our faculty, students and practitioners to learn, maintain and expand upon the knowledge, skills and attitudes necessary to meet the health care needs of the patients they serve.

Our competency-based curriculum will provide knowledge, teach models of care management, and allow students to demonstrate prior knowledge and current understanding through a variety of assessments. Experiencing the profession of pharmacy and how the classroom relates to the practice is fundamental to understanding the profession. Therefore, during the first three years of the program, experiential (practice site) opportunities are threaded throughout the curriculum.

The fourth year is spent almost entirely in practice settings with students returning to campus once a semester to participate in specialty certificate training and other offerings. The profession of pharmacy is one in which the management and use of information is essential to patient care. Our program integrates technology and information utilization throughout the professional program in a technology-rich learning environment.

Pharmacy is a trusted profession. Pharmacy has received this distinction as a direct result of the honor and integrity that members of the profession must embody. The core values of the profession of pharmacy are accountability, altruism, competence, duty, excellence, honor, integrity, justice, responsibility, respect, service, and stewardship. The core values must be understood, respected, promoted, and practiced by all members of the profession. The public has confidence in the embodiment of the professional value system by pharmacists and it is up to each member of the profession to maintain the public's trust. Confidence can be fleeting; however, it is requisite to the behavior of the individual pharmacist and their relationship with their patients. As a student pharmacist, adherence to high standards of personal and professional conduct must be a way of life and ethos. Matriculation through pharmacy school should provide opportunities to reinforce and nurture this belief system. Student pharmacists are expected to

conduct all aspects of their lives with great intention, honor, respect, and integrity. This includes responsible actions towards themselves, others (fellow and future colleagues, faculty, staff, patients, and the University community), and the profession of pharmacy in interpersonal, behavioral, and academic/scholastic expectations. Students are expected to conduct themselves at all times in a professional manner and to exhibit characteristics of a “professional student.”

The minimum expectations of a professional student enrolled in the School of Pharmacy are to:

- Read, be knowledgeable of and uphold the School of Pharmacy Code of Conduct and University expectations of students. Any student pharmacist, who engages in any act of unacceptable behavior, as stated in the Student Handbook, is subject to disciplinary action.
- Demonstrate appropriate performance, behavior, attitude, and demeanor that is reflective of a profession in both their personal and professional conduct.
- Read, be knowledgeable of and adhere to the expectations and content of the Student Handbook.

Special Note: The UCSOP Student Handbook is subject to change. Students will be notified of updates via email and during UCSOP Career Skills & Strategies. It is the responsibility of each student to be familiar with the policies and procedures stated within this handbook. For up-to-date handbook information please visit the UCSOP resource page at <https://goucwv.sharepoint.com/sites/mypharmacy>.

### **Program Mission, Values, Vision, Goals, & Outcomes**

#### **Mission**

The Mission of the University of Charleston is to educate each student for a life of productive work, enlightened living, and community involvement.

The mission of the University of Charleston School of Pharmacy is to prepare leaders committed to a life of positive impact on the community through advocacy, education, scholarship and innovation, providing the highest level of culturally sensitive interprofessional patient care, with an emphasis on underserved populations

#### **Values**

We engage in interprofessional patient care and collaborative community outreach. We foster innovative leadership and are committed to the pursuit of excellence. We are committed to promoting professionalism and student success. We celebrate the accomplishments of our students, faculty and staff. We nurture a culture of diversity. We live our mission.

## **Vision**

The vision for the University of Charleston School of Pharmacy is to:

- prepare leaders, educators, and scientists to serve the profession across a diverse spectrum of pharmacy practice.
- advance the Pharmacy profession through innovation, leadership, education, and advocacy.
- be a trusted leader and respected resource in collaborative education and health care.
- become nationally recognized for service, community outreach, and a strong voice for rural and underserved populations.

## **Program Outcomes (Goals)**

The UCSOP has six program outcomes that describe the graduates of the program. These end-of-program outcomes reflect the University of Charleston institutional learning outcomes (Appendix C) as well as the Center for the Advancement of Pharmacy Education (CAPE) Outcomes of 2013. Achievement of these outcomes is evaluated for each student as they progress through the curriculum. The graduate of the University of Charleston School of Pharmacy will:

- Use scientific principles of inquiry to design, implement and evaluate evidence-based practices to provide complete pharmacotherapy and medication counseling for individual patients and diverse populations.
- Demonstrate critical thinking skills by transitioning foundational knowledge into a patient-centered practice, ensuring safe and effective medication management leading to promotion of improved health, sustained wellness and prevention of disease.
- Collaborate and communicate effectively with patients, caregivers, other health care members, policy makers, and members of the community to effectively participate in a team approach to patient care.
- Engage in innovative activities when evaluating and implementing medication distribution and related management systems.
- Demonstrate legal, ethical, and professional principles and judgment in pharmacy practice.
- Demonstrate advocacy, cultural awareness, interprofessional activities, leadership, public health strategies, and innovation and entrepreneurship as revealed in the individual's completion and defense of a personal and professional development plan.

## **Accreditation**

The Accreditation Council for Pharmacy Education (ACPE) accredits Doctor of Pharmacy programs offered by Colleges and Schools of Pharmacy in the United States and Puerto Rico. For a Doctor of Pharmacy program offered by a new College or School of Pharmacy, ACPE accreditation generally involves three steps: Pre-candidate status, Candidate status, and Full accreditation.

Pre-candidate accreditation status denotes a developmental program, which is expected to mature in accord with stated plans and within a defined time period. Pre-candidate status is awarded to a new program of a College or School of Pharmacy that has not yet enrolled students in the professional program. Candidate accreditation status is awarded to a Doctor of Pharmacy program that has students enrolled but has not yet had a graduating class. Full accreditation is awarded to a program that has met all ACPE standards for accreditation and has graduated its first class. Graduates of a class designated as having Candidate status have the same rights and privileges of those graduates from a fully accredited program, generally including eligibility for licensure. All new programs in pharmacy undergo the same process and are not fully accredited until graduating a class of students. ACPE conveys its decisions to the various boards of pharmacy and makes recommendations in accord with its decisions. It should be noted, however, that decisions concerning eligibility for licensure, by examination or reciprocity, reside with the respective state boards of pharmacy in accordance with their state statutes and administrative rules.

The University of Charleston School of Pharmacy's FULL Accreditation Status is affirmed through June 30, 2024. For more information regarding the accreditation process for pharmacy education please visit the ACPE website at <https://www.acpe-accredit.org/>. Updates regarding the accreditation status can be found on the School of Pharmacy website at [www.ucwv.edu/pharmacy](http://www.ucwv.edu/pharmacy).

### **Important Dates to Remember**

#### **Fall Semester 2024**

Career Skills & Strategies will be held the 2<sup>nd</sup> and 4<sup>th</sup> Tuesday of each month (some exceptions) at 11 AM. Top 300/Medical Terminology/Calculation Quizzes will be held on alternating Tuesdays at 11 AM (in-person). All P1, P2 and P3 students are required to attend both.

8/12	Orientation for new students begins; Phar 615L begins
8/19	15- and 7-week A classes begin
8/23	Class of 2026 White Coat Ceremony- 3:30 PM (Attendance mandatory P1-P3)
8/30	Last day to drop 15-week and 7-week A courses without a “W”
9/2	All-Campus Service Day (Labor of Love Day)- no classes
9/20	Last day to drop 7-week A courses with a “W”
9/21-24	Homecoming
10/1-31	American Pharmacists Month
10/3	7-week Term A promediation deadline for students to notify course coordinator and ADAA and submit Assessment Reflection.
10/4	Fall break- no classes
10/9	7-week Term A promediation exams
10/14	7-week Term B classes begin
10/24	HIPE Day
10/25	Last day to drop 15-week courses with a “W” and 7-week B courses without a “W”
11/15	Last day to drop 7-week B courses with a “W”
11/25-29	Thanksgiving break
12/2	7-week Term B and 15-week promediation deadline for students to notify course coordinator and ADAA and submit Assessment Reflection.
12/3-6	Final exam period
12/7	Graduation
12/9	7-week Term B and 15-week promediation exams



12/16	Fall course remediation begins
1/10	Deadline for Fall course remediation completion

### **Spring Semester 2025**

Career Skills & Strategies will be held the 2<sup>nd</sup> and 4<sup>th</sup> Tuesday of each month (some exceptions) at 11 AM. Top 300/Medical Terminology/Calculation Quizzes will be held on alternating Tuesdays at 11 AM (in-person). All P1, P2 and P3 students are required to attend both.

1/6	15- and 7-week A classes begin
1/17	Last day to drop 15-week and 7-week A courses without a “W”
1/20	Enlightened Living Day- no classes
2/7	Last day to drop 7-week A courses with a “W”
2/14	Graduation applications due for May/August conferrals
2/1-4/1	Script Your Future campaign
2/20	7-week Term A promediation deadline for students to notify course coordinator and ADAA and submit Assessment Reflection.
2/24	7-week Term A promediation exams
2/24-28	Spring break- no classes
3/3	7-week Term B classes begin
3/14	Last day to drop 7-week B courses without a “W”
3/21	Last day to drop 15-week courses with a “W”
4/4	Last day to drop 7-week B courses with a “W”
4/11	Honors, Awards, Rites of Passage Ceremonies (Attendance Mandatory P1-P3)
4/18	7-week Term B and 15-week promediation deadline for students to notify course coordinator and ADAA and submit Assessment Reflection.
4/21-25	Final exam period and High-Stakes Progression Assessments (HSPA)
4/26	Graduation
4/26 or 27	P4 Oath Ceremony, rehearsal, and pictures
4/28	7-week Term B and 15-week promediation exams

4/28-5/2	P4 On-Campus and board review
5/5	Spring course remediation begins
5/30	Deadline for Spring course remediation completion

### **Policies, Requirements, & Certifications**

#### **Student Responsibilities & Engagement**

Acceptance and successful matriculation in the professional program in pharmacy requires a significant commitment of time, energy and cognitive resources by the student towards the curricular and co-curricular expectations of the pharmacy program.

Students enrolled within the UCSOP should expect to be actively engaged with on-campus curricular requirements from Monday through Friday, 8 AM – 5 PM as a result of classroom, laboratory coursework, and team/group-based assignments with additional requirements possible. Additional time may be required to complete the experiential portion of the program (introductory and advanced pharmacy practice experiences) and for out of class assessment.

Students need to provide the appropriate time necessary outside of scheduled academic meeting times to prepare for on-campus and off-campus curricular responsibilities. Schoolwide special convocations that are announced by the Office of Professional Affairs are also required. Documentation of active engagement through an ePortfolio is also a programmatic requirement for all UCSOP students.

#### **ADA/504 -Americans with Disabilities Compliance Policy**

The University of Charleston is committed to achieving equal educational opportunity and full participation for persons with disabilities.

The Office of Disability and Accessibility Services (within the Academic Success Center) works to ensure that enrolled students receive reasonable accommodations for documented disabilities in compliance with provisions of the Fair Housing Act, Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendment of 2008.

It is the student's responsibility to contact the disability coordinator and provide current documentation from appropriate credentialed persons. The disability coordinator will assist students and faculty in arranging appropriate accommodations.

For more information regarding accommodations, please visit the Academic Success Center website at <https://www.ucwv.edu/academics/academic-success-center/> or visit our offices on the third floor of the library.

- Academic Success Center; University of Charleston Schoenbaum Library – Clay Tower Building; 304-347-6983; ASC@ucwv.edu

### **Calculator Policy**

Pharmaceutical calculations are an important part of the pharmacists' training. It is imperative that those who wish to enter the profession have the mathematical knowledge necessary to appropriately dose, compound and monitor drug therapy. While today's technology provides many tools for ensuring appropriate drug use and outcomes, it is important that the pharmacy graduate understand the mathematical basis behind these technologies to appropriately use, analyze, and apply the information provided by these technological advances.

To assist the graduate in gaining a solid foundation, the UCSOP has instituted a calculator policy for quizzes and exams that is limited to the approved calculators- the TI-30Xa Scientific Calculator or the ExamSoft™ integrated calculator. Students may purchase the TI-30Xa calculator at a retail outlet of their choice.

When delivering assessments using ExamSoft™ only the integrated calculator can be used. If a student is observed using a device other than the approved device for an assessment, it will constitute a violation of the UCSOP Code of Conduct. Students are also subject to academic assessment by the individual faculty member which may result in a zero for the quiz or examination, per the UCSOP Academic Integrity Policy.

### **Classroom Technology Policy**

The use of any communication, storage, or recording devices (e.g., cell phones, smartwatches) are prohibited during assessments or quizzes. Those who are found in possession of any of these devices during an assessment or a quiz will be accountable to the University of Charleston Academic Integrity Policy. The unauthorized and/or distracting use of electronic devices will not be tolerated in any learning environment (e.g., classroom, service-learning site, experiential site). Electronic Devices include, but are not limited to: computers, cell phones, smart watches and other smart devices, iPods/iPads, and MP3 players. Examples of unauthorized use include: messaging, inappropriate internet browsing/ surfing, playing games, talking on cell phones, emailing. A student who engages in distracting or unauthorized use of electronic equipment in class is considered to be in violation of the Honor Code (see **Appendix Q**) and will be dismissed from the classroom and will be reported to the Executive Director of Professional Affairs for consideration of disciplinary action.

### **Certifications Policy**

Upon acceptance to the School of Pharmacy, students are required to participate in and maintain current certification in BLS-CPR, HIPAA training, and Blood Borne Pathogen certification. Periodic recertifications are required and costs associated with recertification are the responsibility of the student.

### **BLS-CPR**

Students must hold valid certification in Basic Life Support-Cardiopulmonary Resuscitation (BLS-CPR) for Health-Care Providers Certification and have a copy of the certifications on file in the Office of Professional and Student Affairs and within the "Requirements" section of CORE ELMS. Students will be required to complete and/or renew this training in August of the P1 and P3 years to ensure effective dates remain current throughout the entire fourth professional

year. BLS-CPR courses must be approved by the DHHR, Bureau of Medical Services, for Provider Training. BLS-CPR Courses are accepted from the following approved providers:

- American Heart Association (BLS for Health-Care Providers Course)
- American Red Cross (BLS for Health-Care Providers Course)
- American Health & Safety Institute
- American CPR
- Emergency Care and Safety Institute
- National Safety Council

Students have the option to take a full live course or a blended course for BLS-CPR training. A blended course must include a hands-on, live skills session with an authorized instructor and skills test with an authorized instructor. It is the student's responsibility to arrange for this certification.

### **HIPAA Training**

Students are required to complete an online HIPAA training certification during P1 orientation. Documentation of successful completion of the training course is kept on file in the Office of Professional and Student Affairs and within the "Requirements" section of CORE ELMS.

### **Blood Borne Pathogen Certification**

Each year, students are required to renew their Blood Borne Pathogen Certification. The initial certification will be completed during P1 orientation. All students are then required to renew the certification in April of each year of enrollment. Verification of the annual certification is to be kept within the "Requirements" section of CORE ELMS.

### **Confidentiality of Student Records**

The UCSOP's policy relating to the confidentiality of student records is in keeping with the "Family Educational Rights and Privacy Act" (FERPA). Also known as the Buckley Amendment, FERPA was passed by Congress in 1974. The FERPA Policy is located in the academic catalog and can be found at: <https://www.ucwv.edu/academics/academic-catalog/>

### **Office of Professional Affairs**

Records maintained by the Office of Professional Affairs include:

- Cumulative files containing academic information are maintained by faculty advisors concerning their advisees
- Application for admission and supporting documents
- Directory information and other personal data
- Medical records
- Career placement records
- On-Campus housing information (in conjunction with the Office of Residential Life)
- Disciplinary records
- Attendance data

### **Pharmacy School Dean's Office**

May include reports, records in original or copy form, comparable with those held by the Office of Professional Affairs

- Academic progress reports
- Evaluations and related actions
- Correspondences, etc.

If you wish to allow anyone other than you (the student) to access this information you must complete a release form through the UCSOP Office of Professional Affairs.

### **Criminal Background Check Policy**

The UCSOP requires criminal background checks on its students prior to admission and during the month of April of the P2 and P3 professional years. Specific deadlines for subsequent background checks will be communicated by the Office of Experiential Education. Additional site-specific background checks may be required to be completed in advance of reporting to assigned experiential assignments during the P1-P4 years. Admission to the School of Pharmacy is conditional pending the results of the background check and failure to complete this by the specified admissions deadline during the last 1-2 weeks of July of the year of enrollment will delay entry into the program. Failure after admission to comply with required criminal background checks will delay progression or render a student unable to complete the professional degree program. The results of the P2 and P3 criminal background check will be uploaded to the “Requirements” section of CORE ELMS and shared with experiential sites upon request. It is under the purview of the site to refuse to admit a student to train at their facility based on the background check results. In these instances, the student’s graduation may be delayed.

The company that the UCSOP uses for the completion of the criminal background check is Certiphi. Students are responsible for the costs of the criminal background check and are required to follow the established procedures for requesting a criminal background check.

### **Student Reimbursement Policy**

UCSOP students are eligible for reimbursement funds for attendance at one local, state, regional or national conference each academic year (July 1-June 30). Conferences must relate to the profession of pharmacy or advancing your role as a public health advocate. This benefit is provided to assist in the co-curricular and professional development of student pharmacists. Funding is based solely on availability of funds and is awarded based on perceived benefit to the school. All students receiving funding must be in good academic and professional standing. Reimbursement is tiered based on conference location and no student may receive more than \$200 per academic year for conference travel and expenses, nor receive reimbursement for more than one conference per academic year. Approval must be given by the Executive Director of Professional Affairs prior to conference registration.

The following can be reimbursed up to \$100 if the conference site/location is less than 30 miles from the University of Charleston campus in Charleston, WV:

- Parking fees
- Conference registration

The following can be reimbursed up to \$150 if the conference site/location is 30-100 miles from campus:

- Parking fees
- Conference registration
- Overnight lodging

The following can be reimbursed up to \$175 if the conference site/location is greater than 100 miles but less than 200 miles from campus:

- Parking fees
- Conference registration
- Overnight lodging

The following costs can be reimbursed up to \$200 if the conference/site location is greater than 200 miles from campus:

- Airplane, bus, or train tickets
- Local transportation while at the conference (bus, metro, taxi)
- Parking fees
- Conference registration
- Overnight lodging

If a student is presenting at a conference, they may request an additional reimbursement up to \$50 to cover the cost of printing a poster or presentation materials.

**Process:**

1. Submit a funding approval form three weeks prior to the event. Funding approval forms are available through the Student Resource page via WebAdvisor. The student **MUST** indicate how they will share information obtained at the conference with fellow students upon return to campus (poster presentation, Career Skills & Strategies session, workshop, etc.). If a student presents a session or poster, they must be willing to share the poster and/or presentation during a UCSOP research symposium event.
2. Any travel commitments or fees incurred by the student are not a guarantee of funding. If commitments are made prior to approval of UCSOP funding, the student recognizes they are solely responsible for those costs.
3. Within two weeks of the last day of the conference, students are required to submit **ORIGINAL** receipts along with the reimbursement form (can be found on the resources page) to the Office of Professional Affairs.
4. Remember: Food and gas receipts will not be eligible for reimbursement

### **Drug/Alcohol Policy**

The UCSOP seeks to provide a professional environment that is safe and drug-free for our students, faculty, and staff. The awareness and understanding of the following Drug/Alcohol Policy is important for every member of the School of Pharmacy to ensure that individuals who may require assistance for the inappropriate or dangerous use of substances which may obstruct the ability to provide high quality health care are identified and able to receive appropriate and professional assistance. The following guidelines are in effect for existing and future students and resident members of the School of Pharmacy.. The School of Pharmacy supports the use of this policy for pharmacy students who are participating in ongoing University-scheduled and approved events. The School of Pharmacy Drug/Alcohol Policy as stated within this document does not apply to the responsible consumption of alcohol at University sponsored activities/events.

The School of Pharmacy explicitly prohibits:

- The use, possession, solicitation, or sale of narcotics or other illegal drugs, alcohol, or prescription medication without a prescription on University premises and/or while performing or representing the School of Pharmacy in an official capacity.
- Being impaired or under the influence of legal or illegal drugs or alcohol while on University premises and/or while representing the School of Pharmacy in an official capacity. Particularly if such impairment or influence of drugs or alcohol affects work performance, the safety of others, or puts at risk the School's reputation.
- Possession, use, solicitation for, or sale of legal or illegal drugs or alcohol away from the University premises, if such activity or involvement adversely affects the academic or work performance, the safety of the University members or others, or puts at risk the School's reputation. The presence of any detectable amount of prohibited substances in the student's system while at work, while on University premises, or while performing or representing the School of Pharmacy in an official capacity. "Prohibited substances" include illegal drugs, alcohol, or prescription drugs not taken in accordance with a prescription's written and official instructions.

The School has the authority to conduct drug testing for the following circumstances:

- **Unannounced Drug Testing:** The School of Pharmacy students or residents may be required to complete a drug test at a predetermined interval provided by the School of Pharmacy in the event that impairment or dangerous behavior or conduct due to the use of legal or illegal drugs or alcohol is suspected.
- **Required Testing:** The School of Pharmacy must certify to experiential sites that our students/residents are negative for certain drugs and alcohol prior to being placed in those rotations. Certain experiential sites may also require advance and/or random drug tests of students/residents while they are assigned to a particular location.

The School of Pharmacy requires drug tests on its students (at minimum) during the month of April of the P2 and P3 professional years. Specific deadlines for drug tests will be communicated

by the Office of Experiential Education. Additional site-specific drug checks may be required to be completed in advance of reporting to assigned experiential assignments during the P1-P4 years. Failure to comply with required drug tests will delay progression or render a student unable to complete the professional degree program. The results of the drug test will be uploaded to the “Requirements” section of CORE ELMS and shared with experiential sites upon request. It is under the purview of the site to refuse to admit a student to train at their facility based on the drug test results. In these instances, the student’s graduation may be delayed.

The company that the UCSOP uses for the completion of the drug test is Certiphi. Students are responsible for the costs of the drug tests and are required to follow the established procedures for requesting a drug test.

School of Pharmacy students/residents must comply with the request for the completion of the drug test prior to placement or during placement at an experiential site. In the event that an experiential site’s requirements for a drug/alcohol test are different from the School of Pharmacy’s policies, both may be required. If a student/resident is tested for drugs or alcohol outside of the school context and the results indicate a violation of this policy, the student/resident may be subject to appropriate disciplinary action. In such a case, the student/resident will be given an opportunity to explain the circumstances prior to any final action becoming effective.

**For Cause Testing:** The School may ask a member of the School to submit to a drug test at any time it feels that the School of Pharmacy member appears to be impaired for unknown reasons, under the influence of drugs or alcohol, including, but not limited to, the following circumstances: evidence of drugs or alcohol on or about the person or in the general vicinity, unusual conduct on the member’s part that suggests impairment or influence of drugs or alcohol, negative performance patterns, or excessive and unexplained absenteeism or tardiness.

**Post-Accident Testing:** Any student involved in an on-the-premise accident or injury under circumstances that suggest possible use or influence of drugs or alcohol in the accident or injury event may be asked to submit to a drug and/or alcohol test. "Involved in an on-the-job accident or injury" means not only the one who was injured, but also any person who potentially contributed to the accident or injury event in any way.

All costs associated with drug testing are the responsibility of the duly enrolled student/resident. The notification, type of test, company, location, and required date and time to complete the drug test will be provided to the student in writing.

**Please Note:** Possession or consumption of alcoholic beverages is expected to conform to the laws of West Virginia. Specifically, the University prohibits: the provision of alcoholic beverages to underage persons; public drunkenness; and possession of alcoholic beverages in open containers in University buildings and on University grounds except in areas where there are ongoing University-scheduled and approved events.



Drugs—The manufacture, distribution, dispensation, possession or use of any illegal drug—as well as the illegal use of any legal drug—on University property or at any University-sponsored activity is prohibited.

**See also Appendix K, the Chemical and Alcohol Dependence Policy** for further ramifications of inappropriate use of drugs and/or alcohol by student pharmacists at the UCSOP and the Alcohol & Other Drugs Policy and Guidelines in the UC student handbook (<https://www.ucwv.edu/wp-content/uploads/2022/08/UC-Student-Handbook.pdf>) .

### **Health Clearance, Insurance, & Immunization Policies**

#### **Health Clearance**

A general health clearance for entering pharmacy students is required. The health clearance consists of official documentation of completion of a physical examination by a qualified healthcare practitioner. Official documentation from a physician's office denoting completion of a physical exam (dated January of the year of enrollment or later) must be provided and uploaded under the "Requirements" section of CORE ELMS by the specified admissions deadline during the last 1-2 weeks of July of the year of enrollment. Please note that future updates and additional health clearances may be required on an annual basis. Information regarding future updates and/or requirements and their deadlines will be disseminated to students in a timely fashion.

#### **Health Insurance Policy**

Students enrolled in the School of Pharmacy are required to have and demonstrate proof of health insurance. Students will not be permitted to begin the professional program without this documentation. A copy of the student's health insurance card (or an official letter on company letterhead) that provides the student's name, identifying information, the company's name and contact information (insurer), and date of coverage is sufficient and is required to be uploaded to the "Requirements" section of CORE ELMS. Please note that annual proof of health insurance coverage is required, and students are responsible for all costs associated with obtaining their own health insurance. After matriculation, documentation of any changes in health insurance coverage is to be submitted to the Office of Professional Affairs within 48 hours of the change in coverage and uploaded in CORE ELMS.

#### **Immunization Policy**

Students admitted to the School of Pharmacy are required to have updated immunization records. Students will not be permitted to begin the professional program without providing documentation of required immunizations to the Offices of Professional Affairs, Enrollment & Admissions, and Experiential Education and uploaded to the "Requirements" section of CORE ELMS by the specified admissions deadline during the last 1-2 weeks of July of the year of enrollment. Students are required to show proof of immunity (titers) or vaccination records and incur all costs for the following immunizations. Full vaccination series should be repeated if titers fail to demonstrate sufficient immunity.

### **MMR (Measles/Mumps/Rubella) – complete series**

- This immunization is typically included in most childhood immunization schedules. An official report indicating the dates of immunization can be submitted.

### **Tdap Booster (should be current within 10 years of anticipated date upon admission)**

- This immunization must be current within a 10-year period for the entire duration of the pharmacy program, which may require an additional booster dose during the program. Evidence of Tdap booster as an adult AND Td booster current within a 10-year period for the entire duration of the pharmacy program is also acceptable.

### **Hepatitis B (2- or 3-dose series)**

- If you have been previously immunized for Hepatitis B, an official report of an acceptable titer level can be submitted.
- Completion of the 2- or 3-dose series prior to the start of the professional program is strongly recommended. If completion of the series is not feasible (e.g., student admitted later in the cycle without prior vaccination, timing with other vaccinations), evidence of the first dose is acceptable if completed by the specified admissions deadline during the last 1-2 weeks of July of the year of enrollment.
  - The final dose of the 2-dose series must be completed by September 1<sup>st</sup>. Per CDC guidelines, the second dose can be administered 1 month after the first dose.
  - The final dose of the 3-dose series must be completed by February 1<sup>st</sup>. Per CDC guidelines, the third dose can be administered 6 months after the first dose.
  - Failure to complete the series by the deadline is a violation of the immunization policy and will result in the filing of a POF and delayed progression. Suspension, and/or dismissal from the program is possible if action is not taken to resolve the issue.
  - For students that have not completed the full hepatitis vaccination series prior to the start of P1 fall semester classes, the P1 IPPE (Phar 525L) will be scheduled for the spring semester and the following limitations apply:
    - Unless documented evidence of immunity through a titer is provided prior to completion of the vaccination series, students are prohibited from participating in activities with potential exposure to blood or other bodily fluids, including but not limited to experiential education assignments, health fairs, wellness screenings, immunization clinics, and skills-based/hands-on portions of the immunization and point-of-care-testing certifications.
    - Students will need to work with the certification course coordinator(s) on an alternative schedule, which may delay progression in the program.

### **Influenza – IPPE and APPE sites require documentation of an annual flu shot.**

- This is not required prior to matriculation but will be required annually while enrolled. All students are required to upload documentation in CORE ELMS by Friday October 7, 2022. See the IPPE and APPE Preceptor and Student Program Manuals (available on CORE ELMS) for additional information.

### **Varicella (chickenpox)**

- Documentation of the age-appropriate vaccination (either the dates of the two-dose shot or the results of laboratory confirmation of immunity) or Laboratory confirmation after natural infection.
- If completion of the series is not feasible (e.g., student admitted later in the cycle without prior vaccination, timing of other vaccinations), evidence of the first dose is acceptable if completed by the specified admissions deadline during the last 1-2 weeks of July of the year of enrollment.
- The final dose of the 2-dose series must be completed by September 1<sup>st</sup>. Per CDC guidelines, the second dose can be administered 1 month after the first dose. Failure to complete the series by the deadline is a violation of the immunization policy and will result in the filing of a POF and delayed progression. Suspension and/or dismissal from the program is possible if action is not taken to resolve the issue.

**Meningococcal Meningitis ACWY (MCV4)-** Required only if living on campus. Students must provide documentation of either Menveo or Menactra, not more than 5 years before enrollment in the institution.

**COVID-19-** Students are required to follow clinical experiential site policies related to COVID-19 such as masks, vaccination, or other health and safety protocols. Per the UC COVID-19 policy, it is strongly recommended that students stay protected against COVID-19 by getting their primary vaccine series and staying up-to-date with a booster dose if they are eligible to receive one. Because the majority of experiential sites require COVID-19 vaccination, students should upload documentation of this vaccination series (or medical immunization exemption certificate) in CORE ELMS by the specified admissions deadline during the last 1-2 weeks of July of the year of enrollment. In addition, students should submit all vaccination records, including COVID-19 vaccinations, to UC Student Life as a part of the standard University requirements. Information about applying for a Medical Immunization Exemption Certificate can be found under “Special notes regarding immunizations” below.

### **Tuberculosis Screening – required annually (PPD TB Skin Test or IGRA)**

- Requirement is for ALL students to renew every April.
- PPD Skin Test: Results of the TB skin test must be read by an appropriately qualified individual 48-72 hours after placement. If the test is positive, a chest X-ray and documented release from a physician or other qualified healthcare provider is required initially (clearance thereafter will be determined on an individualized basis by the treating physician; documentation will be required annually in April for all students). Note: Some experiential sites require 2-step testing. This information is available for students on CORE ELMS or may be communicated by the experiential site.
- IGRA: IGRAs can be used in place of TB skin tests. Populations in which IGRAs are preferred for testing include persons who have received BCG (either as a vaccine or for cancer therapy). If IGRAs are used in place of TB skin tests, they also must be completed annually in April. If the test is positive, further action will be determined on an individualized basis by the treating physician.
- People who were previously vaccinated with BCG may receive a TB skin test to test for TB infection. Vaccination with BCG may cause a false positive reaction to a TB skin test. A positive reaction to a TB skin test may be due to the BCG vaccine itself or due to

infection with the TB bacteria. TB blood tests (IGRAs) are the preferred method of TB testing for people who have received the BCG vaccination.

- According to the CDC, there is no immunologic reason to believe that tuberculosis screening (tuberculin skin test or IGRA blood test) would interfere with the efficacy of the COVID-19 vaccinations. However, not enough is known about the potential impact of the COVID-19 vaccinations on tuberculosis screening results. The CDC recommends deferring tuberculosis screening until 4 weeks after the last dose of the COVID-19 vaccine.

### **Special notes regarding immunizations:**

- The School reserves the right to modify immunization and other health policies as needed based on institutional, local, state, and/or national public health guidance.
- Future updates and additional immunizations may be required on an annual basis to maintain enrollment in the program and/or assign students to experiential rotations. Information regarding future updates and/or requirements and their deadlines will be disseminated to students in a timely fashion by the UCSOP Administration.
- Students with chronic diseases, such as cardiovascular disease or diabetes mellitus are strongly encouraged to consider obtaining pneumococcal vaccination.
- Students should keep their own copy of their immunization records, health insurance, and health clearance in their possession while enrolled in the UCSOP. Students are required to keep up to date evidence of all requirements within CORE ELMS and may be required to provide copies of these documents to preceptors (health care practitioners) when they are assigned to off-campus clinical training requirements.
- The Office of Experiential Education may share student vaccination records with affiliated experiential education sites upon request and per site-specific on-boarding requirements.
- Pregnancy (see **Appendix L**) is a contraindication to administration of certain vaccinations and should consult their physician for specific and additional information regarding vaccine administration.
- A student may complete a Medical Immunization Exemption Certificate form for review for any required vaccination. The Medical Immunization Exemption Certificate form must be completed at least two weeks prior to the student arriving on campus for the students first semester of attendance at the University. In the case of an outbreak of a vaccine-preventable disease on campus for which the student has not been immunized, the University reserves the right to ask the student to leave campus until the outbreak is over. Questions regarding a Medical Immunization Exemption Waiver should be directed to the Vice President & Dean of Students at [virginiamoore@ucwv.edu](mailto:virginiamoore@ucwv.edu) or 304-357-4987.
  - Download the Medical Immunization Exemption Certificate form here:  
<https://www.ucwv.edu/wp-content/uploads/2021/06/UC-Medical-Immunization-Exemption-Certificate-1.pdf>

### **International Travel & Exposure to Outbreaks**

Students should be aware that in cases of International or domestic travel that may result in exposure to infectious diseases, which could threaten public health, a period of quarantine or additional medical tests needed for health clearance may be required. Any costs related to medical treatment required as a result of exposure to an outbreak or public health threat will be

the responsibility of the pharmacy student. Students are responsible for understanding the possibility of exposure to such risks and understand that incidents of exposure to health threats could also result in a delay in starting a rotation and therefore, delay time to graduation. When traveling within the U.S. or abroad, students are encouraged to visit: [www.cdc.gov](http://www.cdc.gov) for advice on taking necessary precautions.

### **Technical Standards for Student Pharmacists**

Within the role of a student pharmacist, an individual will face a variety of physical, behavioral and emotional requirements. Potential students to the School of Pharmacy must review the Technical Standards to determine their ability and compatibility with the physical requirements for a pharmacist. The complete list of Technical Standards is in **Appendix A**.

### **Professional Liability Insurance Policy**

Students enrolled in the School of Pharmacy have professional liability coverage provided by the University for those activities that are a direct result of student learning, such as participating in experiential learning. Please note that this coverage does not extend to outside employment, summer internships, or internships independent of School of Pharmacy coursework. Unless purchased by the student, students do not have professional liability coverage for work related (non-School coordinated) activities. The School of Pharmacy strongly encourages students to purchase professional liability/malpractice insurance at a nominal cost from providers such as Pharmacists Mutual Insurance (<https://phmic.com>) or Healthcare Providers Service Organization (<https://www.hpsso.com>). For additional information, contact the American Pharmacists Association (APhA) at <https://pharmacist.com> or the American Society of Health-System Pharmacists (ASHP) at <https://www.ashp.org>.

### **UCSOP Student Code of Conduct**

The UCSOP is committed to supporting the intrinsic value of each human being and maintaining the professional value system of pharmacy. This requires participation, engagement, and commitment of every member of the School of Pharmacy community. The School of Pharmacy strives to effectively promote activities, behaviors, and actions consistent with the embodiment of personal and professional responsibility and accountability.

Choosing to join this community either as a student, faculty, staff, or administrator obligates one to act in a manner that is consistent with these values and commitments. Joining and being recognized as a member of the School of Pharmacy community requires demonstration of the acceptance of these commitments and agreement to strive for their achievement. As a result, each student must adhere to the **University of Charleston's Code of Conduct**. This code can be found in the University of Charleston Student Handbook available on the UC webpage at <https://www.ucwv.edu/wp-content/uploads/2022/08/UC-Student-Handbook.pdf>

In addition, all students must adhere to the **School of Pharmacy Code of Conduct** in all interactions both on and off campus. Each student is responsible for the maintenance of their own integrity and is likewise responsible for reporting possible violations of the Code by others. Additionally, faculty and staff members must take all reasonable steps to prevent violations of the Codes of Conduct, and each faculty/staff member is responsible for reporting possible violations by submitting a professional observation form (POF)

The School of Pharmacy Code of Conduct at minimum embodies the following:

1. Respect and promotion of the dignity of all persons
2. Acting with professional and personal integrity
3. Respecting the policies of the School of Pharmacy and the University of Charleston
4. Supporting the personal, professional and academic growth and development of the members of the School of Pharmacy and the UC community

### **Obligations and Expectations of Student Pharmacists**

The UC Code of Conduct and the School of Pharmacy Code of Conduct (Code) are designed to provide ALL students with an environment that embraces the professional value system and is conducive to professional and personal growth and development. Enrollment in this program obligates the student to performance and behavior both on and off campus, that is characteristic of a professional. Each student is required to know and understand all published policies, rules, and regulations governing student behavior and expectations (including updates), and they will be held responsible for compliance. Students are also expected to know and obey all federal, state, and local laws. Any student who violates these laws may be subject to disciplinary action by the School of Pharmacy and/or University of Charleston, regardless of any action taken by federal and/or civil authorities.

**\*UCSOP Students are expected to abide by all University Policies.\***

For more information view the University of Charleston Student Handbook  
<https://www.ucwv.edu/wp-content/uploads/2022/08/UC-Student-Handbook.pdf>

### **Personal Conduct**

Personal conduct covered under this Code includes that within the School of Pharmacy and/or on University property, at assigned experiential assignments, at School and/or University sponsored events/activities, at curricular and co-curricular activities. The School of Pharmacy may subject disciplinary oversight and jurisdiction at the above locations and beyond when personal and professional conduct is deemed unbecoming and incompatible with the mission, value system, or expectations of the School of Pharmacy and those of a future pharmacist. Any action that comes to the attention of the School of Pharmacy that is a violation of policies in the UC student handbook will be forwarded to the Assistant Dean of Students at the University for review. A student's withdrawal from the School of Pharmacy does not suspend, terminate or otherwise affect the prerogative of the School to start, resume or continue any disciplinary action or proceedings against a student for actions which occurred prior to the student's withdrawal.

## **Professional Conduct**

The School of Pharmacy at the University of Charleston embraces the professional value system in the governing documents of the profession of pharmacy. These documents are the foundation of the practice of pharmacy and serve as a guide to the expectations of the profession for faculty, staff, and students. Several of these documents are found in **Appendices G – I**.

## **Online Conduct**

Online communication represents a valuable and popular form of communication and interaction between students, faculty and staff through the use of social media, YouTube and other venues. However, please remember that content posted online does not necessarily remain private and can impact others within the community. This includes captions, photos, status updates, and personal contact information. When communicating online, please consider the information posted and what effect it could have if it was made public. Do not assume that because you have privacy settings on your social media accounts, that information you post cannot be publicly obtained. Student pharmacists are expected to behave in a professional manner when interacting via social media (Facebook, Twitter, LinkedIn, etc.). Additionally, as a student pharmacist, it is essential to ensure the information posted online does not infringe on FERPA or HIPAA regulations, University or School of Pharmacy policies, and/or state or federal laws. While the Administration of UCSOP does not actively monitor online communication, any inappropriate content that is brought to the administration's attention will be dealt with according to the policies in the student handbook.

## **Professional Attire Policy**

The creation and maintenance of a professional environment is the responsibility of ALL members of the School of Pharmacy community. As a part of this professional environment, the School of Pharmacy has expectations for professional attire for all members of our community. This policy is described in **Appendix F**. During designated special professional days, lab, co-curricular activities/events, experiential rotations, etc. the professional attire requirements are in effect. Otherwise the students have the option to dress casually for classroom activities including on-campus activities (e.g., studying, social events, etc.) unless otherwise indicated.

## **Academic Integrity**

Students in the School of Pharmacy are expected to be honest in their learning and presentation of information to faculty members and their peers. These expectations apply to all written and/or oral examinations, assignments, presentations, etc. Knowledge or information that is presented to classmates or the faculty should contain original and accurate information obtained by evaluating, interpreting, and summarizing already researched and identified information.

Any ideas or work that was not conceived by the student must be appropriately referenced. Failure to do so constitutes a breach of the University Academic Integrity Policy, and is absolutely unacceptable for a student who wishes to become a licensed and practicing pharmacist.

Any breach of academic integrity will not be tolerated. Student(s) who engage in acts of academic misconduct are subject to disciplinary procedures and sanctions by the School of Pharmacy and/or the University.

**Instances of academic integrity will be processed according to the University's Academic Integrity Policy**

(<https://www.ucwv.edu/wp-content/uploads/2023/07/Academic-Catalog-2023-2024.pdf>)

**Interim Actions:**

If a student's behavior is thought to pose a danger to themselves or others or could adversely affect other members of the UC community, the Executive Director of Professional Affairs (with prior approval of the UC Dean of Students) may impose an interim suspension, removal from class or other arrangements to protect those involved. See the "Interim Actions" policy in the "Student Code of Conduct" section of the University of Charleston Student Handbook for specific details.

**Disciplinary Considerations**

University of Charleston School of Pharmacy asserts that students are responsible and have control over their behavior at all times. The School, therefore, may discipline students whose influence and behavior are deemed detrimental to the best interests of the School of Pharmacy.

**Any pharmacy student who engages in any act of unacceptable behavior, per the UC Student Handbook and policies in the School of Pharmacy Handbook.** Conduct on campus, off campus (including experiential rotations) or online which reflects poorly on the University of Charleston or the School of Pharmacy.

- Failure to follow UCSOP policies regarding professional attire, experiential expectations, etc.
- Failure to complete required activities in a timely manner, such as the signing of the Statements of Understanding for the Student Handbook and Experiential Manual, completion of Bloodborne Pathogen training, maintenance of an active CPR card, maintaining up to date immunizations, etc.

**The Professional Observation Form**

Any student, staff or faculty member at the University of Charleston School of Pharmacy can submit a Professional Observation Form (POF) identifying professional (to be commended) or unprofessional behavior. Reported behaviors should be observed directly by the "reporter" (person completing the form) and clearly identify the person who was observed engaging in said behavior. Student reporters can request to remain anonymous but **MUST** include their name on the POF in the event that follow-up is required by administration. Anonymity is not guaranteed. Forms should be completed and submitted with any pertinent documentation to the Executive Director of Professional Affairs (EDPA) in the School of Pharmacy. The POF form may be accessed via Web Advisor in the Student Resources section.

**Positive Actions:**



Positive POFs are meant to recognize students whose behavior directly represents the University of Charleston School of Pharmacy's mission statement. Examples of those actions are the following but not limited to:

- Embody the overall wellbeing of the student population.
- Actions exceeding expectations during on-the-job trainings (IPPE, APPE, P4 rotations).
- Acts of kindness unprovoked.
- Extracurricular engagement in activities outside of scheduled, in-seat functions.

The process for reviewing positive POFs will be as follows:

- EDPA will remove all identifying information from the Professional Observation Form and present it to the PSAC.
- PSAC will make determination whether the observed instance outlines behavior that is extraordinary and outside the standard expectation of students while under instruction at UCSOP.
- PSAC will need a majority vote to determine eligibility of positive POF. If majority vote is not achieved, PSAC will forward to the Dean for final approval.
- Positive POFs determined to coincide with the criteria of a positive POF will be entered into a randomized drawing for Student Pharmacist of the Month during the months of September, October, November, February, March, and April. All nominees and winners will be announced during Career Skills & Strategies or via email if necessary.
- Randomized drawing to be done by online random number generator. (PSAC can overrule RNG if action is outstanding).
- Students who submit positive POFs will also be entered into a drawing during the months of September, October, November, February, March, and April.
- Both the Student Pharmacist of the Month and submitter will win a \$20 gift card.
- Students cannot win in back-to-back months.
- Entries to be reviewed in the first PSAC meeting of the following month.

### **Disciplinary Actions**

The standards and procedures set forth in this document are those the School of Pharmacy normally applies to disciplinary matters. The University reserves the right to take necessary, additional and appropriate action to protect the safety and well-being of the University Community, community, and the profession of pharmacy.

The adjudication of student disciplinary matters may be subject to one of three different processes.

- Any infraction of the UC Code of Conduct as expressed in the University of Charleston Student Handbook will be forwarded to the UC Assistant Dean of Students. Students sanctioned under UC policy will not face additional disciplinary sanctions from the School of Pharmacy Professional and Student Affairs Committee (PSAC). These decisions are not subject to an appeal process that includes the UCSOP Dean but are subject to appeal per the appeals process outlined in the Student Handbook. If a student's conduct does not warrant a sanction per the UC Code of Conduct, then the infraction may be dealt with by the School of Pharmacy's PSAC process as described below.
- In the case of an academic integrity violation, the case is subject to the University's Academic Integrity Policy, and will be handled by the University's Academic Integrity

Review Board. These decisions are not subject to an appeal process that includes the UCSOP Dean, but are subject to appeal per the Academic Integrity Policy.

- In the case of other unprofessional behaviors including but not limited to those specified above, the violation will be handled by the PSAC as described below. In these cases, the Dean of the School of Pharmacy will make the decision on what, if any, sanction should occur. The decision of the Dean can be appealed per the process outlined in the “Student Appeal Process for Disciplinary Action” section below.

The PSAC is charged with making recommendations to the Dean of the School of Pharmacy regarding **professional disciplinary** matters and penalties. All members of the UCSOP community are responsible for their personal and professional behavior that is consistent with the University’s mission, School of Pharmacy’s mission, and the Code of Conduct. Infractions, other than allegations of academic dishonesty or those covered in the UC Student Handbook, brought to the attention of the Executive Director of Professional Affairs will be forwarded to the PSAC for consideration of further action. The EDPA will meet with the student and their advisor to discuss the matter and allow the student to respond to the allegations. The meeting audio will be recorded, and the EDPA will compile meeting minutes for submission to the PSAC. All documents will be de-identified with respect to student names. The PSAC will review the current infraction, as well as all previous POF history before making a recommendation to the Dean. If the PSAC chooses to further investigate the allegations, the committee may choose to hold committee hearings with the student(s) involved (see procedure outlined below). Hearings will occur without PSAC student members in attendance, and the minutes of the hearings will be de-identified and shared with those PSAC student members for final consideration. The PSAC recommendations will be forwarded to the Dean of the School, who bears final responsibility and authority for disciplinary action. Under no circumstances shall the PSAC share the recommendations of the committee with the student in question. Recommended action may include, but is not limited to: a warning, disciplinary reprimand, suspension of the student from the School of Pharmacy for a specified time, or permanent dismissal from the School of Pharmacy. The Vice President and Dean of Students will be consulted if the PSAC recommends suspension or permanent dismissal from the School of Pharmacy.

## **Disciplinary Procedures**

**Preliminary Disposition** – Pending resolution of the matter and any permitted appeal, the student's status will remain unaltered except in cases where there is reasonable concern for the safety and well-being of other persons or property.

## **Procedures for Committee Hearings**

1. The Chair of the Professional and Student Affairs Committee will notify the student in question in writing as to the charges, time, date, and place of the hearing. The student will be allowed the opportunity to review and respond to any materials or evidence that will be presented at the hearing prior to the hearing taking place.
2. All committee proceedings and deliberations shall be at minimum audio recorded.

3. The student in question may have a support person who is a UC faculty or staff community member (, i.e. faculty advisor), who has been approved by the Executive Director of Professional Affairs, present during the hearing. This support person may not be an attorney for the parent/legal guardian. The support person may act only in an advisory capacity to the student and may not address the Committee. The student is responsible and expected to present and respond to the points of the hearing in his/her own words. Any party to the proceedings may request the privilege of presenting witnesses. Witnesses may be asked questions by the Committee members. Names and contact information of witnesses must be submitted via email to the EDPA at least 24 hours in advance of the hearing for approval. The Executive Director of Professional Affairs may also contact witnesses to appear before the committee.

4. Only Committee members, including the EDPA, are allowed to be present during the deliberations.

5. All recommendations of the Committee are forwarded in writing to the Dean of the School of Pharmacy. A written decision from the Dean will be provided to the student in question within 10 business days of the hearing, a copy will be placed in their student file, and a copy forwarded to the University of Charleston Vice President and Dean of Students.

6. All disciplinary matters and their outcomes are confidential, except in instances in which allegations are found to be true and are of the nature that they would preclude the licensure of a pharmacist and/or bring harm to patients and their care. In such cases, the appropriate authorities (law enforcement, West Virginia Board of Pharmacy, etc.) will be notified in conjunction with the UC Dean of Students and UC Office of Safety and Security as appropriate. As an example, the Professional Conduct Section of the WVBOP code requires that any pharmacist witnessing a violation of the rules is required to report that violation to the WVBOP. For this reason, students suspected or known to be practicing impaired or diverting controlled substances will be reported to the WVBOP's Pharmacist Recovery Network

### **Anonymity Procedures**

The UCSOP is committed to a fair and thorough investigation of all allegations. In a situation where a student may feel threatened and/or unsafe in providing information, anonymity to the accuser may be granted. The granting of anonymity is not a right or a given, but in certain instances, it may be allowed. The following are instances (not all inclusive) in which the granting of anonymity may be considered:

1. There is reasonable cause to believe that the welfare (physical or emotional) of the witnesses is in jeopardy.
2. The witness feels that their testimony may subject them to harassment by the accused or other classmates.

A witness can make a request for anonymity to the Executive Director of Professional Affairs, who will investigate and make a decision. Any statements of an anonymous witness will be given to the accused prior to the hearing. The accused may then challenge the statement and

present rebuttal questions/ information to be answered by the anonymous person through the Executive Director of Professional Affairs.

### **Determination Regarding Responsibility**

Following the PSAC meeting, committee members will consider all relevant evidence and make a determination, by the preponderance of evidence, whether the respondent has or has not violated the policy. A preponderance of the evidence standard means that, based on the information acquired during the investigation and the hearing, it is more likely than not the respondent engaged in the alleged conduct.

### **Sanctions**

In determining sanctions, the following are considered: the accused's past record (both positive and negative); the severity of the damage, injury, harm or disruption done (or the potential for such); the individual's honesty, willingness to make amends, and acceptance of responsibility and other factors deemed material. While students are encouraged to cooperate with the investigation to have their perspective known, students choosing not to participate will not have that held against them. However, this lack of cooperation is not grounds for appeal after a sanction has been determined. Sanctions, depending on the type, may preclude students from receiving honors, awards, scholarships, and/or other recognition actions by the School of Pharmacy. Sanctions may include a duration of time and may consist of one and/or any of the following:

### **Reduction and/or Removal of Privileges**

The student may not receive usual and customary privileges and benefits normally bestowed to a student pharmacist in good standing (such as travel reimbursement, scholarship awards, etc.).

### **Denial of Access**

The student may be denied access or allowed only restricted access to certain parts of the School of Pharmacy, campus, practice environment, or off-campus location for a stated period of time

### **Service/Work Project**

The student may be assigned to complete a specified community service or work project as outlined in a community service/work agreement.

### **Reflection**

A student may be asked to complete a written reflection on their behavior(s) and / or community service experience and how they plan to be a more engaged member of the community moving forward.

### **Counseling**

This sanction is designed to examine the behaviors of the student and help develop strategies to prevent recidivism. The number of sessions will be determined by the Director of Counseling and Outreach Services. Anything discussed during sessions is not disclosed to the Conduct Officer. Students, groups, or organizations that do not serve their compulsory counseling sessions as determined will automatically face additional sanctions.

### **Educational Sanctions**

This sanction includes reflection papers, educational modules and/or projects designed to assist the student in reflecting on their decision making. Some educational sanctions will incur a user fee which will be disclosed to the student at the time the sanction is imposed.

### **Hold on Student Record**

Action restricting the student's admission and registration until a Student Conduct sanction is fulfilled by the student. A hold will restrict the University from releasing official academic transcripts and/or awarding a diploma until the sanction is fulfilled by the student.

### **Disciplinary Reprimand**

The student will be warned that his/her conduct is in violation of the Code of Conduct or School of Pharmacy rules and regulations, and that further misconduct may be treated more severely.

### **Disciplinary Probation**

The student will receive written notice that their behavior violates the Code of Conduct. They may be barred from participation in all or designated curricular or co-curricular activities and may be subject to other sanctions. They will be notified that any further violations of School of Pharmacy rules and regulations will in all likelihood result in suspension or expulsion. Students on probation will not be allowed to hold student office, receive UCSOP travel reimbursement for meetings, or receive regional or merit-based scholarships, among other restrictions.

### **Suspension**

Suspension involves the separation of the student from the School of Pharmacy and all of its affiliated activities for up to one year. The student may not participate in any school sponsored activity during suspension. Reinstatement requires the approval of the Dean of the School of Pharmacy after any other sanctions or requirements have been met

### **Expulsion**

Expulsion involves the permanent separation of the student from the School of Pharmacy and all of its affiliated activities.

### **Revocation of Degree**

The revocation of degree may occur for discovered misconduct of prior students. Allegations of misconduct which may result in a revocation of a degree will be considered by the appropriate academic process within the University.

Other sanctions may be imposed as appropriate to promote a positive learning experience and the student's development. These sanctions may include participation in personal assessment counseling, attending appropriate workshops or programs, writing reflection papers, etc.

### **Student Appeal Process for Disciplinary Action**

For academic violations, the Academic Integrity Policy (**Appendix T**) will be followed.

For violations of the UC Code of Conduct, follow the appeal process in the Code of Conduct section of the University of Charleston Student Handbook. These appeals will fall under the jurisdiction of the UC Vice President and Dean of Students.

For professional disciplinary matters and penalties, the appeal process (outlined below) is available to any student who disagrees with the decision of the Dean of the School of Pharmacy.

The student must file a written appeal in the Office of Professional Affairs within two (2) business days after learning the decision of the Dean.

Pending the response to the appeal, the student's status as a student will remain unaltered and all sanctions will be held in abeyance except in cases where there are concerns for the emotional or physical welfare of others.

Only the following will be considered grounds for appeal:

- A material and prejudicial deviation from the procedures and policies adopted by the UCSOP Student Code of Conduct has happened;
- Sanctions that are disproportionately severe or inappropriate based on the sanctioning guidelines in the UCSOP Student Code of Conduct;
- Or new evidence is present that could change the outcome or sanction that was not available at the time of the initial hearing.

The terms, severity, and/or outcome of the sanction are not appropriate grounds for an appeal. The Appeal must be composed in writing by the accused and must be thorough and complete. The appeal must be strong enough to provide the information necessary without the aid of a personal appearance by the accused. The highest level of appeal is with the University Provost. The decision of the Provost will be provided within five (5) business days. The decision of the Provost is final.

### **Violations, Policies and Sanctions**

The following is a set of guidelines intended to help all parties involved maintain a degree of consistency in law enforcement and to understand certain UCSOP standards with regard to sanctions. It is not intended to be an exhaustive or binding list of all possible violations and their sanctions. In all cases, mitigating or aggravating circumstances may affect sanction recommendations.

In using the following guidelines, the Dean and Professional and Student Affairs Committee (PSAC) should give primary consideration to the number and seriousness of the offense(s) and the prior disciplinary record of the student. Other considerations may include the response of the student during the process and the student's current judicial situation at the University.

The UCSOP will consider as an aggravating factor in determining sanctions any violation of law or the Student Pharmacist Honor Code where the student intentionally selected the person and/or target of the violation based on actual or perceived age, race, color, religion, disability, gender, sexual orientation, gender identity, gender expression, national origin, ancestry, disability, or

veteran status.

<b>Violation</b>	<b>Potential Sanction</b>
Unprofessional behavior (disruption of meeting)	Identify business etiquette resource and write a 5-page paper* on it; meet with UC Counselor; meet with advisor
Unprofessional behavior (inappropriate communication on experiential rotation)	Take an online communication class - write paper on it and meet with advisor. The paper will be evaluated for appropriateness by the Executive Director of Professional Affairs.
Unprofessional behavior (not honoring appointments; failure to be prepared for rotations)	Complete time management course; meet with advisor on a monthly basis to discuss importance of time management
Unprofessional behavior (not showing up for an organization event as agreed upon)	Work with organization advisors and Executive Board to come up with an activity descriptions and timeline for the following year; 20 hours of community service
Unprofessional communication with colleague or employee of UCSOP	Apology letter to affected individual; participate in email etiquette course/verbal communication course; reflection on how this type of behavior will affect future job performance, job opportunities, etc.
Unprofessional behavior (not returning professional correspondence)	Apology letter; meet with advisor about time management skills
Unprofessional communication (written, verbal and/or social media)	Any language that serves as a hindrance, interferes with another student's educational activity or potentially results in another student feeling tormented, threatened, harassed, humiliated or embarrassed. Sanction could include probation, suspension and/or completion of training course regarding the content depending on the nature of the violation (i.e., age, race, color, religion, disability, gender, sexual orientation, gender identity, gender expression, national origin, ancestry, disability, or veteran status)
Unprofessional behavior (chronically late to class; leaving class to talk on phone)	Apology letter to affected faculty for lateness and disruptiveness; meet with UC Counselor focusing on social responsibility, classroom civility, importance of building community relationships; meet with advisor after seeing UC Counselor

Unprofessional behavior (violating the tobacco use policy)	Five hours community service for tobacco violation
Unprofessional behavior (breaking professional attire policy)	Student will be asked to return home to change attire before being admitted to the School of Pharmacy related activity
Unprofessional behavior during experiential rotation (chronic lateness)	Develop comprehensive professional development plan with emphasis on understanding the IPPE or APPE manual and being on time for rotation; this document must be shared with each preceptor, and their signature obtained on it; meet with advisor to discuss emotional intelligence results
Unprofessional behavior-more than two unexcused absences at mandatory events in an academic year	Write 3–5-page paper regarding the importance of attending professional development and school-wide activities to overall professional growth. Paper will be evaluated for appropriateness by the Executive Director of Professional Affairs.

### **Introductory (IPPE) & Advanced Pharmacy Practice Experience (APPE)** **Schedule and Placement**

Students will begin participating in their introductory pharmacy practice experiences (IPPE) as early as their first semester of pharmacy school. To meet the IPPE requirements students will be required to visit pre-scheduled experiential sites both during and outside of regularly scheduled class times. Not all IPPEs will be located in the immediate Charleston, West Virginia area. All students are responsible for their own transportation and housing.

Fourth year (P4) students will begin attending their APPEs in May or June following successful completion of the 3rd professional year requirements. Not all APPEs will be located in the Charleston, West Virginia area. Even when rotations are scheduled outside the geographic area, students are expected to secure their own transportation and housing. The specific schedule for the 4th year APPEs, rotation locations and assignments will be set by the Executive Director of Experiential Education no later than March 31st of the third professional year, but is subject to change based on preceptor and site availability.

The UCSOP reserves the right to modify all assignments and rotation schedules based upon preceptor and site availability. All experiential courses, Introductory (IPPE) and Advanced Pharmacy Practice Experiences (APPE) will be graded pass-fail. Students are required to secure and maintain an active WV intern license throughout their P1-P4 years, as well as an active



intern license for any state in which they are assigned a rotation that will cover the time of the rotation assignment.

### **Transfer Admissions Process**

**The following criteria will be considered for students currently or previously enrolled in a Doctor of Pharmacy degree program who wish to transfer into the University of Charleston School of Pharmacy (UCSOP) Doctor of Pharmacy program under Advanced Standing (P1 spring semester, P2, P3, or P4):**

1. Have met all non-coursework admissions requirements. Completion of UCSOP prerequisite coursework will be evaluated case-by-case to ensure there are no significant deficiencies in the areas of science, math, and social sciences. If significant deficiencies are identified, a remediation plan may be recommended.
2. Will have satisfactorily completed or will complete all pharmacy coursework in progress prior to matriculation.
3. While a GPA of 2.75 or above (on a 4-point scale) is considered competitive, all applications are individually reviewed in accordance with our holistic admissions process. Only grades of a “C” or higher in professional courses can be transferred.
4. Be in good professional standing and have completed at least one semester at an institution accredited by ACPE.
5. Have the ability to complete all pharmacy coursework within 6 years of the start of the original program for which credit is being granted.
  - Extenuating circumstances will be evaluated on a case by case basis.
6. Admissions with advanced standing will be considered only if space is available in the class for which the student would qualify.

**To be considered for admissions with advanced standing (P1 spring semester, P2, P3, or P4) students must:**

1. Complete an Application of Advanced Standing Transfer from the UCSOP.
2. Submit a letter of academic and professional standing from the previous pharmacy program.
3. Submit official transcripts from the previous pharmacy program attended. Syllabi (including course schedules and topics) may be requested to determine credit equivalency per the UCSOP Transfer Credit Policy. The UCSOP Associate Dean for Academic Affairs evaluates credit equivalency; there is no guarantee of transfer into the same class previously completed at the prior pharmacy program.
4. TOEFL score may be required for international students in certain situations.
5. Submit at least one letter of reference from a practicing pharmacist.

Upon review of materials, qualified applicants will be invited to participate in an interview with two UCSOP faculty members. The full application will be reviewed by the UCSOP Enrollment & Admissions Committee, in consultation with the Associate Dean for Academic Affairs, and a recommendation will be made to the Dean of the UCSOP. All final transfer admissions decisions

will be at the discretion of the Dean of the UCSOP. Students will be notified within two-to-four weeks following the interview regarding an admissions decision.

### **Transfer Credit Policy**

All students wishing to transfer to the UCSOP beyond the P1 fall semester must first complete the **Advanced Transfer Application Process**.

Students must submit course substitution and waiver requests in writing (via email) to the Associate Dean for Academic Affairs prior to the start of the semester in which a substitution or waiver will occur. Course substitution or waiver requests should be submitted during the course registration period for the upcoming semester but by no later than August 1<sup>st</sup> for Fall semester classes and December 1<sup>st</sup> for Spring and Summer semester classes. Course substitution and waiver requests are subject to final approval by the University Registrar.

**Course Substitutions:** The UCSOP will evaluate the transfer of credit on a case-by-case basis, subject to approval by the Associate Dean for Academic Affairs and University Registrar. The request must include the course number, title, catalog description, and syllabus (including schedules and topics) for each course for which transfer credit is being requested and the UC course number and title for the course(s) for which credit is being sought. Courses approved for transfer are limited to six (6) credit hours total. Transfer credit will appear on UC transcript as such. Transfer grades will not be factored into the UCSOP GPA.

The following criteria will be considered for course credit transfer into the UC Doctor of Pharmacy Program:

- Courses are from an Accreditation Council for Pharmacy Education (ACPE) accredited Doctor of Pharmacy program only
- A course grade of “C” or greater has been earned
- The course credit was received within 2 years of the requested transfer
- Students requesting transfer credit may be asked to “test out” of the material at the discretion of the faculty member responsible for the UC course.

**Course Waivers:** May be submitted to the Student Solutions Office by the Associate Dean for Academic Affairs for certificate programs previously completed (within 2 years of transfer unless otherwise specified by the certifying body). Students must provide a copy of the certificate.

### **Academic Standards**

#### **Curricular and Co-Curricular Requirements**

The University of Charleston School of Pharmacy (UCSOP) degree program is designed to ensure the development of students’ professional knowledge, skills, abilities, behaviors, and attitudes (including scientific foundation, knowledge application, and practice competencies) to prepare students to achieve advanced pharmacy practice experience outcomes (APPE-ready), provide direct patient care in a variety of healthcare settings (practice-ready), and contribute as a

member of an interprofessional collaborative patient care team (team-ready). The curriculum (Appendix Y) provides a student-centered approach to learning with didactic, laboratory, and experiential courses intentionally threaded throughout the program. Experiential education requirements offer diverse learning opportunities, are intentionally designed to support student progression throughout the program, and provide the opportunity for students to demonstrate mastery of skills and achievement of competencies by the end of the P4 year. Co-curricular requirements (Appendix U) are included in each program year and are structured to advance the professional development of students and to promote the importance of advocacy, cultural awareness, interprofessional activities, leadership, public health strategies, and innovation/entrepreneurship. The goal of the academic program is to transition students from dependent to independent learners as they progress through the curriculum and to prepare graduates for a lifetime of continuous professional development.

All courses listed in the curriculum with the designation of “nc” (no credit) must be successfully completed and/or passed in order for a student to graduate from the pharmacy program. Refer to the UCSOP Co-Curricular Plan (Appendix U) and the relevant syllabi available on eLearn for course or requirement specific information. These courses include:

1. PHAR 501L
2. ePortfolio (PHAR 598, PHAR 599, PHAR 698, PHAR 699, PHAR 798, PHAR 799)
  - a. The non-credit ePortfolio courses culminate in the completion of a final defense as part of PHAR 899 during which students receive credit.
3. Longitudinal Board Preparation Part 1 (PHAR 870)
  - a. The non-credit board preparation course Part 1 provides preparation for the credit-bearing courses in the fall (PHAR 880) and spring (PHAR 891) semesters during which students must achieve a minimum score on a high-stakes exam in addition to their total course points to pass.

Additional co-curricular requirements not listed within the curriculum include:

1. Attendance at all Career Skills & Strategies sessions when enrolled in UCSOP courses.
2. Successful completion of all Top 300/Medical Terminology/Calculations requirements every semester when enrolled in UCSOP courses.

If a student fails to complete and/or pass any non-credit bearing courses or other co-curricular requirements, they will be referred by the responsible faculty to the Associate Dean for Academic Affairs. The Associate Dean for Academic Affairs will schedule a meeting with the student, their academic advisor, and the Executive Director of Professional Affairs. Following the meeting, a Co-Curricular Completion and Student Success Plan to outline student requirements will be issued to the student and copied to all pertinent faculty/staff; a Professional Observation Form may also be submitted depending upon the situation.

Regardless of situation, students must complete all requirements by:

1. For PHAR 501L: The last day to drop without a “W” for the Fall 15-week semester.
2. For Career Skills & Strategies, ePortfolio, and Top 300/Medical Terminology/Calculations: The end of the subsequent 15-week semester immediately following any outstanding requirements (including the summer 15-week semester).
3. For PHAR 870: The last day to drop without a “W” for the Fall 15-week semester.

Failure to complete the requirements by the deadlines outlined above may result in academic or disciplinary action including but not limited to delayed progression or program dismissal, depending on the situation.

Failure to complete or pass any for-credit courses will be addressed as outlined within the academic policy sections that follow.

### **Assessment**

1. All aspects of the Doctor of Pharmacy program are subject to assessment.
2. All program outcomes (goals) must be assessed several times during the program, both formatively and summatively. Each course coordinator includes within the course syllabus how assessments align with course outcomes, program outcomes, course outcomes, and accreditation standards.
  - a. Formative assessments (e.g., assessment for learning that results in feedback about strengths and areas for improvement) should be an integral part of the teaching and learning process. Summative assessments (e.g., assessments that are used for grades, credentialing, etc.) should be similar in scope and format to the style of formative assessments.
3. Assessments are integral to students' achievement of learning outcomes and should ensure: an appropriate scope and degree of difficulty of the curriculum; attainability of the outcomes, appropriate learning materials and resources; appropriate faculty expertise regarding the content of subject matter being taught; consistency between curricular goals, course outcomes, course content, instructional methodology, and assessment; the relevancy of material to pharmacy/health education; and accessibility, sensitivity, helpfulness, interest, and responsiveness of the faculty.
4. In-class assessment will be the responsibility of the faculty associated with the course and will focus on the evaluation of student learning as it relates to the course outcomes. Ultimately, the responsibility for learning must be the learner's.
5. Assessments should have a constructive purpose beneficial to the individual being assessed as well as the individuals calling for the assessment. The individual being assessed has the right to be informed of:
  - a. what performance is expected.
  - b. linkages between performance and instruction.
  - c. the purpose of the evaluation.
  - d. what aspects of performance will be evaluated.
  - e. by whom the evaluations will be performed.
  - f. the tools or techniques used for their evaluation.
  - g. the criteria used.
  - h. to whom the assessment will be reported.
  - i. the results of the assessment in a timely manner.

### **Student Questions Related to Teaching and Assessment within Courses**

*Note: This policy does not apply to cross-listed PHAR dual degree courses. Refer to individual programs (e.g., MBA or MSSL) for program-specific information.*

Individual faculty other than the course coordinator may be involved in the teaching and assessment of course content. Individual faculty oversee content delivery and classroom management. The course coordinator(s) oversee the course as outlined in the syllabus, manage all assessments, re-grading requests, and eLearn (including the eLearn gradebook).

Students with questions regarding the course are to follow the appropriate chain of command in the order outlined below:

1. Individual Faculty Member
2. Course Coordinator (if different than the individual faculty member)
3. Department Chair of Course Coordinator (if different than the Course Coordinator)
4. Associate Dean for Academic Affairs

### **Grading Policy**

*Note: This policy does not apply to cross-listed PHAR dual degree courses. Refer to individual programs (e.g., MBA or MSSL) for grading policies.*

All courses offered within the School of Pharmacy will adhere to the following grading policy for all individual course assessments and all final course grades:

A	89.50 – 100%
B	79.50 – 89.49%
C	69.50 – 79.49%
F	69.49% and below

All individual and final course grades will only be rounded once to the nearest hundredth (second decimal place). For example, an individual assessment will be entered into the eLearn gradebook as 89.50% (not 90%). A final course grade in the eLearn gradebook of 89.49% will be reported to the University registrar as a letter grade of “B” (final grade of 89%).

Faculty will post grades of all individual assessments in the eLearn gradebook within 2 weeks of the student’s submission of the assessment unless otherwise noted within the course assessments and/or course policies section(s) of the syllabus.

Faculty will not curve individual assessment grades or final course grades or provide bonus points that are not outlined at the beginning of the semester within the course assessments and/or course policies section(s) of the syllabus.

For UCSOP courses that are Pass/Fail (instead of letter grades), students must achieve the equivalent of a “C” grade in order to pass, unless otherwise instructed in the course syllabus.

For cross-listed PHAR courses completed as part of any University of Charleston dual degree program (e.g., MBA or MSSSL), a final course grade of “D” will be considered course failure and treated as an “F” for the purposes of School of Pharmacy elective course requirements.

### **Re-Grading Policy**

*Note: This policy does not apply to cross-listed PHAR dual degree courses. Refer to individual programs (e.g., MBA or MSSSL) for re-grading policies.*

Individual students may request to have an individual assessment (or component of an assessment) re-graded. Re-grading requests must be supported by appropriate justification (e.g., classroom textbook, course materials, primary literature) and not based upon opinion or supposition. Requests submitted inappropriately or outside of the required timeframes will not be reviewed. Re-grading requests may result in lowering, increasing, or no change of the grade in question.

Re-grading requests must be submitted to the course coordinator in-writing (via email) within 48 hours of:

- Submission of the assessment (if administered via ExamSoft and the student had the opportunity to review the exam during the assessment time).
- Return of the assessment or posting of the grade to the eLearn gradebook, whichever is sooner (if the student did not have the opportunity to review the assessment during the exam time or if the assessment was of another modality).

Students are responsible for regularly checking eLearn and/or ExamSoft.

The course coordinator will consult with individual faculty (as necessary) and respond to the student in writing (via email) within 5 business days of the regrading request.

### **Grade Point Average**

For the purposes of remediation eligibility, academic probation, academic dismissal, Dean’s list, and graduation requirements, only PHAR courses (including cross-listed PHAR concentration courses included within the PharmD/MBA or PharmD/MSSSL dual degree programs) will be considered for semester and cumulative GPA calculations. GPAs will be rounded to the nearest hundredth (second decimal place).

### **Dean’s List**

The School of Pharmacy has two Dean’s Lists: one per semester and one for the academic year.

**The Semester Dean’s List** includes the names of pharmacy students who are pursuing the PharmD degree and have attained a semester pharmacy GPA of 3.50 in their final grades for at least 12 semester hours. The Semester Dean’s List is based on the student’s pharmacy academic transcript.

**The Annual Dean’s List** is based on the pharmacy academic transcript of graduate pharmacy students who are pursuing the PharmD degree and have achieved a semester pharmacy GPA of 3.50 in 12 or more semester credit hours each semester of the academic year.

### **Graduation Requirements**

To graduate, all students must:

1. Earn a minimum grade of “C” or “P” in all credit-bearing courses.
2. Successfully complete or pass all non-credit bearing courses and co-curricular requirements.
3. Achieve a minimum score of “3” on every APPE outcome at least once during APPE coursework completion (PHAR 821-828).
4. Have a minimum cumulative pharmacy GPA of 2.30 following completion of all pharmacy coursework.
5. Complete all program requirements within 6-years of matriculation into the pharmacy program. (Note: For transfer students, matriculation into their previous pharmacy program will be the starting point for the 6-year timeframe). Extenuating circumstances may be considered on a case-by-case basis.
6. Be recommended for graduation by vote of the faculty.

### **Academic Honors**

Academic Honors for the purposes of recognition at the University of Charleston School of Pharmacy Hooding Ceremony and University of Charleston Commencement Ceremony will include all graduate coursework completed at the University of Charleston. Therefore, academic honors recognized at these ceremonies may not reflect the pharmacy-only coursework/GPA for dual degree students. The following criteria are used for the designation of Academic Honors and are applied as of the fall semester immediately preceding spring graduation:

Summa Cum Laude (3.90 - 4.00)

Magna Cum Laude (3.75 - 3.89)

Cum Laude (3.50 - 3.74)

### **Impact of Readmission on Academic Standards and Policies**

Students who withdraw or who are dismissed from the School of Pharmacy for any reason may reapply for consideration to restart the program by following all admission procedures and requirements. If a student is readmitted to the program, they will be required to repeat and/or complete all School of Pharmacy required courses and graduation requirements.

- Upon readmission and prior to matriculation, students may request evaluation for up to 6-credit hours of previously completed coursework. Requests must be submitted to, and are subject to approval by, the UCSOP Associate Dean for Academic Affairs in accordance with the UCSOP Transfer Credit Policy.

Course outcomes prior to readmission will not be counted toward the student’s semester or cumulative GPA calculations for the purposes of academic standards, annual progression, Dean’s list, academic probation, academic dismissal, and graduation requirements. Previous program attempts will not be included in the 6-year requirement for program completion (i.e., the date of readmission will be the date of enrollment).

### **Early Intervention and Resources for Academic Success**

*Note: This policy does not apply to cross-listed PHAR dual degree courses. Refer to individual programs (e.g., MBA or MSSL) for program-specific information.*

The Associate Dean for Academic Affairs reviews student progress following the first assessment in each course and at the midpoint of each 7-week term and 15-week semester (at minimum). Students who fail their first course assessment (< 70.00%) and/or who are at risk for not meeting academic expectations at midpoint (overall course average < 75.00%) are notified via email; academic advisors are copied. Students are required to complete assessment reflections and meet with their academic advisor (by the deadline indicated within the notification) to develop a plan for academic success. Advisors will review Enflux data and discuss with students during these meetings; Enflux ActionPlans will be submitted to document the student's plan for academic success.

In determining the underlying factors impacting student academic success, advisors will refer students to the appropriate School of Pharmacy and/or University Resources as outlined below.

### **UCSOP and/or University Resources for Academic Success**

Students facing academic challenges within one or more courses should reach out to the individual instructor for assistance with content clarification. **Academic Advisors** are available to assist students with individual challenges that may be impacting academic success; students are encouraged to proactively schedule appointments with their academic advisor. The **UCSOP Rho Chi Honor Society** offers a free peer-tutoring program in select subject areas. A copy of the tutoring schedule is disseminated electronically by the Rho Chi faculty advisor.

**PHAR 597: Professionalism and Academic Success** is a 3-credit hour elective course offered during both the fall and spring 15-week semesters. Any student may elect to take this course as one of their 3 elective course requirements. Students who fail a P1-P3 course are required to complete PHAR 597 in the semester immediately following course failure and in which the course is next offered (unless the student is progressing to the P4 year following failure and successful remediation of a P3 spring semester course).

In addition to the UCSOP-specific resources, the University of Charleston offers support through the **Academic Success Center** (<https://www.ucwv.edu/academics/academic-success-center/>), **Counseling Center** (<https://www.ucwv.edu/uc-life/counseling-and-outreach-services/>), and/or **International Student Services** (<https://www.ucwv.edu/uc-life/international-student-services/>). Students are encouraged to contact these resources proactively or consult their academic advisor for assistance and direction to additional information.

### **Promediation Policy**

*Note: This policy does not apply to cross-listed PHAR dual degree courses. Refer to individual programs (e.g., MBA or MSSL) for program-specific information.*

Within the School of Pharmacy Promediation is defined as the opportunity for students to improve performance on a single assessment within a course, with the goal of achieving a final course grade of C.



#### Conditions for Promediation:

1. Students are only eligible to retake a version (not identical to the original) of a didactic assessment that was originally administered via ExamSoft which they failed (<70%).
  - a. Assessments scheduled during the University designated final exam period for 7-week term B and 15-week courses are excluded.
  - b. 7-week term A comprehensive final exams are excluded.
  - c. Students that got a 50% reduction on the original assessment for integrity issues are not eligible for promediation of that assessment
2. P1 students are eligible to retake one assessment in one course at the conclusion of each 15-week term (fall/spring).
3. P2 and P3 students are eligible to retake one assessment in one course at the conclusion of each 7-week term A (fall/spring). P2 and P3 students are also eligible to retake one assessment in one course at the conclusion of each 7-week term B OR a 15-week term (fall/spring).
  - a. 7-week term A and/or 7-week term B
  - b. 7-week term A and/or 15-week term
4. Following the administration and grading of all completed assessments in the course and prior to the University designated final exam period for 7-week term B and 15-week courses (or the comprehensive final exam for 7-week term A courses), students must alert the coordinator and ADAA **in writing** of their intent to pursue promediation, as well as modality (in-person vs. remote).
  - a. The course coordinator will determine eligibility after the preliminary overall course grade is calculated to ensure a final course grade of 69.50% is achievable by retaking the exam.
  - b. Students can opt-out of promediation once all assessments have been completed including the final by notifying the course coordinator and ADAA **in writing**.
5. Students must complete a predetermined assessment reflection and submit to the course coordinator and ADAA to be eligible to complete the promediation assessment.

#### Promediation Administration and Final Grade Determination:

1. The assessment will occur the Monday following the designated final exam period for 7-week term B and 15-week courses (or the comprehensive final exam for Spring 7-week term A courses). For Fall 7-week term A courses, the assessment will occur no later than the Wednesday following the comprehensive final exam. As a result of final grades being due the following day, no makeup assessments can be accommodated. Students should refer to the individual course syllabus for any additional/course-specific promediation details.
2. Students may have the opportunity to review wrong answers, however no challenges will be allowed.
3. Assessments will be given via ExamSoft in-person or with ExamID/ExamMonitor enabled (remote). If taken remotely, students are responsible for ensuring minimum system requirements for software to function as well as having adequate internet access.
4. If the student scores lower on their second attempt, the original score will be maintained.
5. Overall course grade will be a max of "C".

## **Course Failure Policy**

*Note: This policy does not apply to cross-listed PHAR dual degree courses. Refer to individual programs (e.g., MBA or MSSL) for program-specific information.*

Upon failure of any credit-bearing UCSOP course, the Associate Dean for Academic Affairs (ADAA) will issue an Academic Standing and Student Success Plan or Academic Dismissal Letter in accordance with policies outlined in the UCSOP Student Handbook. This will occur at the conclusion of each relevant term or semester (7-Week Term A and/or 7-Week Term B/15-Week Semester) and will be copied to the student's academic advisor, UCSOP Dean, UCSOP Executive Director of Professional Affairs, University Registrar, University Director of Financial Aid, and any additional pertinent faculty.

All students who fail a credit-bearing UCSOP course are required to complete PHAR 597: Professionalism and Academic Success (3-credit hour elective course) during the semester in which it is next offered (15-week fall or spring) and to schedule appointments with their UCSOP faculty advisor at least 3 times during the fall or spring semester immediately following course failure. PHAR 597 will serve as one of the three distinct electives that are required as part of the UCSOP curriculum. If a student has already completed their 3 distinct elective requirements, PHAR 597 is required as an additional course. Students progressing to the P4 year following failure and successful remediation of a P3 spring semester course are not required to complete PHAR 597.

Students who fail a credit-bearing UCSOP Fall course that is a prerequisite for a Spring course may be allowed to complete specific Spring courses of their current program year as outlined in their Academic Standing and Student Success Plan, but they will not be eligible for annual progression and will be delayed in their graduation year. Current UCSOP Fall courses that are prerequisites for Spring courses include:

- PHAR 514: Pharmaceutics I (Prerequisite for PHAR 522: Pharmaceutics II)

Students who fail any credit-bearing UCSOP course (with the exception of those outlined in the Annual Progression section below) will not progress to the next year of the pharmacy curriculum until they have earned a minimum final course grade of "C" or "P" through remediation or by repeating the course when it is next offered. Students who are not eligible for, or who do not successfully remediate a course through the remediation process will retake the course when it is next offered, if permitted, and (at minimum) will be delayed in their graduation year.

Students who fail any certification course provided by an outside entity (e.g., PHAR 506 and PHAR 812) will be required to locate, register/pay for, and complete the identical APhA certification course on their own and provide a copy of the certificate to the course coordinator and Associate Dean for Academic Affairs who will submit a UC Change of Grade form to the University Registrar.

- For PHAR 506, the APhA Immunization Certificate must be submitted prior to the start of PHAR 615L.
- For PHAR 812, the APhA Medication Therapy Management Certificate must be submitted by the end of the Fall P4 15-week semester.

Failure of P4 level courses: Students who fail PHAR 821-PHAR 828, PHAR 880/PHAR 891, or PHAR 899 are not required to complete PHAR 597: Professionalism and Academic Success. Additional information regarding failure of these courses and any applicable remediation or course retake policies are outlined in the APPE Preceptor and Student Program Manual (for PHAR 821-PHAR 828) or the course-specific syllabus (for PHAR 880/PHAR 891 and PHAR 899).

### **UC Course Grade Appeal Policy**

It is possible that a student may dispute a final grade given for a course. When this occurs, the student should follow the procedure as outlined in the University of Charleston Academic Catalog.

### **Remediation Policy**

*Note: This policy does not apply to cross-listed PHAR dual degree courses. Refer to individual programs (e.g., MBA or MSSSL) for program-specific information.*

Within the School of pharmacy, remediation is defined as the resolution of academic standard deficiencies that occur within a course. Faculty members will not reteach the failed course. The remediation will focus on each content area in which the individual student did not demonstrate competency (i.e., < 70% per ExamSoft and/or Enflux analytics) as documented within the student's UCSOP Remediation Plan. Remediation will be structured in a student-driven self-directed manner with access to and guidance by faculty. Although individualized to student needs, remediation should (on average) be achievable within a 2-3 week timeframe.

### **Remediation Eligibility and Delivery**

1. Students may remediate only one credit-bearing course per academic semester. This policy does not apply to certification courses (e.g., PHAR 506, PHAR 812), experiential courses (e.g., PHAR 525L, PHAR 615L, PHAR 626L, PHAR 716L, PHAR 821-PHAR 828), or to other credit-bearing P4 courses (e.g., PHAR 880, PHAR 891, PHAR 899).
2. Students must fail only one credit-bearing course (7-Week Term A, 7-Week Term B, or 15-Week Semester) in the semester under consideration.
3. Students must achieve a minimum final course grade of 60.00% in the failed course.
4. Students must be able to achieve a minimum cumulative pharmacy GPA of 2.30 following successful completion of the remediation.
5. All remediation will be conducted through the UC School of Pharmacy; external courses/remediation methods will not be accepted.
6. Students are not required to be on-campus for remediation purposes. Remediation will be conducted remotely using Microsoft Teams and/or Blackboard Collaborate; video is required. Assessments will be administered remotely using ExamMonitor. Students may request on-campus meetings; this should be determined with the course coordinator when the UCSOP Remediation Plan is signed. If taken remotely, students are responsible for ensuring minimum system requirements for software to function as well as having adequate internet access.
7. Although an average remediation timeframe should be 2-3 weeks in duration, remediation must be completed within 5 weeks from the end of the 15-Week Semester final exam period, of the respective semester in which the course was offered (including 7-Week Term A

courses) AND by the end of the first week of Spring semester courses (when applicable).

#### **Remediation Procedures and Requirements**

1. Following email communication by the Associate Dean for Academic Affairs (ADAA) of the Academic Standing and Student Success Plan confirming remediation eligibility, the student must notify the course coordinator(s) and ADAA in writing within one business day of their intent to remediate.
2. The course coordinator must receive approval of the proposed UCSOP Remediation Plan from the ADAA before presenting it to the student. The UCSOP Remediation Plan will outline the remediation start date, deadline for remediation completion, and student requirements including but not limited to:
  - a. Schedule for Meetings/Communications (course coordinator must clearly outline and document the specific schedule and requirements for all remediation meetings and communications).
  - b. Description of Assessments (course coordinator must clearly outline and document what parameter(s) students must achieve on individual assessments).
    - i. At least one assessment must be completed in ExamSoft and designed to test in all areas of deficiency (unless otherwise approved by the ADAA).
  - c. Content Focus Area(s) [course coordinator must clearly document all content areas in which the student did not demonstrate competency in the failed course (e.g., < 70% per ExamSoft and/or Enflux analytics)].
3. The student must sign the approved UCSOP Remediation Plan during the first meeting with the course coordinator. This will signify the remediation start date as documented in the UCSOP Remediation Plan.
4. The course coordinator must complete and sign Section B of the UCSOP Remediation Plan and submit to the ADAA within 1 business day of the deadline for remediation completion.
5. The ADAA will sign the UCSOP Remediation Plan and place a copy in the student's file.
6. If all requirements are met as documented in the UCSOP Remediation Plan, the ADAA will submit a UC Change of Grade Form to the University Provost and Registrar for final approval.
  - a. Students will receive a grade of "C" for courses that are successfully remediated.
7. If ANY requirements as documented in the UCSOP Remediation Plan are not met, the ADAA will not submit a UC Change of Grade Form to the University Provost and Registrar and the original course grade of "F" will stand.

#### **Course Retake Policy**

*Note: This policy may not apply to cross-listed PHAR dual degree courses. Refer to individual programs (e.g., MBA or MSSL) for program-specific information.*

Students within the School of Pharmacy may retake courses within the professional degree program in which they received a grade of "C" or lower at the discretion of the Associate Dean for Academic Affairs or the Dean of the School of Pharmacy. The second course attempt will be designated on the official University transcript with an "R" to indicate the course was repeated. Courses may only be repeated once.

### **High Stakes Progression Assessment (HSPA) Policy**

1. The HSPA is integrated into the spring lab courses for each didactic year of the pharmacy program, and consists of an Objective Structured Clinical Exam (OSCE) and calculations exam during final exams week. Students not enrolled in the lab course (have special schedule) are required to take the HSPA if they plan to progress to the next program year in the upcoming fall semester.
2. Students must achieve a minimum overall score of 69.50% on the HSPA to pass. The overall score is an average of all assessment components equally weighted.
  - a. Rising P2s and P3s must pass the HSPA in order to begin fall courses.
  - b. Rising P4s must pass the HSPA at least two weeks prior to the start of UCSOP APPE block 1 to begin rotations as scheduled.
3. If students do not pass the HSPA, remediation in the area(s) of deficiency will be required. Students must achieve a 69.50% in each area of deficiency to successfully remediate. Students may be required to be on campus for remediation.
  - a. Rising P2s and P3s must remediate in order to begin fall courses.
  - b. Rising P4s must successfully remediate at least two weeks prior to the start of UCSOP APPE block 1 to begin rotations as scheduled. If an extended remediation period is necessary, students must successfully complete the remediation at least two weeks prior to their next scheduled UCSOP APPE block to begin the rotation.

### **Progression Policy**

*Note: This policy does not apply to cross-listed PHAR dual degree courses. Refer to individual programs (e.g., MBA or MSSL) for program-specific information.*

At the conclusion of each 15-Week Semester, the Associate Dean for Academic Affairs (ADAA) reviews the academic performance of all students enrolled in the School of Pharmacy and evaluates each student's qualifications to progress in the pharmacy program. To progress annually, a student must:

1. Earn a minimum grade of "C" in all credit-bearing UCSOP courses (excluding elective courses) and a "P" in each experiential course (i.e., PHAR 525L, PHAR 615L, PHAR 716L, PHAR 821-828) except PHAR 626L.
  - a. P1 students are only eligible to complete 500-level courses; P2 students are only eligible to complete 600-level courses (may also complete 500-level elective courses); P3 students are only eligible to complete 700-level courses (may also complete 500-level or 600-level elective courses). Therefore, all P1 courses must be passed before taking courses/experiences provided in the P2 curriculum; all P2 courses must be passed before taking courses/experiences provided in the P3 curriculum; and all P3 courses must be passed before taking courses/experiences provided in the P4 curriculum.
  - b. Earn a passing grade on the high-stakes progression assessments incorporated into the following Spring Semester laboratory courses (refer to course syllabi for specific

information): PHAR 523L, PHAR 611L, and PHAR 700L. **All students** (including those that are repeating coursework/program years) are required to pass a high-stakes progression assessment annually. Therefore, students who previously passed a progression assessment and are repeating a program year, will be required to retake and pass the progression assessment for that program year.

*NOTE: Students who are repeating a program year and who are not required to retake the laboratory course in which the progression assessment is incorporated, will be required to pass the high-stakes progression assessment according to the information outlined in the relevant syllabus. This information will be communicated to the student by the Associate Dean for Academic Affairs.*

- c. If a student fails a PHAR elective course, they will be permitted to progress in the program; however, they will be required to complete 3 distinct elective courses prior to progressing to the P4 year.
  - d. If a student fails PHAR 626L, they will be permitted to progress to the P3 year; however, they will be required to re-take when it is next offered and successfully complete the course prior to progressing to the P4 year.
2. Achieve a minimum cumulative pharmacy GPA of 2.30 at the conclusion of the P3 Spring 15-Week Semester.

### **Academic Probation Policy**

Academic Probation is the initial official action for a student failing to make satisfactory academic progress. A student will be placed on academic probation at the conclusion of a 15-week semester if they meet any of the following parameters:

1. Failure to earn a “C” grade or better in any credit-bearing PHAR course(s).
  - a. Exception: Students will not be placed on academic probation for failure of a cross-listed PHAR concentration course offered as part of a dual degree program.
2. Failure to earn a “P” in any experiential PHAR course.
  - a. PHAR 525L, PHAR 615L, PHAR 626L, PHAR 716L, PHAR 821-828
3. Failure to achieve a minimum cumulative pharmacy GPA of 2.30 at the conclusion of any 15-week semester.

Once placed on Academic Probation, a student will remain on Academic Probation until they successfully remediate or repeat the failed course(s) and achieve a minimum cumulative pharmacy GPA of 2.30.

### **Academic Dismissal Policy**

Academic Dismissal from the School of Pharmacy will occur if a student meets any of the following parameters:

1. Receives a grade of “F” in any credit-bearing course while on academic probation (following remediation, if applicable).
  - a. This does not include cross-listed PHAR concentration courses completed as part of a dual degree requirement (e.g., MBA or MSSL).
2. Fails to achieve a minimum pharmacy semester GPA of 2.00 while on academic probation (following remediation, if applicable).
3. Fails to achieve a minimum pharmacy cumulative GPA of 2.30 at the conclusion of the P3 Spring 15-Week Semester (following remediation, if applicable).

4. Fails two (2) Advanced Pharmacy Practice Experiences (APPEs) during the P4 year (PHAR 821 – PHAR 828).
5. Qualifies for dismissal based on the UC Academic Integrity Policy.
6. Has academic deficiencies that result in the inability to complete the requirements for the degree within 6 years of matriculation into the pharmacy program.
  - a. For transfer students, matriculation into their previous pharmacy program will be the starting point for the 6-year timeframe.
  - b. Extenuating circumstances may be considered on a case-by-base basis.

Following academic dismissal from the School of Pharmacy and any applicable appeal periods, the Office of Academic Affairs will notify: the student's academic advisor; Executive Director of Professional Affairs; UCSOP faculty/staff responsible for the management of CORE ELMS/CompMS, eLearn class cohorts, email distribution lists, Enflux, and ExamSoft; University Director of Financial Aid; University Registrar; and the West Virginia Board of Pharmacy so that the appropriate action can be taken dependent upon the policies/procedures of the specific person, office, or entity.

### **Academic Appeals Policy**

Any student in the School of Pharmacy can appeal to the Dean of the School of Pharmacy, a decision made by the Associate Dean for Academic Affairs in following the pertinent policies as outlined in the Academic Standards section of the UCSOP Student Handbook. Written notification of a student's intent to appeal the decision must be received by the Dean within three (3) business days of the student's receipt of the Academic Standing and Student Success Plan or Academic Dismissal Letter. The student's appeal must be in writing and received no later than two (2) business days after notification of the intent to appeal. The appeal letter should be succinct and contain the student's rationale for requesting the appeal and justification for an alternative decision.

Although students may continue with any current/on-going academic coursework during an appeal period, they are not permitted to progress to the next program year (or participate in any courses in the next program year) until all requirements of the current program year are met.

### **Interprofessional Education Plan**

The University of Charleston School of Pharmacy (UCSOP) Interprofessional Education (IPE) Plan documents student involvement, other health professional involvement, timeline, activities, outcomes, assessment, and resources/tools utilized to ensure intentional and progressive activities are incorporated throughout the didactic, experiential, and co-curricula with the goal of preparing all students to be "Team-Ready" pharmacists able to provide entry-level, patient-centered care in a variety of practice settings as a contributing member of an interprofessional team. The University of Charleston coordinates opportunities each semester (at minimum) for all health science programs to participate in Healthcare InterProfessional Education (HIPE) Week. Pharmacy students have additional requirements and opportunities for interprofessional education and practice. The UCSOP also partners with the West Virginia School of Osteopathic Medicine (WVSOM) to ensure experiences with physicians and their learners are completed prior to the Advanced Pharmacy Practice Experiences (APPEs).

The UCSOP Interprofessional Education Plan is included as Appendix V.

### **Dual Degree Programs (PharmD/MBS and PharmD/MSSL)**

Effective Summer 2023, the University of Charleston is offering a dual degree program in which our Doctor of Pharmacy (PharmD) students may simultaneously earn a Master of Business Administration (MBA) or Master of Science in Strategic Leadership (MSSL) degree at no additional cost to the student. The following are the terms and conditions of this unique dual degree program.

1. Students should commit to the dual degree program of their choice at the earliest possible point in their PharmD sequence, preferably prior to matriculation in order to begin coursework in Summer TermB and/or the P1 Fall semester. Students may also enter the dual degree program at the conclusion of the P1 or P2 spring semesters. Students who choose to enter the program at the conclusion of the P3 spring semester are only eligible for the MSSL Certificate option.
2. Students who enroll in the dual degree program will be charged Pharmacy tuition throughout their enrollment in the Pharmacy program. There will be no additional tuition charged for the MBA or MSSL classes, even during the summer terms in which only MBA or MSSL classes are being taken, as long as the student is enrolled in the Pharmacy degree program.
3. During summer terms in which the student is taking only MBA/MSSL classes, there will be no tuition charges to the student. Therefore, the student will not be eligible for financial aid, including student loans.
4. The benefit of not being charged tuition for MBA or MSSL classes is only valid while the student is enrolled in the Pharmacy program. Should the student complete their Pharmacy degree prior to completing the requirements of the second degree (MBA or MSSL), the student will bear the responsibility for tuition charges related to continued enrollment in the MBA or MSSL program.
5. The student's combined GPA in both programs will be used to determine Honors at Commencement. Students in the dual degree program are expected to maintain academic performance standards in accordance with the Pharmacy and MBA/MSSL programs, as well as the standards set forth by the Office of Financial Aid. Failure to do so may result in the student being removed from the MBA/MSSL program. It may also affect a student's financial aid eligibility.

### **Enrolling in the PharmD/MBA or PharmD/MSSL Dual Degree Program**

1. Upon admission to the pharmacy program, students must complete the PharmD/Dual Degree Program Interest form (provided by the UCSOP EDEA). The UCSOP EDEA will follow-up with individual students and provide the UC Add Major Form.



- a. Students interested in taking a dual degree course requirement during Summer Term B (prior to the P1 Fall Semester) must return the completed form to the UCSOP EDPA by no later than June 15th.
  - b. Students interested in beginning the dual degree program during the P1 Fall semester must return the completed form to the UCSOP EDPA by no later than August 1st.
  - c. The EDPA sends all forms to the UCSOP Associate Dean for Academic Affairs (ADAA).
2. Students who choose to enter a dual degree program following the P1 Fall semester, must email the UCSOP ADAA by no later April 15th to request the UC Add Major Form and must return the form to the ADAA by no later than the conclusion of the spring semester.
  - a. At the conclusion of the 15-week spring semester, the UCSOP ADAA will confirm if the student's cumulative GPA meets the minimum or conditional requirements for the dual degree program.
    - i. Pharmacy school cumulative minimum GPA of 3.00 is recommended.
    - ii. Pharmacy school cumulative minimum GPA of 2.75-3.00 is required.
    - iii. Pharmacy school cumulative minimum GPA less than 2.75 will be considered on a conditional basis. At minimum, students will be required to submit a short paper of their commitment to success. This paper should also include a statement of their understanding that the minimum acceptable GPA to graduate from the MBA or MSSL program is 3.00 and that they are expected to maintain a minimum cumulative GPA of 3.00 or higher in the MBA or MSSL program at the conclusion of each 7-week term and a minimum cumulative GPA of 2.75 in the PharmD program at the conclusion of each 15-week semester of dual degree enrollment.
3. The UCSOP ADAA confirms student eligibility for a dual degree program and sends student information to the MBA Program Director/Student Advisor or the MSSL Program Director and MSSL Student Advisor, and University Registrar.
  - a. The UCSOP ADAA will schedule students for their first MBA or MSSL course and email the student to connect them with their MBA or MSSL program advisor. The student's pharmacy school advisor will be copied. Students are required to schedule an initial meeting with their MBA or MSSL advisor prior to their first MBA or MSSL course.
  - b. Following the first dual degree course, students are responsible for the scheduling of all MBA or MSSL coursework (including cross-listed PHAR concentration courses) as outlined in the appropriate pathway for their respective program and graduation year (as outlined in Appendix O). Students will work with the MBA or MSSL advisor assistance, as needed.

### **Academic Expectations and Requirements**

Students are expected to maintain a minimum cumulative GPA of 3.00 or higher in the MBA and MSSL programs at the conclusion of each 7-week term and a minimum cumulative GPA of 2.75 in the PharmD program at the end of each 15-week semester of dual degree enrollment. Students falling below these minimum cumulative GPA requirements are required to meet with the respective program director(s) and academic advisors to determine their ability to continue with the dual degree program.

If an enrolled dual degree student fails an MBA or MSSL course (including a cross-listed PHAR concentration course), the respective program director will notify the UCSOP ADAA. Failure of an MBA or MSSL course (including a cross-listed PHAR concentration course) will follow the policies as outlined in the UC Academic Catalog. Students must contact the MBA Program Director/Advisor or MSSL Program Director/Advisor if they fail any course required for program completion. Students must contact the UCSOP ADAA and their pharmacy advisor if they fail a cross-listed PHAR concentration course. *Refer to Academic Standards Section (above) for additional information regarding failure of a cross-listed PHAR concentration course.*

### **Attendance & Leave Policies**

The School of Pharmacy expects students to make their academic and professional pursuits their top priority. Prompt attendance and active participation at all regularly scheduled classes, laboratories, experiential education assignments, and examinations are necessary for a student to attain professional excellence. Students must comply with a faculty member's (or preceptor's) method of monitoring attendance (class roll, pre-class assessments, etc.). Absences and excessive tardiness from class/experiential education activities may result in academic penalties.

1. Personal situations (i.e., illness, death in the immediate family, etc.) may require students to occasionally miss a class, experiential assignment, required event. In these instances of absence, appropriate documentation as required by the EDPA should be submitted. In case of COVID related illness, the UC COVID-19 Policy will be followed (<https://www.ucwv.edu/coronavirus-information/>).
2. Students with University-sanctioned athletic responsibilities such as games, matches, or tournaments (not practices) may be required to miss class, assessments, experiential assignment or required event occasionally with appropriate advance approval and documentation.
3. The School also views student participation at professional/scientific meetings and/or field trips to have significant educational and professional development value. The School encourages student participation in these activities and provides a mechanism for students to request professional leave to participate in these types of events. In instances where a limited number of students plan to participate in a particular type of activity, classes will not be canceled. Participating students must receive approval from the EDPA in at least one week in advance of the anticipated absence. The course coordinators/instructors will consider the course content that will be missed, the present academic progress of the student in the course, and how the material is to be made up in

deciding whether the leave request will be approved. Information related to the Professional Leave process is found on the School's Website. Information pertaining to Professional Leave during IPPE or APPE assignments can be found within the IPPE or APPE Preceptor and Student Program Manuals (located on CORE ELMS).

4. Guest access to online live didactic classes may be approved by EDPA with appropriate documentation for an excused absence (including quarantine/isolation for COVID-19 per UC COVID-19 Policy) obtained at least 24 hours prior to the class. Didactic classes will be recorded and posted via Collaborate after the live class session.
5. Students who have responsibilities for caring for children or dependents are advised to develop back-up child (or person) care plans in the instance of early out and snow days with local schools and municipalities. In these instances of absence, appropriate documentation of the personal situation may be required.
6. Work is not a valid excuse for not attending class/experiential assignments, or for meeting required expectations.
7. For missed examinations and/or assessments, please refer to the UCSOP Examination/Assessment Administration and Integrity Policy (**Appendix S**).

A student who will not be attending class must inform the course instructor and submit the Online Absence Request to the Executive Director of Professional Affairs in advance of the class meeting time, unless otherwise instructed in the course syllabus. The form is available at:

[https://docs.google.com/forms/d/e/1FAIpQLSfATX6lkXq18oYVd4ChUkArrFbsrqcXZRi2qTn\\_eYaEf0mK3w/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfATX6lkXq18oYVd4ChUkArrFbsrqcXZRi2qTn_eYaEf0mK3w/viewform?usp=sf_link)

Students may also access the form in eLearn through the ePortfolio course(s) or on the UCSOP pharmacy resources page (<https://gouc.wv.sharepoint.com/sites/mypharmacy>). In extraordinary circumstances, the course instructor (and Executive Director of Professional Affairs) may be notified after the absence occurs. Lack of communication by the student within these guidelines will result in an unexcused absence. In general, excused absences are defined as absences resulting from medical emergencies, sickness, or death in the immediate family. In these instances, a student must provide documentation for the absence to the Executive Director of Professional Affairs within 24 hours of return to campus for the class in question. Without documentation, the absence is considered an unexcused absence. Accumulation of more than two unexcused absences in an academic year may lead to a disciplinary or other action. Students are expected to make up all work missed due to the absence (if allowed by the course instructor as indicated in the course syllabus). Students should carefully abide by the Examination/Assessment Administration & Integrity Policy and course syllabi timelines for any approved make-up work. No make-up assessment will be granted without approval of an excused absence by the Executive Director of Professional Affairs, abiding by the UCSOP Attendance & Leave policy and Examination/Assessment Administration & Integrity Policy. Refer to the IPPE and APPE Preceptor and Student Program Manuals (located on CORE ELMS) for additional policies related to experiential education absences. For more detailed information regarding experiential education attendance and leave policies refer to the IPPE and APPE Preceptor and Student Program Manuals located on CORE ELMS.

### **Absences as a result of Religious Holidays Policy**

Absences as a result of a major religious holiday may be excused when the student presents the request to the Executive Director of Professional Affairs at least 10 business days in advance of the absence. The intent and spirit of this policy is to allow students to attend religious ceremonies on the day of the observance. For the purpose of this policy, a major religious holiday is defined as a holiday that is of the utmost religious or spiritual importance to the student's sincerely held religious beliefs. Retreats, conferences, revivals, or other functions specific to a denomination or congregation are not eligible for an excused absence within this policy.

### **Leave of Absence Policy**

Students enrolled in the School of Pharmacy, are eligible to request a Leave of Absence, using the University's Compassionate Withdrawal or Medical Withdrawal form. A Leave of Absence allows an approved student the ability to request release for no less than one academic semester or no more than two academic semesters of curricular and co-curricular responsibility. A Leave of Absence does not negatively impact the student's academic status with the School of Pharmacy but will delay their anticipated date of graduation. Situations in which a Leave of Absence is appropriate, include physical or mental medical emergencies, death of an immediate family member, pregnancy, adoptions, or other situations on a case-by-case basis that preclude the student from meeting the minimum curricular and co-curricular requirements of the program within the semester and/or academic year they are enrolled in. Pharmacy student Leave of Absence does not release students from their educational and/or financial obligations to the curricular and co-curricular responsibilities for the professional program in accord with the granting of the Doctor of Pharmacy Degree. A Leave of Absence has a maximum duration or expiration of two consecutive academic semesters from the date of the granting of a Leave of Absence and must be submitted using the appropriate forms found on the School of Pharmacy website.

Pharmacy students who are requesting a Leave of Absence must adhere to the following steps and guidelines:

- The student must make an appointment with the Executive Director of Professional Affairs immediately upon the recognition of the need for a Leave of Absence to discuss their individual situation and the determination of eligibility of leave.
- The student must also consult their academic advisor to make them aware of their situation and their desire to request a Leave of Absence.
- The student must complete an official Leave of Absence request and submit the UC Medical or Compassionate Withdrawal Form to the Executive Director of Professional Affairs. This paperwork must include appropriate documentation. For example, if the student is taking a medical leave, they should provide supporting documentation from their physician.
- Upon receipt of the official Leave of Absence request, the Executive Director of Professional Affairs, working in conjunction with the Associate Dean for Academic Affairs, will review and consider the curricular and co-curricular impact of the granting of a Leave of Absence. Once the review is completed and the student made aware of the impact, the EDPA will take the form and documentation to the UC Provost for approval of the withdrawal request.

- The student will receive a communication from the University Registrar regarding the status of their petition within 10 business days of receipt of their petition. If the Leave of Absence Has been approved, the applicant must make an appointment with the Director of Financial Aid to discuss how the Leave of Absence affects financial aid eligibility. Following this meeting, the student must take a copy of the form to the UC Student Solutions Office to determine any outstanding payment or refund due, which must be settled at that time. The UC Student Solutions Office will keep the completed form on file.
- During the approved duration of the Leave of Absence, the student is responsible for periodically checking their University issued email account and communicating with the Executive Director of Professional Affairs to keep the School of Pharmacy informed of any changes to contact information and/or any situations that may impact the student's ability and/or readiness to continue with the program at the expiration of the approved Leave of Absence.
- An approved Leave of Absence has a maximum duration or expiration of two consecutive academic semesters per year. Any requests for an extension beyond the original expiration date must be made in writing, submitted to the Executive Director of Professional Affairs, and received at least 3 weeks prior to the Leave of Absence expiration date.
- On the return date from the approved Leave of Absence and prior to returning to any curricular and co-curricular requirements, the student must arrange to meet with the Executive Director of Professional Affairs to provide any paperwork and/or documentation required to support the student's ability to return to normal curricular/co-curricular responsibilities.

### **Short Term Leave Policy**

Students enrolled in the School of Pharmacy standing are eligible to petition for Short Leave. Short Leave allows an appropriately approved student the ability to receive up to 5 days of consecutive leave from curricular or co-curricular activities per semester. Situations In which pharmacy student Short Leave is appropriate include physical or mental medical emergencies, death of an immediate family member, pregnancy (**see Appendix L**), adoptions, or other situations on a case-by-case basis. Short Leave does not release students from their obligations to the curricular and co-curricular responsibilities for the professional program. Short Leave is designed to allow the pharmacy student time for recovery from associated medical interventions, coordinate and/or attend funeral arrangements, etc. prior to returning to curricular and co-curricular requirements. For instances in which greater than 5 days are required, the School of Pharmacy Leave of Absence Policy is available. Students are referred to the Student Handbook for additional information regarding leave policies within the School of Pharmacy.

In the case of excused absences that require a student to miss one or more rotation days, the ability to make-up the time missed prior to the end of the assigned rotation (if required) will be determined at the discretion of the preceptor in consultation with the Executive Director of Experiential Education and Executive Director of Professional Affairs. Students should be aware that if it is not logistically possible to make up for the missed time, the UCSOP Leave of Absence Policy may apply. Refer to the IPPE and APPE Preceptor and Student Program Manuals for additional information.

Pharmacy Students who are petitioning for student leave must adhere to the following steps:

1. Make an appointment with the Executive Director of Professional Affairs immediately upon the recognition of the need for Short Leave to discuss the situation and the determination of the appropriate type of leave.
2. File an official petition for the Short Leave, with the Executive Director of Professional Affairs. Documentation (for example, doctor's notes) should be included.
3. Upon receipt of the petition the Executive Director of Professional Affairs, working in conjunction with the Associate Dean for Academic Affairs, will consult with the faculty and/or responsible agent for each course and/or co-curricular requirement that the student is requesting leave.
4. The student will receive a communication from the Executive Director of Professional Affairs regarding the status of their petition within 5 business days of receipt of their petition. Once the Pharmacy student Short Leave petition has been approved, students are required to contact each faculty course leader to determine how missed course content or co-curricular activities will be made up. All missed course work, evaluations, and course assignments must be completed by the date provided by the course coordinator. Students are expected to self-learn material missed in didactic coursework. When available and feasible, audio-video resources of the missed lectures will be provided to the student.
5. The student is responsible for communicating with the Executive Director of Professional Affairs immediately before and during the Short Leave period to share their status/progress.
6. On the return date from the approved Short Leave and prior to returning to any curricular and co-curricular requirements, the student must arrange to meet with the Executive Director of Professional Affairs to provide any paperwork and/or documentation required to support the student's ability to return to normal curricular/co-curricular functioning.

Please note: Students who require time away from curricular and co-curricular responsibility beyond the approved Pharmacy Student Short Leave will be referred to the Executive Director of Professional Affairs for review for a Leave of Absence from the School of Pharmacy.

### **Withdrawal Policy**

Successful completion of the Doctor of Pharmacy Degree is based upon meeting specified levels of performance and the maintenance of minimum established standards of personal, professional, and scholarly conduct. The School reserves the right to require withdrawal of a student at any time, deemed necessary to safeguard the standards of orderly operation, scholarship, and conduct.

### **Physical and Psychological Emergencies Policy**

A pharmacy student who is reasonably believed to be in an immediate life-threatening danger to themselves or others, due to physical or psychological difficulties, may be required to obtain professional evaluation and treatment. Failure to comply with this requirement can result in contact with their emergency contact (spouse, parent, etc.), or mandatory withdrawal from the University. If the disturbing and/or dangerous behavior is not corrected in a timely and efficient manner, medical leave may be imposed.

## **Academic Support Services**

### **Requests for Letters of Standing**

Students often require letters of standing for associations, organizations, experiential education assignments, and employment. Letters of good standing can be requested by contacting an Administrative Assistant in the Dean's Office (UCSOP first floor administrative suite). Letters will be prepared and mailed within five business days.

In situations where a student is requesting a letter of standing to another institution for purposes of transfer and withdrawal from the UCSOP, the student must schedule an Exit Interview with the Executive Director of Professional Affairs. Once the exit interview is completed, the EDPA will notify the appropriate Administrative Assistant and the Dean, and the letter will be prepared and mailed within five business days.

Letters of standing will include information about the student's academic and professional standing with the UCSOP. Under no circumstances will separate letters (one for academics and one for professionalism) be sent on the student's behalf.

### **Standard Referencing Format**

Students should submit written materials in accordance with the Standard Referencing Format as required by the instructor for the classes at UCSOP. Examples of commonly used referencing styles are available via the School of Pharmacy library website at <https://library.ucwv.edu/pharmacy>, under the "citations and tutoring" tab. Some commonly used referencing formats include American Medical Association, American Psychological Association, and International Committee of Medical Journal Editors Uniform Requirements for Manuscripts Submitted to Biomedical Journals.

### **Student Advising**

The UCSOP has adopted an appreciative advising model. This means that faculty work one-on-one with students to get to know their career goals and aspirations and assist students with developing an individualized curricular and co-curricular plan based on those goals. This plan is part of the ePortfolio process required of all UCSOP students. The Office of Academic Affairs works with students and their academic advisors to implement an Academic Early Intervention (AEI) program to identify students with low academic performance at each semester midpoint. AEI letters are sent to applicable students and their advisors requiring them to schedule an advisory meeting. Students with AEI letters are required to meet with their advisor and follow through on identified corrective actions in effort to secure academic success each semester.

The purpose of the student advising program is to:

- Assist students admitted into the professional program in progressing through the professional curriculum and successfully graduating as a Doctor of Pharmacy
- Provide the student with a resource to reinforce the requirements, expectations, and standards of the professional program
- Assist the student to identify individual outcomes to guide their involvement in co-curricular experiences that complement the curriculum and match career aspirations

- Guide the student in meeting the programmatic requirements necessary for student progression and graduation
- Provide the student with a resource regarding the profession of pharmacy and career paths

### **Expectations of the Student**

- Be proactive in communicating with your advisor. Maximizing the value of an advisor as a resource occurs when the student is proactive in seeking guidance or assistance with various issues, including but not limited to academic performance concerns, career advice, school-life balance and time management.
- Schedule a meeting with your advisor:
  - during the first two-weeks of the semester to discuss any issues or concerns and develop individual co-curricular outcomes
  - during last two-weeks of the semester to discuss how the semester has gone
- Schedule a meeting with your advisor immediately if you receive an Academic Early Intervention letter at mid-semester or if you are placed on academic probation
- Seek immediate assistance from your advisor if experiencing academic difficulties, failing assessments, or any other related issues
- Make and keep appointments to meet with your faculty advisor regarding your academic ability and progress. Be respectful of their time.
- Follow through on your responsibility for your own success and corrective actions identified through the AEI process

### **Expectations of the Faculty**

- Meet with each advisee twice per semester, more if a student is experiencing academic difficulties or is on academic probation
- Communicate necessary information and provide updates to advisees on a periodic basis
- Assist the student to develop outcomes related to their co-curricular experiences
- Guide the student in meeting the requirements of the professional curriculum with constructive feedback as well as meeting other programmatic requirements
- Assist advisee with continuing professional and career development

### **Student Counseling Resources**

The University of Charleston Counseling and Outreach Services provides on-site individual and group counseling to assist students with finding strategies to cope that may be of concern such as abuse, substance use/dependence, sleep problems, anxiety, loneliness, depression, relationship/family issues, stress, grief, eating disorders, among others. College life offers unique and rewarding opportunities, as well as new life experiences. Although college is a very positive experience, it can at times be challenging, overwhelming or difficult to manage. You are not alone. The Counseling Center is here to help.

The University of Charleston Counseling Center is a safe haven of support. Together, we can work to find ways to improve your life, your experience on campus, and maximize your success at UC and beyond. For hours and appointments: call 304-357-4862 or email [uccounselor@ucwv.edu](mailto:uccounselor@ucwv.edu).



## **Tutoring Resources**

The Rho Chi honor society offers a free peer-tutoring program each semester. Members of the honor society tutor pharmacy students in select subject areas. A copy of the tutoring schedule will be disseminated electronically and posted throughout the School of Pharmacy.

In addition to the Rho Chi tutoring program, School of Pharmacy students have access to the University Academic Success Center, which offers a variety of workshops to help students adjust to campus life. Writing support can be requested from the Academic Success Center with the understanding that tutors may not be readily available. For students needing assistance with written assignments, the Academic Success Center can provide access to Smarthinking, an on-line program which provides feedback and suggestions for improving writing skills. Contact information for the University Academic Success Center is:

Schoenbaum Library - Clay Tower Building 304-347-6983  
ASC@ucwv.edu

## **Co-Curricular Requirements & Expectations**

### **Student Governance and Professional Organizations**

The School of Pharmacy participates within the student governance process of the University as well as maintaining its own Pharmacy Student Governance Association (PSGA-see Appendix V for additional information ). The PSGA is the overarching governing body for pharmacy student issues and concerns. All students enrolled in the School of Pharmacy in good academic standing are members of the PSGA. Each class within the School of Pharmacy (P1, P2, P3, and P4) also elects officers to represent them and has representation on the PSGA Executive Board. Students are referred to the PSGA constitution and other guiding documents for specific information concerning student involvement and responsibilities of professional organizations, clubs, etc.

Student organizations are important vehicles to increase a student's growth, professional maturity and leadership development. Membership and active participation in professional pharmacy organizations is an expectation of the students enrolled in the program. The School of Pharmacy provides support for pharmacy students to join one recognized professional pharmacy organization of their choice that is active and in good standing. Professional Organizations provide students the opportunities to develop leadership skills, broaden social and professional perspectives and contribute to the activities and initiatives of the School of Pharmacy. Anticipated outcomes of professional organizations are the sharing of ideas, values, activities, and cultures among faculty, staff and students. Ultimately, active participation in professional organizations benefits the School of Pharmacy, the student, and the profession.

The Professional Organization/Class Expectations and Learning Outcomes are outlined below. If organizations/classes do not meet the expectations, they may lose their recognition. This would include losing the privilege of reserving space, sponsoring events, and/or having fundraisers approved.

## **Professional Organization Learning Outcomes**

Through participation in professional organization/class officer leadership student pharmacists will:

1. Work to fulfill the University of Charleston and University of Charleston School of Pharmacy missions:
  - a. The mission of the **University of Charleston** is to educate each student for a life of productive work, enlightened living, and community involvement.
  - b. The mission of the University of Charleston School of Pharmacy is to prepare pharmacists and scientists to have a positive impact on the community through advocacy, scholarship, and innovation. Pharmacy graduates will provide the highest level of interprofessional patient care with an emphasis on serving rural and underserved populations.
2. Utilize interpersonal communication through team building, collaboration, and community outreach activities.
3. Utilize patient counseling skills to impact positive health outcomes during community events and health fairs.
4. Advocate for patients, public health, and the profession of pharmacy.
5. Promote cross-organizational, inter-professional, and community partnerships in the delivery of organizational programming and events.
6. Develop and enhance leadership skills necessary for optimal success in the profession of pharmacy.
7. Always represent the UCSOP professionally following the honor code and Oath of the Pharmacist.
8. Serve as role models and mentors for pre-pharmacy students.

## **Professional Organizations/Classes Required Activities**

To fulfill the learning outcomes, the Professional Organizations/Classes will be expected to complete the following expectations each academic year:

### **1. Cooperative Programming**

Each organization will plan and execute one event per semester. Also, an event needs to take place in collaboration/conjunction with one other pharmacy organization each semester.

- Event that revolves around the Mission of the Organization

**(PLS and Rho Chi and Classes Excluded)**

### **2. Leadership Retreat**

Attend and fully participate in the Leadership Retreat in the Fall of the current academic year. (officers not in attendance must be excused by the organization/class advisor and Director of Student Affairs)

### **3. PSGA Executive Board Meetings**

Each organization will have representation (President) at the monthly PSGA Exec Board meetings.

- Missing meetings make the organization/class ineligible to sponsor events or fundraisers. Missing a meeting makes the organization ineligible for Professional Organization of the Year

#### **4. PHAR 501**

Each organization will need to have representation at the Professional Organization Fair.

- Present your organization's mission
- Present annual activities
- Present past accomplishments/awards
- Present plans for the upcoming academic year
- Reinforce WHY this organization is the one to meet their interests
- How much are dues (National and Local)

**(Classes Excluded)**

#### **5. Bulletin Board**

Update second floor Bulletin Board at LEAST once each semester to include:

- Name of organization
- Organization graphic/logo
- Officers/titles
- Organization mission
- Two pictures
- Happenings and Events

#### **6. Primary Organization Designation**

By the sixth week of classes starting, students must submit written request to organization designating them as their primary organization. Organizations will submit completed rosters to the Director of Student Affairs by the eighth week after the semester.

#### **7. Health Fairs- see Health Fair Policies and Procedures (Appendix X)**

Participate in ONE health fair per academic year

- Supplies for the health fair are the responsibility of the sponsoring organization/class; contact Director of Student Affairs for supplies at least two weeks in advance of your health fair
- A Pharmacist-in-Charge (PIC) must be present
- PIC must be determined before turning in Event Request Form
- Participants must have the proper skills for tests/information being disseminated/collected
- Health Fair participants must sign appropriate waivers and release forms

**(PLS and Rho Chi and Classes Excluded)**

#### **8. Organizational CV**

Submit once per semester, via email to the Director of Student Affairs your organization/class CV. In lieu of a CV, you may submit your national organization end-of-year report to include:

- Organization/class name
- Mission
- Officers/advisor(s)
- How many events did you host?
- How many co-sponsored events?
- Summary of events
- How many patients were served?

- How was technology utilized?
- How many total community service hours?
- Conference/meetings attended? Any presentations?
- Other notable accomplishments/outcomes

**(Classes Excluded)**

## **Professional Organizations/Classes Procedures & Processes**

### **1. Event Request Forms**

Complete UCSOP Request forms (pdf) two weeks before a requested event

- Late submissions will not be approved
- Advisor APPROVAL is included in the two week approval process
- You should already have reserved the space (tentatively)

### **2. Completed Event Forms**

Submit a completed event form (pdf) within one week after the event concludes.

- Failure to complete the form will place a hold on future event sponsorship

### **3. Spirit Days**

Limit one Spirit Day per organization/class per academic semester (jeans allowed and maroon/gold t-shirt) (no sweatpants/baggy clothing/holes).

- Must be registered as an event through the event registration process
- If more than one organization collaborates on a dress down day, the dress down day must be claimed by one of the organizations as their dress down day for the year

### **4. Fundraisers**

Fundraisers MUST be approved before being pursued. Students should fill out an event request form and follow the instructions for submitting for events.

- No solicitation of businesses without prior approval from the Executive Director of Professional Affairs; this includes solicitation letter approval
- Artwork must be approved by the Director of Student, prior to submitting the event approval form
- Fliers advertising your fundraiser must be approved by the Director of Student & Alumni Affairs before being distributed
- Do not order/purchase items until they have been approved by the Office of Professional Affairs
- Organizations who have held a particular fundraiser will have the option to sponsor the same fundraiser in succeeding years
- No more than two fundraising events can occur in the same week. If two events are approved, they must be for different items/services
- The maximum length of a fundraiser is seven (7) calendar days

## **5. Event Advertising**

Creative advertising is encouraged

- Fundraisers can only be advertised with up to three e-mails: one e-mail the week before the event and one e-mail the day/week of the event starts and one e-mail midway through the duration of the event
- One day events can be advertised with up to two e-mails: one e-mail the week before the event and one e-mail day of the event
- Approved fliers may be posted the week before the event and should include the following:
  - Sponsoring organization name or logo
  - UCSOP logo
  - Name of event
  - Date/time of event
  - Location of event
  - ePortfolio Badge symbol (if applicable)

## **6. Effective Communication**

Open communication is imperative; closed loop communication is also imperative

- Copy all announcements to your advisors, the Executive Director of Professional Affairs, and the Director of Student Affairs.
- Artwork must be approved by the Office of Professional Affairs prior to submitting the event request form
- Fliers must be approved by the Office of Professional Affairs before being distributed

## **7. Social Media**

If your organization chooses to maintain a group Facebook, Twitter, LinkedIn, Instagram, or other social media account, the Director of Student Affairs must be invited to be a member, follower, or friend on these outlets (advisors may also request to be a member; check with your advisor for his/her preference). Failure to do so may result in the reporting of your social media account to the appropriate entity (Facebook, Twitter, etc.) followed by a request to remove the page or account.

Each organization may host a social media campaign on a medium of their choosing on a topic of their choice during each academic year using #UCSOP and a creative hash tag of your own. This campaign should support a pharmacy-related initiative (provider status, health awareness month, UCSOP event, etc.); organizations can join to co-sponsor social media campaigns. All social media campaigns must be registered as an event through the event registration process.

## **Officer Responsibilities**

The Officer Responsibilities are listed below. These responsibilities should reflect the information that is contained in the organization's constitution. It is the responsibility of the organization/class advisor to immediately notify the Office of Professional Affairs in writing of any changes to their constitution and/or officer responsibilities.

All officers are expected to:

1. Have a consistent attendance record at professional organization/class sponsored events and meetings.
2. Serve as ambassadors for the professional organization/class to strengthen public relations among the other organizations in the School of Pharmacy.
3. Serve as spokespeople and to represent the professional organization/class at official functions.
4. Follow additional professional organization/class governing document requirements.
5. Maintain a file or administrative materials to be passed on to the succeeding officers.
6. Assist in the transition of professional organization/class officers at the end of the academic year.
7. Oversee and delegate tasks related to the UCSOP Student Organization expectations.

The President will:

1. Preside over all Executive Committee and General Body meetings of the professional organization/class.
2. Give administrative guidance and direction to the structure and programming of the professional organization/class.
3. Enforce the Constitution and other guiding documents of the professional organization/class.
4. Appoint chairpersons to professional organization/class committees.
5. Be an ex-officio member of all professional organization/class committees.
6. Attend all professional organization/class events and/or secure a representative to represent the organization in his/her absence.
7. Be official spokesperson and representative for professional organization/class or delegate authority to other members in attendance at official functions.
8. Maintain a file of administrative materials to be passed on to the succeeding professional organization/class.
9. Organize the transition of officers meeting for all entities of the professional organization/class prior to the end of the semester.

The Vice-President will:

1. Officiate over meeting(s) or events(s) in the president's absence.
2. Promote activism by encouraging member participation.
3. Maintain a file of administrative materials to be passed on to the succeeding vice-president.
4. Perform any other duties assigned by the professional organization/class president.
5. Work with the president to organize and implement the transition of officers meeting for all entities of the professional organization/class prior to the end of the semester.

The Secretary will:

1. Work with the historian to ensure that members of the professional organization/class executive board and professional organization/class general body are notified in a timely fashion of upcoming meeting, events, and initiatives.
2. Submit a report and announce the state of all meeting attendance and meeting minutes including the professional organization/class executive board, and professional organization/class general body meetings. These minutes must be preserved and under no circumstances be altered once they have been adopted.
3. Coordinate, disseminate and archive appropriate and official communications.
4. Acknowledge and/or send to proper sources, official correspondence of the professional organization/class after approval from the president and advisor(s).
5. Maintain the professional organization/class's constitution and make necessary changes as approved by the body.
6. Maintain a roster of members.
7. Perform any other duties assigned by the professional organization/class president.
8. Maintain a file of administrative materials to be passed on to the succeeding secretary.
9. Reserve the necessary rooms and create a schedule of date and times for professional organization/class executive committee meetings that is appropriate to the officers', representatives', and advisor(s)' schedules.

**10. Excludes Professional Class Organizations**

The Treasurer will:

1. Work with the professional organization/class executive committee to present a proposed budget to the PSGA Executive Board meeting for the October meeting each fall semester.
2. Submit a report and announce the state of finances of the organization at the beginning of each official meeting of the professional organization/class. These reports must be preserved and under no circumstances be altered once they have been adopted.
3. Execute and organize fundraising events of the professional organization/class.
4. Pay all authorized bills upon request of the president and/or advisor(s) and not spend more than \$50 without prior approval from the professional organization/class executive committee.
5. Deposit and disburse all funds in a timely manner.
6. Perform any other duties assigned by the professional organization/class president.
7. Maintain a file of administrative materials to be passed on to the succeeding treasurer.

The Historian will:

1. Work with the professional organization/class secretary to ensure that members of the professional organization/class executive board and professional organization/class general body are notified in a timely fashion of upcoming meeting, events, and initiatives.
2. Maintain and preserve the events and activities of the professional organization/class.
3. Perform any other duties assigned by the professional organization/class president.
4. Maintain a file of administrative materials to be passed on to the succeeding historian.
5. Work with professional organization/class advisor(s) to coordinate event and fundraising forms.
6. **Excludes Professional Class Organizations**

The Parliamentarian will:

1. Advise the professional organization/class president of the policy and procedures of the organizational business in accordance with the parliamentary authority.
2. Maintain proper decorum during all meetings.
3. Secure the room of only necessary members throughout the duration of the meetings.
4. Assist the president in overseeing that professional organization/class is adhering to the rules and guidelines set forth within the professional organization/class constitution.
5. Serve as the timekeeper for all meeting discussions.
6. Assist the professional organization/class secretary in verifying the number of votes for approved motions.
7. Perform any other duties assigned by the professional organization/class president.
8. Maintain a file of administrative materials to be passed on to the succeeding parliamentarian.
9. **Excludes Professional Class Organizations**

## **Standing Rules**

### ***Section 1: Student Birthday List***

Birthday snacks will be provided immediately following the PSGA meeting in the student lounge each month.

### ***Section 2: Events Requirements***

The PSGA Event Form must be submitted at least two (2) weeks prior to the event. The Completed Event Form must be completed within one (1) week of the completion of the event.

### ***Section 3: Organization Budgets***

1. Each Recognized Professional Organizations/Class must submit their proposed budget for the year at the October PSGA Executive Board Meeting.

### ***Section 4: Fundraising***

An approved fundraiser must meet the following criteria to be approved:

1. Complete the fundraising request form at least two weeks prior to the event.
2. If an item is being sold, a picture of the selling item is required and must be submitted at the same time as the Event Form.
3. If businesses are to be approached, the donation letter and list of businesses are required and must be submitted at the same time as the event form.
4. No more than two fundraising events can occur in the same week. If two events occur, they must be for different items.
5. The maximum length of the fundraiser is seven (7) calendar days.
6. Fundraisers will be approved with priority based on the time stamp on the event form.

### ***Section 5: Remaining a Recognized Professional Organization***

1. Must not promote activities that are illegal or that violate the rights of others.
2. Must contain at least three (3) officer members (President, Treasurer, and a third officer).
3. Must have a representative on the PSGA Executive Board.
4. Must submit their governing documents and roster to the PSGA President in the Fall semester.



5. Must follow the event approval process.
6. Must submit the “Completed Event Form” to the PSGA Historian within one week of the event.
7. Must submit their proposed budget for the year at the October PSGA Executive Board Meeting.
8. Shall perform any other duties approved by the PSGA Executive Board.

***Section 6: Guidelines for Professional Organization/Class Elections***  
**Qualifications and Eligibility.**

Members nominated for office shall:

1. Be currently enrolled as a full-time student and in good professional standing (no disciplinary probation sanction from the Dean) and academic standing the academic year in which they are being nominated.
2. Have a cumulative GPA of 2.5 or higher at the time of election. The required GPA must be maintained while a member in the organization. Members falling short of the minimum GPA will be granted a one semester probation period to attain the required GPA. The 2.5 cumulative GPA must be attained at the conclusion of the spring semester, or the newly-elected officer will forfeit the position for the upcoming academic year.
  - a. A student may hold two elected positions and one appointed position on a Standing Committee within the School of Pharmacy during one term of office. However, any student holding the office of president in an organization may not hold another office in any other organization.
  - b. In the Spring semester, third professional year students (P3) may only run for the fourth professional year (P4) class officer positions and honor societies.

**General Procedure and Rules for Nominations and Elections.**

All election materials will be contained in the Student Pharmacist Leadership Election Informational along with the general procedure for elections and other important election details.

1. Fall Elections will contain the First Professional Year (P1) Class and New Organizations.
2. Spring Elections will contain the Professional Year Classes (P2, P3, P4), Pre-existing Professional Organizations, and Standing Committees Nominations.
3. The Student Pharmacist Leadership Election Information will be distributed prior to the designated nomination period.
4. Student pharmacists can be self-nominated or by students, faculty, staff or volunteers affiliated with the UCSOP for a specific position(s). The nomination must be submitted by the specified date to the Director of Student & Alumni Affairs. The Office of Professional Affairs will notify the nominee if they are eligible for the position(s).
5. After the approval notification, the nominee must submit their name, organization, office and two paragraphs: a biographic sketch and platform for that office to the Director of Student & Alumni Affairs by the deadline to run.
6. Once the applications are received, all the applicants’ information will then be disseminated to the entire PSGA General Body within an appropriate time frame.

7. All elections must occur after a Candidate Forum.
8. The dates for submission of nominations, the officer's position applications, PSGA Candidate Forum, and election-day will be established by the Office of Professional Affairs.

## **Candidate Forum**

The Candidate Forum for PSGA offices will take place during at the February Career Skills & Strategies session. Candidate Forums for a professional organizations/classes will take place during within their respective February meetings.

Rules for a UCSOP Candidate Forum:

1. Each candidate must be present at the time of the forum. If the candidate fails to attend the forum, the candidate forfeits their position on the ballot.
2. The forum must allow organizational members time to ask appropriate questions to the candidates for each position after each candidate has stated their platform.

**Method of Voting.** The election for positions shall be by electronic ballot on the date established by the Office of Professional Affairs.

Rules for voting:

1. The election date will be the date of the March PSGA scheduled meeting..
2. Write-Ins will not be accepted or counted on the official ballots.
3. All students in the School of Pharmacy are eligible to vote on the candidates for PSGA, their respective class and each position of the professional organization(s) for which they are a member.
4. If a position results in a tie vote after the election, an additional election will take place between the tied candidates for the office.
5. If an election results in a second tie, there will be an electronic ballot distributed to the newly elected and outgoing executive committee of the professional organization/class. The candidate with majority vote wins the tie.
6. After the election process has happened, officer vacancies can be filled by appointment from the newly-elected executive officers with the approval of the organization/class advisors AFTER receiving judicial and academic eligibility from the Office of Professional Affairs.

**Each professional organization/class constitution or by-laws must contain the following statements (VERBATIM):**

1. Adherence:

This organization will adhere to all University rules, regulations, and policies, as well as to all local, state, and federal laws.

2. Non-exclusionary Membership Clause:

This organization practices an open membership policy for members of the university community without regard to race, color, age, religion, national origin, disability, or sexual orientation. Membership and participation in this student organization must be open to all currently registered students without regard to gender, unless exempt under Title IX.

### 3. Non-Profit Clause:

(Name of Organization) is organized exclusively for charitable, religious, educational, or scientific purposes, including, for such purposes, the making of distribution to organizations that qualify as exempt organizations under section 501 (c) (3) of the Internal Revenue Code of 1954. No part of the net earnings of the organization shall inure to the benefit of its members, directors, officers, or other persons except that the organization shall be authorized to and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the exempt purposes of the organization. In the event of dissolution, the residual assets of the organizations will be turned over to one or more organizations with similar purposes or to one or more organizations described in section 501(c) (3) of the Internal Revenue Code of 1954. 29.

### **Election Information**

Elections are held during the spring semester for the following academic year. In the event of any officer vacancy of any professional organization or professional year class, officers may be appointed by their Executive Board (executive officers and advisors) with the approval of the Office of Professional Affairs (to ensure academic and judicial eligibility).

### **Student Pharmacist Leadership Election Information**

To accept the nomination and to run for an elected position, the nominee will be required to submit the following information in the Spring semester:

- Name
- Organization
- Office
- Two paragraphs: a biographic sketch and your platform for this office
  - Biographic Sketch is a one paragraph mini cv telling about the candidate
  - Platform is goals and ideas for the position during their term of office

You may only apply for **TWO** elected positions (if you apply for two, both cannot be a president). You must be currently enrolled as a full-time student. The GPA must be maintained while an officer in the organization. Members falling short of the 2.5 cumulative GPA at the conclusion of the fall semester will be granted a one semester period to attain the required GPA.

The 2.5 cumulative GPA must be attained at the conclusion of the spring semester, or the newly-elected officer will forfeit the position for the upcoming academic year.

A slate of candidates for each position will be provided to the entire School of Pharmacy. The biographic sketch and platforms will be provided for your review and consideration in advance of the Candidate Forums. The Candidate Forum is designed to provide the student body the opportunity to hear in greater detail the platform of candidates for elected positions. All applicants must participate in the Candidate Forum for their respective organization or forfeit their nomination. Candidate Forums are held at the February monthly meeting of each class/organization.

P1 elections are held at the first class meeting of the fall semester.

Each organization has at least one faculty advisor, please contact the advisors for clarification or additional information. All elected positions are for one academic year. ***Individuals are only allowed to hold two elected positions (if holding two positions, neither can be a president) for a professional organization or class per academic year (individuals may be a student member on a School of Pharmacy Standing Committee or hold an appointed office within a professional organization or class for the same academic year).*** Officer installation occurs at the regular monthly meetings in April. Unopposed offices will be declared by acclamation and no vote will occur.

### **Student Representation on Standing Committees**

There is student representation on the following committees within the School of Pharmacy: Academic Affairs, Professional & Student Affairs, and Assessment.

Student Representation is included in the structure of the following committees: Academic Affairs, Professional & Student Affairs, and the Assessment Committee. The committee membership and charges of each committee is found below.

### **New Organizations**

#### **Procedure for Starting New Organizations**

1. Any individual (student, faculty, staff) interested in starting a new professional organization should notify the PSGA Executive Committee.
2. The following information must be submitted to the PSGA President, the Executive Director of Professional Affairs, and the Director of Student Affairs:
  - a. Name of Organization
  - b. The mission statement of the professional organization
  - c. A description of the need for the professional organization and what it would add to the pharmacy academy at the UCSOP
  - d. Potential advisor(s) name(s)
  - e. A list of student pharmacists interested in participating within this professional organization
3. The Dean of the School of Pharmacy will be informed of the interest and will decide if adding another organization is in the best interest of the School of Pharmacy.
4. After the Dean's approval, the information will be presented and reviewed at the earliest PSGA Executive Board meeting. The person(s) submitting the information may be asked to be present at the meeting.
5. Once the PSGA Executive Board members reviewed the petition, the new professional organization will be announced at the earliest PSGA General Body meeting and one week will be designated for comments from the PSGA General Body.
6. After that week has ended, the PSGA Executive Board will meet again and decide whether the professional organization is approved for official recognition. Person(s) responsible for the petition may be present at the deciding meeting, but do not have a vote and will be asked to leave the room during the voting procedure.

\*By exception, the First Professional Year (P1) Class is immediately and officially recognized by the PSGA Executive Board.

**Monthly Meetings**

The monthly meeting schedule for all organizations/classes will be coordinated through the Office of Professional Affairs (OPA) and disseminated prior to the start of the semester. Changes to the designated meeting times/ location MUST be requested to the Director of Student Affairs and the space changes must be coordinated through the OPA Administrative Assistant.

**Financial Responsibilities****Monetary Accounts**

The constitution for each student organization should identify the officer with the responsibility of maintaining financial records. Responsibility for managing and dispersing the funds of student organizations lies with the student members and elected officers. Each organization must keep track of its own expenditures and balances. Up to \$50 maybe be spent with the approval of the Executive Board of the respective professional organization/ class and not the entire organization. Please check individual constitutions/by-laws for clarification. All monetary accounts are maintained through the University of Charleston Office of Student Life.

**National Dues Payment**

Each student pharmacist is eligible to receive funding through the Office of Professional Affairs for national dues for ONE professional organization recognized by the UCSOP. This does not include dues for honor societies. This does include partial dues for fraternities. Student pharmacists must submit their selection by the deadline each fall semester to get their membership dues paid- limitations apply.

**Logo Usage & Branding**

Use of the University of Charleston School of Pharmacy logo must be approved through the Office of Professional Affairs (OPSA). Please contact the OPSA FIRST. Do not contact University of Charleston Communications Department unless directed to do so by an OPSA staff members

## **Peer Mentor Program**

The objectives of the UCSOP Peer Mentor Program are to:

- Help provide a smooth transition to professional school for P1 student pharmacists through peer advising
- Provide academic support for student pharmacists upon matriculation/admission
- Create positive learning and professional experience for both the mentor and mentee
- Develop leadership skills among P2, P3, and P4 students serving as peer mentors

### ***Peer Mentors***

All P2, P3, and P4 student pharmacists in good academic and professional/judicial standing are eligible to serve as Peer Mentors. Mentor training and other events will be held periodically throughout the academic year.

Mentor Benefits include:

- Training on Appreciative Advising, Communication and Campus Resources
- Mentor Lapel Pin (awarded in the Spring)
- Use of the Mentor experience toward activities required for the UCSOP Leadership Badge (with appropriate documentation/reflection)

### ***Mentees***

All P1 student pharmacists will be assigned to a peer mentor upon admission

Mentee Benefits include:

- Connections to student pharmacists who have successfully navigated through their first year of pharmacy school
- Someone to assist in the transition to professional school
- Study tips in general and for specific courses and advice for academic success
- Insight into leadership opportunities in the School of Pharmacy (specific organizations; SOP committees)

### **Mentor-Mentee Matching**

Mentor application: <https://forms.gle/HgbhBBP5E9T4cV2cA>

Mentee application: <https://forms.gle/Km259RWhPCZNyCUDA>

## **Pharmacy Ambassador Program**

The University of Charleston Student Ambassador Program's objectives are to:

- Assist with the recruitment/retention of future student pharmacists
- Engage UCSOP students as leaders during Interview Days, Camps, Open Houses, and Recruitment Events
- Provide opportunity for students to travel to recruitment and events and fairs in their hometown or at their undergraduate institution or home high school
- Allow students to interact with alumni volunteering for the UCSOP Alumni Ambassador Program
- Provide opportunities for student pharmacists to assist at SOP special events (White Coat, Hooding and Honors/Awards Ceremonies)

The Ambassador Program will be open to all student pharmacists in good academic and judicial standing.

### **Training**

Ambassadors must participate in training each academic year. Ambassador training will include the following topics:

- Building/East Apartment Tours
- Campus Resources
- What sets UCSOP apart from other schools of pharmacy
- Professional Organizations-who is active on campus

Ambassador Benefits include:

- Ambassador lapel pin distributed at Honors and Awards
- Two activities for the ePortfolio Leadership Badge for ePortfolio badging (with appropriate documentation)
- Private Leadership Luncheon/End-of-Semester celebration (luncheon)
- Increased interpersonal skills
- Increased connection to your future alma mater
- Interaction with SOP Alumni- possible job leads

## **APPENDICES**

### **APPENDIX A: TECHNICAL STANDARDS FOR STUDENT PHARMACISTS**

Within the role of a pharmacist, an individual will face a variety of physical, mental, and emotional requirements. Pharmacists must also be prepared to utilize principles of evidence-based medicine and perform all elements of the Pharmacists' Patient Care Process (PPCP): collect; assess; plan; implement; and follow-up (monitor and evaluate). To fulfill the ethical responsibility of maintaining patient safety during all interactions with students and graduates, candidates and students at the University of Charleston School of Pharmacy (UCSOP) must review the following Technical Standards to determine their ability and compatibility with the requirements for the profession.

These minimum Technical Standards establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and abilities of an entry-level pharmacist. The standards encompass five areas: 1) observation; 2) communication; 3) sensory and motor function; 4) intellectual, conceptual, integrative, and quantitative abilities; and 5) behavioral and social attributes. In the event a candidate or student is unable to fulfill these technical standards (each of which is essential to the candidate's or student's functioning as a pharmacist) prior to or any time after admission, **with or without reasonable accommodation (see official UC ADA Statement in the Student Handbook)**, the student will not be allowed to enter or progress within the program.

#### **Observation**

- Candidates and students must be able to observe and participate in demonstrations, experiments, discussions, and activities in the basic and clinical sciences, including laboratory exercises and demonstrations made in the classroom using standardized and simulated patient-models.
- Candidates and students must be able to observe a patient at a distance and up close to accurately identify and report pertinent findings

#### **Communication**

- Candidates and students must possess the ability to read and comprehend written English at a level sufficient to adequately evaluate technical materials, clinical guidelines, biomedical literature, medical documentation and orders, prescriptions, computer-generated labels, prescription and nonprescription packaging, and other forms of medical information and communications.
- Candidates and students are expected to be able to effectively communicate all elements of the PPCP and to other healthcare professionals, patients, or the community, in the English language and with accuracy, clarity, and efficiency.
- Candidates and students must be able to accurately document information in a thorough and timely manner within the appropriate platform. Basic computer literacy and application proficiency are required to effectively and efficiently communicate information via electronic platforms.



### **Sensory and Motor Function**

- Candidates and students must be able to learn and perform basic physical assessment, point-of-care testing, sterile and non-sterile compounding techniques, medication dispensing, and therapeutic procedures within the pharmacist scope of practice, such as administering certain medications and immunizations, and other components of the PPCP.
- Candidates and students must be able to perform activities associated with providing general and emergency care for patients, such as basic life support and cardiopulmonary resuscitation.
- Candidates and students must have the ability to legally operate a motor vehicle or other appropriate mode of transportation, or otherwise secure reliable transportation to mandatory off-campus activities, such as experiential rotations.
- Candidates and students must adhere to universal precautionary measures and meet safety standards applicable to laboratory and clinical settings.

### **Intellectual, Conceptual, Integrative, and Quantitative Abilities**

- Candidates and students must be able to learn to process, memorize, quantify, calculate, analyze, interpret, integrate, synthesize, apply, problem-solve, and reach clinical judgments accurately and efficiently.
- Candidates and students must have effective learning techniques and habits to ensure content mastery, as well as the ability to learn through a variety of modalities, including but not limited to, classroom instructions, small group activities, individual study, preparation and presentation of projects, and use of digital technology.
- Candidates and students must be able to learn and to demonstrate the ability to recognize limitations in their own knowledge, skills, and abilities and seek appropriate assistance with their identified limitations.

### **Behavioral and Social Attributes**

- Candidates and students must be able to work collaboratively with their classmates to sustain a safe learning environment and with their colleagues and patients to develop collaborative professional relationships.
- Candidates and students must demonstrate compassion, empathy, honesty, integrity, nondiscrimination, interpersonal skills, and motivation to excel in the practice of pharmacy.
- Candidates and students must respect and protect the confidentiality of sensitive health information, as well as the autonomy and dignity of patients.
- Candidates and students must possess the endurance to tolerate physically, mentally, and emotionally taxing workloads and to function effectively under stress. At times this may require working for extended periods of time or with rotation schedules.
- Candidates and students must be able to employ the full use of their intellectual abilities, exercise good judgment, and prompt and appropriate action in emergency situations.
- Candidates and students must be able to adapt to changing environments and to display flexibility in the face of uncertainties inherent in the training process and the healthcare field.

- Candidates and students are expected to willingly accept and invite constructive feedback and, if necessary, subsequently adopt appropriate modifications in their behavior.
- Candidates and students must understand the legal and ethical aspects of the practice of pharmacy and function within the guidelines established by the law and by the ethical standards of the pharmacy profession.
- Candidates and students who are currently impaired by alcohol or other substances or would constitute a direct threat to the health and safety of others are not considered suitable for admission, progression, or graduation.

### **ADA Statement**

This University is committed to equal opportunity and access for people with disabilities. In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the West Virginia Human Rights Act (WVHRA), the University does not exclude otherwise qualified persons with disabilities from participating in University programs and activities.

The ADA and the WVHRA protect “people with disabilities,” and define a person as disabled if he or she:

- has a mental or physical impairment that substantially limits one of life's major activities, such as walking, hearing, etc., or
- has a record of history of such an impairment, or
- is regarded as having such impairment

In addition, a person who is associated with someone with a disability is protected from employment discrimination based on unwarranted assumptions (e.g., that the person will have to miss work to care for a disabled individual).

Disability and Accessibility Coordinator Contact Information:

Academic Success Center

302 Schoenbaum Library, Clay Tower Bldg.

[ASC@ucwv.edu](mailto:ASC@ucwv.edu)

(304) 357-4776

## **APPENDIX B: STANDING COMMITTEES**

### **Academic Affairs Committee**

The Academic Affairs Committee shall be responsible for conducting a continuing appraisal and evaluation of the professional pharmacy program of study, and for the development of recommendations of curricular revision, additions and other alterations to assure optimal student learning and outcomes.

#### **The membership of the Academic Affairs Committee shall be composed of:**

1. Associate Dean for Academic Affairs (ex officio without a vote), who shall serve as the permanent secretary (or his/her appointee) to the committee. In the event of a tie vote, the Associate Dean for Academic Affairs will be given voting rights.
2. Executive Director of Professional Affairs (ex officio with a vote)
3. Executive Director of Assessment (ex officio with a vote)
4. Two representatives from the Department of Pharmacy Practice (with a vote)
5. Two representatives from the Department of Pharmaceutical Sciences and Administrative Sciences (with a vote)
6. Three professional pharmacy students (one representative from each class- P1, P2, P3) nominated by the pharmacy student governance body (with a vote).
7. One representative from the Office of Experiential Education (ex officio with a vote)
8. One UCSOP alumni or preceptor member (with a vote).

To accomplish the work in the several areas of responsibilities, this committee may be divided into subcommittees under the direction of subcommittee chairs. To accomplish these essential goals and purpose, this committee shall have both the responsibility and right to:

1. Develop and maintain a dynamic curriculum, incorporating technology and meeting the needs of professional and graduate outcomes.
2. Develop and maintain a description of expected student learning and outcomes for the total curriculum and each discrete course within the curriculum. The document shall be written in terms of competencies and published annually in the Student Handbook.
3. Review the content of individual and collective courses as to the completeness and contemporary nature of the content, and contribution to the breadth, depth and value to the total curriculum, according to the expected competencies of students completing each course.
4. Develop policy and make recommendations to the faculty as required in all matters relating to assessing student progress in achieving the educational outcomes as identified by the faculty of the School of Pharmacy.

## **Enrollment & Admissions Committee**

The Enrollment and Admissions Committee shall be composed of the following membership:

1. The Executive Director of Enrollment and Admissions (ex officio, without a vote).
2. Two members of the faculty from each academic department appointed by the Dean (with a vote).
3. The Director of Enrollment and Admissions (ex officio, with a vote).
4. The Dean, Associate Dean of Academic Affairs, Executive Director of Professional Affairs, and/or another member of the Executive Committee shall serve in a consultative role on any matters related to admissions policies or criteria. In the event of a tied or inconclusive vote, one or more of these individuals may be given voting rights based on the reason for consultation and area of expertise.

The Enrollment and Admissions Committee shall serve as the standing committee to develop policy and to make recommendations pertaining to standards for professional pharmacy student recruitment and for admission to the academic program.

To accomplish these essential goals and purpose, this committee shall have both the responsibility and right to:

1. Review prospective pharmacy student applications and interview performance to select students for admission to the pharmacy program
2. Review and provide feedback on current student pharmacist recruitment and marketing policies, procedures, and strategies as needed.
3. Review and provide feedback on admissions criteria and admissions policies and procedures, as needed.
4. Solicit additional feedback from faculty, staff, students, and/or community members on recruitment, marketing, and admissions issues as needed.
5. The Executive Director of Enrollment and Admissions shall report to this committee the activities of Pharmacy Admissions and Recruitment Workgroup and communicate regular updates on enrollment and admissions during faculty and staff meetings.

## **Professional and Student Affairs Committee**

The Professional and Student Affairs Committee shall oversee the policies that directly affect the student experience, including, but not limited to co-curricular requirements, ePortfolio badge approvals, professional student organizations, and Career Skills & Strategies. This committee shall also establish and recommend standards for the awarding of professional pharmacy student scholarships, awards and prizes, and shall supervise the giving of such.

The Professional and Student Affairs Committee shall also be responsible for hearing cases indispute of the School of Pharmacy Code of Conduct on issues pertaining to professional violations. Professional violations will be reported to the committee via Professional Observation Forms (POF). The committee shall review all POFs and related history of those students, and determine which violations require further action. Issues pertaining to academic integrity will be dealt with outside of this committee (by the University's Academic Integrity Committee).

The Professional and Student Affairs Committee shall also review positive Professional Observation Forms and select the Student Pharmacist of the Month.

To accomplish these essential goals and purpose, this committee shall have both the responsibility and right to:

1. Oversee co-curricular activities, including but not limited to, ePortfolio and non-credit generating requirements.
2. Oversee professional student organization and advisor requirements.
3. Coordinate Career Skills & Strategies activities and scheduling.
4. Establish standards for and process the awarding of professional pharmacy student scholarships, awards and prizes.
5. The EDPA will review all POFs regarding professional violations filed, collect related professional history for those students, then present those findings to the committee. The committee will then review the information and determine which violations require further action, such as hearings with the students and recommendations made to the Dean of the UCSOP for final decision on disciplinary action. All documents will be de-identified with respect to student names. Hearings will occur without student members in attendance, and the minutes of the hearings will be de-identified and shared with those student members for final consideration.
6. Serve as a mechanism for student feedback and concerns, via the student representation on the committee.

The Professional and Student Affairs Committee shall be comprised of the following membership:

1. The Executive Director of Professional Affairs (ex officio, without a vote), who shall serve as the secretary (or his/her appointee) to the committee. In the event of a tie vote the Executive Director of Professional Affairs will be given voting rights.
2. The Director of Student Affairs (ex officio, with a vote)
3. The Associate Dean for Academic Affairs of the School (ex officio, with a vote).
4. Two members of the faculty in each of the academic departments appointed by the Dean (with a vote).
5. One pharmacy student from each class (P1, P2, and P3) elected by the pharmacy student body, one of whom will be the president of the Pharmacy Student Governance Association. Student members will serve a one-year term (with a vote).
6. A representative from the Office of Experiential Education will serve in a consultative role on any matters related to experiential education upon request.

## **Assessment Committee**

The primary function of the Assessment Committee (AC) is to develop and maintain a proactive culture of assessment for the School of Pharmacy. The AC makes recommendations to the Dean and Executive Committee regarding the development of policies, procedures, and/or initiatives that ensure quality programming.

To accomplish these essential goals and purpose, this committee shall have both the responsibility and right to:

1. Process and compile information needed for various reports required for accreditation, recruitment, marketing and continuous validation of program quality.
2. Use assessment outcome data to evaluate program strengths and deficiencies in regard to educational outcomes as well as structure and process.
3. Review, revise and implement the Comprehensive Assessment Plan (CAP) and disseminate the resulting data to UCSOP committees and other stakeholders using appropriate venues.

The Assessment Committee shall be composed of the following membership:

1. Executive Director of Assessment (ex officio, without a vote), who shall serve as the permanent secretary (or his or her appointee) of the committee. In the event of a tie vote, the Executive Director of Assessment will be given voting rights
2. Associate Dean for Academic Affairs (ex officio, with a vote)
3. Representation from Professional Affairs (ex officio, with a vote)
4. Representation from Enrollment and Admissions (ex officio, with a vote)
5. Representation from the Office of Experiential Education (ex officio, with a vote)
6. Chair of Pharmacy Practice Department (ex officio, with a vote)
7. Chair of Department of Pharmaceutical and Administrative Sciences (ex officio, with a vote)
8. Faculty Affairs Committee representative (with a vote)
9. One third-year, and one second-year pharmacy student elected by the pharmacy student body, serving a one-year term (with a vote)
10. One UCSOP alumni or preceptor member (with a vote).

**APPENDIX C:**  
**INSTITUTIONAL LEARNING OUTCOMES**

**University of Charleston Institutional Learning Outcomes**

As defined by the Higher Learning Commission, the University of Charleston utilizes an integrated and embedded strategy to assess institutional learning outcomes in academic programs. In practice, this means that upon graduation a student will have demonstrated the competencies listed below by successfully completing performance- based assessments embedded within courses required by each academic program.

Performance-based assessment facilitates the evaluation of learning outcomes by requiring students to demonstrate that they can apply knowledge and skills to perform real-world tasks. Performance-based assessment provides for the direct assessment of student learning outcomes and supports the University of Charleston's commitment to applied learning and experiential education.

<b>Competencies</b>	<b>Learning Outcomes</b>
<b>Analytics</b>	The ability to systematically analyze and utilize data to make decisions
<b>Communication</b>	The ability to read, write, and speak effectively.
<b>Technology</b>	The ability to use technology to access, evaluate and share information
<b>Innovation</b>	The ability to create, synthesize and disseminate new knowledge
<b>Values</b>	The ability to apply ethical principles to make decisions
<b>Engagement</b>	The ability to participate effectively in professional and community settings

## **APPENDIX D: INCLEMENT WEATHER POLICY**

As a residential campus, the University of Charleston does not close completely during extreme weather or other emergency situations. When UC students are present, services must be provided regardless of the circumstances.

When the University is "closed," it means that "classes are canceled." Students and faculty don't have to be at UC. All administrators and staff, however, are to report to work. If an administrator or staff member cannot report to work due to inclement weather, he or she must contact their immediate supervisor as soon as possible. If there are questions on any particular day, during inclement weather, call 304-357-4700, for a recorded message giving instructions to UC employees and students.

If the message indicates a "delay" instead of a "closure," it means there will be no class meetings prior to the delayed class time. This does not mean that the entire instructional day begins at a later time. For example, if we are on a "Two Hour Delay," and the class normally begins at 8 AM, that class will not meet on that particular day. If the class normally meets from 9-11 AM, the class will begin at 10 AM and end at the regular time (11 AM). If a quiz/examination is canceled due to inclement weather, the responsible faculty member will make every effort to inform the students at least 2 hours prior to the start of the quiz/examination.

Since Security staff members are on campus 24- hours-a-day, this department monitors ongoing weather conditions, and when necessary, contacts appropriate Facility Services staff members or the appropriate senior administrator. Decisions are based on a variety of factors, including consultation with officials in surrounding counties. UC policy does not necessarily follow the actions of the Kanawha County public schools system. Once a decision is made, necessary information is forwarded to media contacts, a message is recorded on the UC phone number 304-357-4700, and will be sent out via an emergency messaging system.

University of Charleston school closings and/or delays do not apply to experiential education rotation assignments. For additional information, refer to the IPPE and APPE Preceptor and Student Program Manuals located on CORE ELMS.



## **APPENDIX E: COURSE DESCRIPTIONS**

### **PHAR 501L. Professional Awareness & Preparation Seminar**

#### **0 credit**

This seminar lab is designed to provide the enrolling first year professional pharmacy student with foundational information and knowledge necessary to begin the program. The seminar contains approximately 40 hours of contact and takes place the week immediately preceding the start of the fall semester. The seminar will provide general orientation to: the School of Pharmacy policies and procedures, curriculum, faculty and staff, the advising process, assessment methods, study skills that may promote success, stress management techniques, available University of Charleston services, an overview of professional expectations, experiential requirements, student governance, student organizations, co-curricular opportunities and an introduction to communication (both written and verbal). Participants will also participate in activities designed to facilitate productive group interactions. This seminar lab provides foundational information and activities to prepare entering pharmacy students for the rigor and professional expectations of pharmacy school. The culminating activity of the course is participation in the School of Pharmacy White Coat Ceremony.

### **PHAR 502 / GSL 644. Strategic Issues in Healthcare Leadership**

#### **3 credits**

This course concentrates on analyzing the strategic issues which impact the ability to successfully implement cost effective programs, maintain efficient operations and services, staff and train employees and support other healthcare initiatives. This course emphasizes leadership action through a lens of communication and capacity development as a process of healthcare leadership. Students will exercise their ethnographic and case study research methodology skills to provide a more contextual understanding of strategic issues within healthcare leadership. This course is considered a concentration credit within the MSSL program and an elective credit within the Pharm.D. program.

### **PHAR 503 / GSL 654. Strategic Decision Making in Healthcare Leadership**

#### **3 credits**

This course concentrates on cross-functional strategic decision-making under conditions of uncertainty. Students are challenged to identify environmental and competitive demands and develop alternative levels of strategy with respect to patient and care processes, improving service processes and repositioning care programs for value add to the organization. Students are exposed to the analytical process organizations use to determine the parameters of their strategic plan, the problems organizations encounter in formulating their plan, and the methods used to ensure the strategic plan is implemented as planned. This course is considered a concentration credit within the MBA program and an elective credit within the Pharm.D. program.

### **PHAR 504/ GSL 664. Strategic Innovation in Healthcare Leadership**

#### **3 credits**

This course focuses on exploring recent innovations within healthcare leadership along with the processes leaders utilize to acquire and implement new initiatives within an organization. Teams will explore new initiatives and innovations evaluating the implementation strategies making predictions from inferences and determining the best practices and lessons learned from these efforts to improve the strategizing function as a driver of innovative practice. This course is considered a concentration credit within the MBA program and an elective credit within the Pharm.D. program.

### **PHAR 505 / MBA 721. Healthcare Informatics**

#### **3 credits**

This course explores the role of information technology in the management of health information systems to improve healthcare outcomes. Topics include the terminology, storage, retrieval, and use of information in healthcare. This course is considered a concentration credit within the MBA program and an elective credit within the Pharm.D. program.

### **PHAR 506 Immunization Certification**

#### **1 credit**

Upon successful completion of this self-study and hands-on course, the student will receive a certificate of completion from the [American Pharmacists Association](#). Upon licensure and BLS certification graduates will be able to provide immunization therapy in accordance with the pharmacy regulations in their state of licensure.

### **PHAR 507 / MBA 722 Healthcare Economics**

#### **3 credits**

This course applies principles of economics to the healthcare sector. The course analyzes medical care markets and public policy, recognizing the importance of scarcity and economic incentives, and allowing for differences peculiar to healthcare. Demand and supply of health and medical care are examined as they involve: consumer/patients, healthcare professionals, hospitals, health insurance providers, managed care plans, and public policy. This course is considered a concentration credit within the MBA program and an elective credit within the Pharm.D. program.

### **PHAR 508 / MBA 723 Healthcare Policy and Ethics**

#### **3 credits**

This course provides an overview of the healthcare system in the U.S. and develops the student's understanding of government policy and ethical issues as they relate to healthcare access, quality, affordability, and the implications of different views on healthcare reform. This course is considered a concentration credit within the MBA program and an elective credit within the Pharm.D. program.

### **PHAR 510 Introduction to Pharmacy Practice & Law**

#### **3 credits**

Introduction to Pharmacy Practice orients the entering pharmacy student to the social, economic, and political environments within which pharmaceutical care was previously and is currently being delivered to the patient. The basic health care environment is examined with particular emphasis on the role of the pharmacist in the United States health care system. This includes examining the pharmacist's role in a variety of practice settings. The course will introduce legal and ethical concepts that encompass the rights and responsibilities of the pharmacist and a practical application of the concepts. Discussion and exercises to increase awareness of cultural diversity that is critical to pharmacy practice are included.

### **PHAR 511 Drug Literature Evaluation**

#### **1 credit.**

Drug Literature Evaluation addresses an area of rapid growth in all areas of pharmacy practice assuring the intelligent and safe use of drugs through effective utilization of medical literature. The staggering size and varying quality of the clinical literature require that the pharmacy student develop sophisticated methods for managing the literature and critically evaluating the data that it often represents. Drug Literature Evaluation will present the student with the knowledge and tools necessary to manage drug information in other pharmacy classes.

### **PHAR 512 Immunology**

#### **3 credits**

Immunology will provide an introductory course that presents the basic elements of the immune system and of the means through which the mechanisms of immunity act in a wide range of clinical conditions, including protection against infectious agents, rejection of tumors, transplantation of tissues and organs, autoimmune and other immunopathologic conditions, and allergy.

### **PHAR 513 Biochemistry**

#### **3 credits**

This course will provide students with the fundamental biochemical principles underlying cellular physiology and biological processes. Biochemistry will introduce bio-molecules mainly from a structural point of view and presents metabolism as well as molecular biology (gene expression and replication) by integrating structure-function relationship of enzymes and DNA-binding proteins, respectively.

### **PHAR 514 Pharmaceutics I (Pharmacy Calculations)**

#### **2 credits**

The study of the measurement units, and mathematical functions and applications that are essential to the safe, accurate practice of pharmacy. This course emphasizes pharmaceutical nomenclature, numerical expressions, measurement equivalents, calculation formulas, and problem analysis and reasoning.

### **PHAR 515L Pharmacy Skills Lab**

#### **1 credit**

The purpose of this course is to orient the student pharmacist in skills necessary for contemporary pharmacy practice. The one credit hour course will provide an integrated experience of both pharmaceutical sciences and pharmacy practice disciplines, and help students understand the important link between the two. Topics will include basic pharmaceuticals, acid-base implications in pharmacy, assay measurement and compounding, and point-of-care testing skills (POCT). During the semester-long course, students will work both individually and in designated pairs, facilitating group learning, communication, and a team approach to problem solving. Co-requisites: PHAR 512, PHAR 513, PHAR 514

### **PHAR 516 Medicinal Chemistry**

#### **3 credits**

Medicinal chemistry is the application of organic chemistry to biological and pharmaceutical sciences. The course encompasses drug discovery, identification and preparation of pharmaceuticals, the structure activity relationships used to define or enhance drug action, xenobiotic metabolism and the interpretations of pharmaceutical mechanisms of action at the molecular level.

### **PHAR 520 Basic Principles of Pathophysiology**

#### **4 credits**

The basic biological mechanisms of disease will be presented and discussed. Importance will be placed on basic principles of cell injury and death; inflammation; and neoplasia.

### **PHAR 522 Pharmaceutics II**

#### **3 credits**

Pharmaceutics II is an overview of medicinal formulations and physical/chemical properties of drugs. The course covers such topics as the stability of compounded products, quality control, sterilization, biotechnology preparations, and pharmaceutical compounding. Prerequisites: PHAR 514.

### **PHAR 523L Pharmacy Skills Lab II**

#### **1 credit**

Pharmacy 523L is a one (1) credit hour lab course offered to first-year pharmacy students. The lab class will cover two distinct areas of pharmacy skills during the semester: 1. The legal, practical, and scientific basis of drug products and pharmaceutical delivery systems. It represents physicochemical theories, terminology, pharmaceutical skills, and interpretation of the formulation and performance of pharmaceutical products. This course will incorporate the pharmaceuticals behind dosage forms, while providing a hands-on application for the physicochemical theories presented via prescriptions and extemporaneous compounding labs. 2. The concepts and processes associated with sterile pharmaceutical compounding. The course will begin with the general principles of sterile compounding, focusing on the USP <797> guidelines for sterile compounding. Students will gain hands-on experience with various types of compounding equipment, including needles, syringes, vials, and minibags. The students will become familiar with the sterile compounding of hazardous drugs, antibiotics and nutrition products, and learn to assign appropriate beyond-use-dates to them.

### **PHAR 525L Introductory Pharmacy Practice Experience I**

#### **1 credit**

Introductory Pharmacy Practice Experience I (IPPE I) is intended to provide initial exposure to community practice for first year pharmacy students. Early exposure to practice will make didactic instruction more relevant by providing opportunities to observe pharmacist patient care activities as well as managerial practices. Students will be placed in a community practice setting for 32 hours. This course also includes community pharmacy- based simulation activities designed to prepare students for their IPPE experiences (the simulation experiences do not count for the number of required IPPE hours). Students will be enrolled in this course in either the fall or spring semester of the first professional year.

### **PHAR 527 Lifestyle Modifications and Disease Prevention**

#### **3 credits**

This course will focus on the non-pharmacological basis of disease prevention and those modifications to improve health. This course will combine a lecture-based course focusing on the need for wellness and the promotion of healthy lifestyles with projects geared towards elevating the students' understanding of how to put the concepts into pharmacy practice. Key components of the course will focus on nutrition, physical activity, smoking cessation, and health behavior modification. Students will also learn how cultural differences and social disparities may play a role in achieving the lifestyle modifications necessary for positive health outcomes. A focus on the therapeutic indications of over the counter medications is also included in the course content.

### **PHAR 528 Social Pharmacy**

#### **2 credits**

This course is a comprehensive overview of the social and behavioral aspects of health behavior and the implications for pharmaceutical care. It is designed to explore the theoretical concepts basic to the Social Behavioral Sciences, and how they relate to pharmaceutical care as a discipline. Theoretical models will be examined to elaborate the diversity in patient behavior in health and sickness. The pharmacist's role in providing patient specific care will be discussed as integrated with the complexities of human behavior. Social behavioral research students that explore how individual health actions are influenced by the social processes, social and cultural groups, and diversity in social consequences of his/her environment and group interactions, will be a significant component of the class. (Elective)

### **PHAR 531 Ethnopharmacology of Appalachia**

#### **3 credits**

This course provides the study and understandings about the people of Appalachia's use of plants, fungi, animals, microorganisms, and minerals and their biological and pharmacological effects. In this class there will be an examination of remedies from the standpoint of medical efficacy, potential toxicities, and drug interactions with prescribed medications. (Elective)

### **PHAR 535 Introduction to Psychiatric Pharmacy**

#### **3 credits**

Introduction to Psychiatric Pharmacy takes a global view of mental health illnesses and its treatment. The historical perspective of the treatment of the mentally ill and the growth and increased compassion that has now become a standard expectation in the treatment of mental disorders will be presented. The goal of the course is to provide introductory and foundational knowledge for competent, compassionate, and empathetic care of patients with mental illnesses. Course content covers the identification of what encompasses mental health disorders as classified by the Diagnostic Standards Manual, Fifth Edition (DSM-V) and the general treatment of the most common mood disorders, substance abuse disorders, thought disorders, and cognitive disorders. The use of visitation to mental health support groups, historic or contemporary mental health institutions, guest lecturers, and viewing of contemporary movies that portray important issues associated with persons afflicted with mental illnesses and the effect on family, caregivers, and society at large may be incorporated into the activities of the course. Ultimately, students enrolled in the course will be provided with content designed to provide them with sufficient information to have the appropriate attitude, skills, and awareness to avoid stereotypes, stigmas, and other barriers that limit the adequate treatment of the mentally impaired. Students will become familiar with the changing demographics of mental illness and the impact that this will have on their provision of pharmacy care, regardless of their practice environment upon graduation. (Elective)

### **PHAR 536 Barriers to Health in Underserved Populations**

#### **2 credits**

Barriers to Health in Underserved Populations is a two credit-hour elective designed to improve the student's awareness and understanding of the obstacles to good health that various underserved populations face, and to introduce students to tools that they can use as healthcare providers to lessen some of these obstacles. An emphasis will be placed on pharmacist-related concerns, including health literacy and access to medications. This course will meet for three hours every week. The first half of class will generally involve a lecture or documentary film, and the second half will be spent in 'workshops' where students will practice using the tools or skills they have learned. (Elective)

### **PHAR 537 Patient Safety in Pharmacy Practice**

#### **3 credits**

This course is designed to introduce the students to patient Safety as related to Pharmacy Practice. The student will learn definitions related to patient safety, learn how to evaluate the medication use system for error potential, discuss and develop safety strategies as related to the medication use system, learn about regulatory agencies involved in patient and medication safety, and learn about quality management resources used in evaluating medication and patient safety. Note: For elective courses additional course enrollment information (class size, year preference, etc.) May be provided at the time of registration. (Elective)

### **PHAR 539 Prevention of Drug Diversion and Substance Use Disorder**

#### **2 credits**

This course will introduce the students to the how's and why's of drug diversion and substance abuse including: recognition of drug diversion and substance abuse, types of drugs abused, intervention, treatment considerations, implications to society, the profession and the law. Students will be required to complete several projects and participate in several activities outside of the classroom. (Elective)

### **PHAR 545 Bad Bugs, Pathogens and Prions**

#### **3 credits**

This course will provide students with an understanding of virulence and pathogenesis of medically important microbes commonly seen by pharmacists. Topics will include diseases caused by bacteria, fungi, viruses, rickettsia, ecto and endo parasites. Special emphasis will be given to agents covered in pharmacotherapy and vaccine preventable microbial and viral diseases. Other topics will include emerging pandemic organisms, and prions. This course will build on material from the first year immunology course as it relates to immune response to infectious diseases. Pharmacy students considering a post graduate residency in infectious disease also will find this course valuable. (Elective)

### **PHAR 546 History of Pharmacy**

#### **2 credits**

The profession of pharmacy can trace its origins to prehistoric times. This elective course will focus on the evolution of the profession in the United States from 18<sup>th</sup> century to present time. Upon completion, the student will be familiar with the general chronology of the profession's development. Moreover, the students will understand that pharmacy development is part of a larger context of social, political and cultural development in the healthcare realm. Sequential development periods will be presented through readings, lectures and discussions. (Elective)

### **PHAR 547 Spanish for Pharmacists**

#### **3 credits**

Spanish for Pharmacists is a beginner to intermediate course that focuses on mastery of oral and written communications in the Spanish language with a special emphasis on vocabulary and conversation beneficial to health care professionals. Students will explore topics relevant to real-world everyday situations. This course is an intensive exercise in learning to effectively, and directly apply linguistic, reading and writing skills in the target language. The curriculum focuses primarily on oral listening and speaking communication skills during class sessions. The application of reading and writing skills will be mostly *self-directed* and addressed in out-of-class assignments, activities, and projects. Prerequisite: one or more years of general high school and/or Advanced Placement Spanish. (Elective)

### **PHAR 548 Personal Financial Planning**

#### **3 credits**

The goal of this course is to provide pharmacy students with a foundation in the various aspects of Personal Finance. Research shows that those students who take a Personal Finance course early in their lives accumulate approximately one year's salary more in net worth than those who do not take one (Garman et al., 1998). Students will learn basic financial planning skills via a process that will give them both the competence and confidence to prudently manage their savings, budgets, and debt. In addition, they will learn about the different types of insurance. Finally, a significant amount of time will be spent on the different types of investments, risk assessments, and retirement planning. Most students taking this course will likely never have purchased a house, invested money for retirement, or purchased a home. After taking this course, they will feel more competent and confident in doing these. The ultimate goal is to place students on the path to become financial independence, and to give back to their communities through philanthropy. (Elective)

### **PHAR 549 Leadership & Advocacy for Pharmacy Practice**

#### **3 credits**

This course will examine the importance of leadership as it relates to pharmacy practice, advocacy, and patient care; and is specifically designed for student pharmacists to enhance their ability to become effective leaders in the practice of pharmacy. The objective of this course is not to build a leader, rather to augment the characteristics the particular leader possesses. Students have the opportunity to partake in a variety of self-assessment, leadership, and advocacy activities including the development of a proposal with implementation plan to address a pharmacy-related issue and participation in an advocacy campaign. (Elective)

### **PHAR 550 Introduction to Global Pharmacy Practice**

#### **3 credits**

This course will introduce P1 P2 and P3 professional year students to the practice of pharmacy throughout the world. Differences in pharmacy practice between the United States and other countries will be highlighted. In addition, different cultural influences on the practice of pharmacy within the United States will be discussed. Students will get the opportunity to communicate with pharmacists and pharmacy students from various countries. This type of exposure and discussion may help form awareness that will prepare a student for further global pharmacy opportunities. This course will be highly discussion- based and is ideal for students who are interested in pursuing international rotations. (Elective)



### **PHAR 551 Everybody with Diabetes Counts**

#### **3 credits**

Peer educator training in this course will prepare student pharmacists to deliver an evidence-based, diabetes education curriculum model – Diabetes Empowerment Education Program (DEEP). DEEP is a part of Everyone with Diabetes Counts (EDC) which is a health disparities reduction program for persons with diabetes. Students will learn about the scope of pre-diabetes and the diabetes epidemic. They will gain an understanding of the causes, diagnosis, and management of pre-diabetes and diabetes, principles of adult education, DEEP teaching activities, and program planning, implementation and evaluation, ultimately preparing them to offer diabetes self-management education and support (DSMES) to the community using the DEEP curriculum. Upon completion of the DEEP Peer Educator training requirements, students will be required to assist with and teach in DSMES community workshops. Students will receive a signed Recommendation for Certification upon completion of all course requirements. (Elective)

### **PHAR 555 Strategies for Positive Health Outcomes**

#### **3 credits**

The goal of this course is to challenge the student to take creative action to overcome the barriers to providing comprehensive pharmaceutical care. The contemporary pharmacist must not only be focused on the delivery of an accurate product, but responsible for the delivery of pharmaceutical care. Many barriers exist which must be identified and overcome in order to effect positive health outcomes. The course describes forces within and between individuals and societies which influence health. Topics covered include the psychosocial aspects of care, public health, cultural competency, health literacy, basic epidemiology among others.

### **PHAR 597 Professionalism and Academic Success in Pharmacy School**

#### **3 credits**

This class will help the student develop effective study skills and professional habits to improve his/her performance at the graduate/professional academic level. Through guided exercises, the student will be able to enhance his/her abilities in studying, oral and written communication, stress and time management and leadership. This course will be delivered as a “flipped classroom” or hybrid course. Students will meet in seat 90-minutes per week. However, they will be expected to have completed all course readings and view video lectures prior to class. (Elective)

### **PHAR 598 & PHAR 599 P1 e-Portfolio**

#### **0 credit**

These courses are designed to allow the P1 student pharmacist to complete their e-Portfolio as required for graduation and progression in the pharmacy program. The courses have been designed to meet the 2016 ACPE Standards and 2013 CAPE Outcomes for Pharmacy Education.

**PHAR 607 Case Studies on Structurally Based Therapeutic Evaluation and Drug Discovery**  
**2 credits**

This is a case study based elective course highlighting concepts of medicinal chemistry and drug discovery in therapeutic evaluations. Students will gain exposure to different clinically based as well as drug discovery-based case studies where problem-based learning will be incorporated to demonstrate and apply a culmination of concepts learned in the medicinal chemistry, pharmacology, and therapeutic sequences. Team based and individual discussions and presentations will be integrated which will be important in improving their communication and problem-solving skills as well as help to retain concepts. (Elective)

**PHAR 610 Pharmacokinetic Principles and Clinical Application**  
**3 credits**

Pharmacokinetics Principles presents the theoretical mathematical and functionally dependent physiologic relationships that comprise the quantitative basis for determining patient-specific and drug dosage regimens. This course emphasizes interpreting the (1) rate or time course of drug absorption and elimination, and (2) extent of in vivo distribution from data, graphs, and equations to calculate, identify, and monitor safe and therapeutically effective drug in plasma concentrations, especially for narrow therapeutic range drugs. Clinical application of these principles is also covered in this course.

**PHAR 611L Pharmacy Skills Lab III**  
**1 credit**

The purpose of this course is to orient the student pharmacist in skills necessary for contemporary pharmacy practice. Topics will focus on cognitive aspects of dispensing, such as communication with both patients and other health care providers. Students will receive training on, then have the opportunity to practice using, the Pharmacist's Patient Care Process (include obtaining a health history, medication history, basic patient assessment, development of patient care plans, and appropriate documentation styles). In addition, students will receive training and practice on medication counseling, medication errors, medication reconciliation as well as various physical assessment and medication devices.

**PHAR 612 Basic Principles of Pharmacology I**  
**3 credits**

The basic biological mechanism of therapeutic agents used to treat diseases will be presented and discussed. Importance will be placed on basic pharmacologic principles of pharmacodynamics and cellular processes that underlie understanding a rational approach to therapeutics.

**PHAR 615L Introductory Pharmacy Practice Experience II**  
**4 credits**

Introductory Pharmacy Practice Experience II (IPPE II) is intended to provide a more in depth experience in community practice for second year pharmacy students. Early exposure to practice will make didactic instruction more relevant by providing opportunities to participate in pharmacist patient care activities (under the direct supervision of a preceptor) as well as managerial practices. Students will be placed in a community practice setting for 160 hours and will be enrolled in this course in either the fall or spring semester of the second professional year.

### **PHAR 626L Introductory Pharmacy Practice Experience III**

#### **2 credits**

Introductory Pharmacy Practice Experience III (IPPE III) is intended to provide an overview of institutional pharmacy practice to second year pharmacy students. Early exposure to practice will make didactic instruction more relevant by providing opportunities to participate in pharmacist patient care activities (under the direct supervision of a preceptor) as well as managerial practices. Students will be placed in an institutional practice setting for two weeks (80 hours) during the summer between P2 and P3 year.

### **PHAR 629 Health Care Communications**

#### **3 credits**

This course is designed to help student pharmacists enhance the communication skills they need to deliver quality patient care and to function as a health care practitioner in a global society. This course includes comprehensive assignments and discussions that cover a variety of communication skills necessary for success as a healthcare practitioner to include; the interpersonal and inter-professional communication skills of listening and responding and the provision of health information orally and in writing to a variety of audiences. The course will focus on the development of individual skills through application of knowledge gained through lectures and active learning opportunities.

### **PHAR 630 Pharmaceutical Biotechnology**

#### **3 credits**

Pharmaceutical Biotechnology is intended to provide the student with a working knowledge of the preparation, stability and formulation of different protein and peptide drugs such as antisense agents, transgenic therapeutics and gene therapy. Current FDA approved biotechnology drugs such as human insulin, growth hormones and interferons will be discussed. Note: For elective courses additional course enrollment information (class size, year preference, etc.) may be provided at the time of registration. (Elective)

### **PHAR 631 Human Cancer**

#### **3 credits**

This course provides students with knowledge of the fundamental principles of biology of cancer, therapeutic agents, the identification, enrollment and the mechanism of clinical trials, nuclear pharmacy, and patient treatment. Discussions of the scientific literature in the field will complement didactic lectures. Discussion of aspects of cancer epidemiology, prevention, and principles of drug action in cancer management will be part of the course. Note: For elective courses additional course enrollment information (class size, year preference, etc.) may be provided at the time of registration. (Elective)

### **PHAR 632 Advanced Topics in Pharmacogenomics**

#### **3 credits**

This course extends and applies the concepts presented in the Human Response to Disease course. The goal is for students to develop a deeper understanding and working knowledge regarding current pharmacogenomic issues that influence the drive toward individualized medicine. In the near future, pharmacists will be required to evaluate current scientific and lay media reports on genetic variations that produce variability in expression of disease and response to treatment. The course will focus on the evaluation of scientific and lay media reports, application of this knowledge to predict variable patient outcomes, and translate the information to facilitate counseling to patients as individuals. Note: For elective courses additional course enrollment information (class size, year preference, etc.) may be provided at the time of registration. (Elective)

### **PHAR 633 Advanced Clinical Research in Pharmaceutical Industry**

#### **3 credits**

This course introduces Pharm D students to the principles and practice of clinical research. The course covers both basic and advanced topics for those who want to pursue a career in the pharmaceutical industry or the FDA. It covers a variety of topics linked to clinical research like design of clinical trials, writing clinical protocols, management of patient samples, biostatistics, ethics, legal concerns, regulatory issues, financial management, working with Institutional Review Boards, clinical site management, data management and the role of pharmaceutical industry in clinical research. (Elective)

### **PHAR 636 Diabetes Education and the Patient**

#### **3 credits**

This course is introductory and designed to educate students with the general understanding of diabetes. The student will learn about the pathophysiology of diabetes, affected body organs, diagnosis, management, and the different types of diabetes. The course also covers the importance of glucose and insulin, symptoms, testing methodology to maintain blood sugar and insulin levels. The course also emphasizes lifestyle, infection prevention, nutrition and diet, coping with diabetes and medications. The course explores different types of diabetes including elderly and gestational diabetes. The course introduces technology utilization in clinical practice and management of diabetes (Elective)

### **PHAR 640 Pharmacotherapy 1**

#### **3 credits**

The objective of this 7- week course is to introduce the pharmacy student to pharmacotherapy management for patients with select disorders. This course is designed to provide a comprehensive overview of each therapeutic topic listed in the individual course schedule. For each therapeutic area studied, applicable concepts in self-care (i.e., nonprescription pharmacotherapy), geriatric and pediatric issues, and cultural competency will be integrated throughout this course. Students should understand, integrate, and apply the information and skills obtained from pathophysiology, pharmacology, medicinal chemistry, drug literature evaluation and pharmacokinetics to develop a rational drug therapy plan for patients. Students will be responsible for preparing for each class session by reading assignments and preparing to discuss cases or applications in class daily.

## **PHAR 641 Basic Principles of Pharmacology II**

### **3 credits**

The basic biological mechanism of therapeutic agents used to treat diseases will be presented and discussed. Importance will be placed on basic pharmacologic principles of pharmacodynamics and cellular processes that underlie understanding a rational approach to therapeutics.

## **PHAR 644 Clinical Research Methods & Biostatistics**

### **3 credits**

Clinical Research Methods & Biostatistics serves as an introduction to the principles of study design, biostatistics, and analysis. The course will introduce students to the elements of scientific research, the scientific process, and the role of research in clinical practice and pharmaceutical care. The course also will provide the student with the knowledge and skills necessary for interpreting and conducting research, planning, protocol development, and reporting of research findings. Statistical analysis and interpretation is integrated into the course allowing the student to evaluate current studies for appropriate assessment. After this course, students should be able to understand the key elements of the scientific process and study design, and the application of statistical analysis to this process.

## **PHAR 645 Clinical Assessment of Laboratory and Diagnostic Studies**

### **3 credits**

The objective of this course is to introduce the student pharmacist to all aspects of lab work that apply to clinical practice. This course is designed to provide essential information on common laboratory tests used to screen for or diagnose diseases and monitor the effectiveness and safety of treatment and disease severity. (Elective)

## **PHAR 650 Pharmacotherapy 2**

### **3 credits**

The objective of this 7- week course is to introduce the pharmacy student to pharmacotherapy management for patients with select disorders. This course is designed to provide a comprehensive overview of each therapeutic topic listed in the individual course schedule. For each therapeutic area studied, applicable concepts in self-care (i.e., nonprescription pharmacotherapy), geriatric and pediatric issues, and cultural competency will be integrated throughout this course. Students should understand, integrate, and apply the information and skills obtained from pathophysiology, pharmacology, medicinal chemistry, drug literature evaluation and pharmacokinetics to develop a rational drug therapy plan for patients. Students will be responsible for preparing for each class session by reading assignments and preparing to discuss cases or applications in class daily.

### **PHAR 660 Pharmacotherapy 3**

#### **3 credits**

The objective of this 7- week course is to introduce the pharmacy student to pharmacotherapy management for patients with select disorders. This course is designed to provide a comprehensive overview of each therapeutic topic listed in the individual course schedule. For each therapeutic area studied, applicable concepts in self-care (i.e., nonprescription pharmacotherapy), geriatric and pediatric issues, and cultural competency will be integrated throughout this course. Students should understand, integrate, and apply the information and skills obtained from pathophysiology, pharmacology, medicinal chemistry, drug literature evaluation and pharmacokinetics to develop a rational drug therapy plan for patients. Students will be responsible for preparing for each class session by reading assignments and preparing to discuss cases or applications in class daily.

### **PHAR 670 Pharmacotherapy 4**

#### **3 credits**

The objective of this 7- week course is to introduce the pharmacy student to pharmacotherapy management for patients with select disorders. This course is designed to provide a comprehensive overview of each therapeutic topic listed in the individual course schedule. For each therapeutic area studied, applicable concepts in self-care (i.e., nonprescription pharmacotherapy), geriatric and pediatric issues, and cultural competency will be integrated throughout this course. Students should understand, integrate, and apply the information and skills obtained from pathophysiology, pharmacology, medicinal chemistry, drug literature evaluation and pharmacokinetics to develop a rational drug therapy plan for patients. Students will be responsible for preparing for each class session by reading assignments and preparing to discuss cases or applications in class daily.

### **PHAR 698 & PHAR 699 P2 e-Portfolio**

#### **0 credit**

These courses are designed to allow the P2 student pharmacist to complete the e-Portfolio as required for graduation and progression in the pharmacy program. The courses have been designed to meet the [2016 ACPE Standards](#) and [2013 CAPE Outcomes for Pharmacy Education](#).

### **PHAR 700 Pharmacy Skills Lab IV**

#### **1 credit**

This is a capstone laboratory course highlighting pharmacy practice skills that focus on Entrustable Professional Activities (EPAs) and demonstrate student readiness for Advanced Pharmacy Practice Experiences (APPEs). Students will gain exposure to pharmacist-delivered patient care services through use of simulated experiences. Team-readiness is emphasized as students collaborate with UC Physician Assistant students in interprofessional patient care simulated activities. Problem-based learning will be incorporated to demonstrate and apply a culmination of concepts learned in the pharmacotherapy sequence covering care across the lifespan of patients. Pharmacy administration concepts, communication skills and problem-solving will be practiced such that students may demonstrate competence in these areas prior to APPE rotations where these skills will be expected.

### **PHAR 716L Introductory Pharmacy Practice Experience IV**

#### **1 credit**

Introductory Pharmacy Practice Experience IV (IPPE IV) is designed to provide an introduction to establishing the appropriate delivery of pharmaceutical care services to patients. Topics will focus on the role pharmacists play in pharmaceutical care, how those roles may be achieved, and the process of completing comprehensive medication reviews. Students will apply previous knowledge learned to further develop the skills and attitudes necessary to complete comprehensive medication reviews and participate in team-based care. Upon completion of this course, students should have gained the basic knowledge, abilities, and attitudes necessary for developing pharmaceutical care practices. This course will provide 32 IPPE hours.

### **PHAR 718 Pharmacogenomics and Medical Genetics**

#### **3 credits**

Human response to Disease will explore how DNA variations are important in understanding the genetic basis for disease and individual responses to environmental factors, as well as for such normal variations in biological processes as development and a drug response. The course will also focus on the psychosocial response to the disease process and physiologic markers of that process

### **PHAR 725 Pharmacy Management and Marketing**

#### **3 credits**

The major goal of this course is to provide the student pharmacist with a conceptual and practical understanding of accounting, financial analysis, human resource management, basic organizational behavior concepts, management skills, and their applications to pharmacy and healthcare organizations. Additionally, the course will provide a working knowledge of the marketing principles to pharmacy practice, marketing techniques for pharmacy practice, operations, quality improvement, service marketing management, prescription drug promotion and pharmaceutical marketing issues currently of interest to the pharmaceutical industry and pharmacy practice.

### **PHAR 728 Pharmacy Law**

#### **3 credits**

Students will learn the federal laws governing the practice of pharmacy. The course will emphasize introductory legal concepts that encompass the rights and responsibilities of the pharmacist and their practical application.

### **PHAR 729 Geriatric Pharmacotherapy and Pharmaceutical Care**

#### **2 credits**

This course is designed to provide current information regarding pharmacotherapy and pharmacy care for the geriatric population. It is intended to build upon existing pharmacotherapy knowledge and prior course content. Case-based learning will be used to develop problem solving and critical thinking skills, particularly in regard to the selection and monitoring of medication therapies. Special emphasis will be placed on preventing and detecting medication-related problems and geriatric syndromes. This course will also emphasize the broader aspects of care for geriatric patients, including psychological, sociological, and financial elements that influence therapy management. The interdisciplinary team approach in caring for the geriatric population will be incorporated, along with the pharmacist's role in various care settings. (Elective)

### **PHAR 730 Community Pharmacy Practice and Management**

#### **3 credits**

This course is designed for students to learn the responsibilities and duties of a pharmacy manager. Students will be expected to develop their own "pharmacy" and use real-life examples and simulation activities to solve issues that challenge a pharmacist in charge. Areas covered will include, operations management, regulatory functions, human resource, budgeting, marketing, and value added services. (Elective)

### **PHAR 732 Adverse Drug Reaction**

**2**

#### **credits**

Adverse Drug Reaction is an in-depth study course for P3 students to provide a comprehensive evaluation of drug induced reactions and diseases. This course prepares the student for an optional P4 elective rotation on adverse drug reactions as well as a greater understanding of adverse reactions for patient care in clinical settings (i.e., pharmacy residency, clinics, hospital pharmacy). Topics covered include (but not limited to) adverse drug reaction definition, reporting, prediction, treatments, mechanism of action, and documentation. (Elective)

### **PHAR 733 Palliative Care**

**3**

#### **credits**

This course will provide knowledge and skills for the pharmacist to function as an integral member of the multidisciplinary team caring for the palliative care patient. Critical thinking and communication skills will be emphasized. Topics for this course include general principles of palliative care, pain and symptom management and the pharmacoeconomic issues that influence the delivery of pharmaceutical care in the palliative care or hospice setting. (Elective)

### **PHAR 734 Advanced Medical Communication**

#### **3 credits**

Advanced Medical Communications will provide students with knowledge and skills in basic medical writing, including punctuation, grammar, and writing style, and various communications styles. Students will participate in a variety of communications activities using their basic skills, including writing blogs, newspaper articles, patient education materials, presenting in small and large formats, and creating videos for patient education. Additionally, students will be introduced to career options in medical communications. (Elective)



**PHAR 735 Exploring Postgraduate Training****3 credits**

The objective of this course is to introduce and prepare students for navigating the process of researching, applying and obtaining a postgraduate training opportunity. As positions are becoming more competitive it is necessary to be equipped with tools to ensure you stand out in the applicant pool. This course will explore what postgraduate training opportunities are available, how to prepare for them and how to excel once obtaining one. (Elective)

**PHAR 736 Advanced Topics in Pharmacotherapy****3 credits**

The objective of this course is to challenge the pharmacy student to expand their baseline pharmacotherapy knowledge gained in the pharmacotherapy courses through the study of advanced therapeutic topics. For each therapeutic area studied, students will be expected to exhibit skills in thinking and decision making, provide effective communication both with other healthcare providers and patients, and enhance self-learning skills. Students should understand, integrate, and apply the information and skills obtained from pathophysiology, pharmacology, medicinal chemistry, and pharmacokinetics to develop and implement a rational drug therapy plan. Students will be responsible for attending each class session and completing application-based case scenarios and topic debates as assigned. (Elective)

**PHAR 737 Pharmacoepidemiology****3 credits**

This course is designed to assist students to understand concepts of pharmacoepidemiology, how pharmacoepidemiology studies are conducted; and how to interpret findings. Based on the clinical pharmacology knowledge and epidemiology concepts, the course will include the process for drug approval, methods for identification and attribution of adverse drug events, current understanding of the epidemiology of adverse drug events; student design and data source for pharmacoepidemiology studies; and application of these studies in the medication decision-making process. (Elective)

**PHAR 738 Ambulatory Care Pharmacy****2 credits**

By participating in this course, students will learn to apply evidence-based medicine, problem-solving, communication, and critical thinking to patient cases and presentations related to ambulatory care pharmacy practice. Class sessions will consist of ambulatory care topic presentations and discussions, quizzes, active learning activities such as group case completion and discussion, and patient counseling presentations. Class engagement (preparation and participation) is expected for each class session. Course topics include, but are not limited to, pharmacist management of chronic disease states commonly encountered in the ambulatory setting (hypertension, diabetes, hyperlipidemia, heart failure, COPD, etc.), billing for pharmacy services, and transitions of care. (Elective)

### **PHAR 739 Emergency Medicine**

#### **3 credits**

Emergency Medicine is an evolving and increasingly recognized practice area for clinical pharmacists. As interest and professional opportunities continue to expand in this therapeutic arena, it is imperative for students to become cognizant of the various aspects of this unique specialty. In addition, the practice of emergency medicine is a collection of various therapeutic areas. This course will not only serve to expose the learner to many new and exciting topics but also serve as a refresher of many topics that are briefly covered in the regular curriculum with and added emphasis on the rapid treatment of the undifferentiated patient. (Elective)

### **PHAR 740 Pharmacotherapy 5**

#### **3 credits**

The objective of this 7- week course is to introduce the pharmacy student to pharmacotherapy management for patients with select disorders. This course is designed to provide a comprehensive overview of each therapeutic topic listed in the individual course schedule. For each therapeutic area studied, applicable concepts in self-care (i.e., nonprescription pharmacotherapy), geriatric and pediatric issues, and cultural competency will be integrated throughout this course. Students should understand, integrate, and apply the information and skills obtained from pathophysiology, pharmacology, medicinal chemistry, drug literature evaluation and pharmacokinetics to develop a rational drug therapy plan for patients. Students will be responsible for preparing for each class session by reading assignments and preparing to discuss cases or applications in class daily.

### **PHAR 741 Pharmacoeconomics and Outcomes Research**

#### **2 credits**

Topics addressed in this course will include the many facets of pharmacoeconomics in pharmacy & healthcare settings, including the use of pharmaceuticals, appropriateness and quality of care, patient outcomes, patient satisfaction with care, costs of both appropriate and inappropriate medication use, healthcare policies related to health care and pharmacoepidemiological considerations. Moreover, the course will examine the respective roles and behaviors of the healthcare professionals (e.g., physicians, pharmacists, nurses, allied health) involved in patient care and the influence of healthcare-related organizations (e.g., managed care, health maintenance organizations, public and private insurance, pharmaceutical manufacturers) on health outcomes.

### **PHAR 742 Advanced Drug Literature Evaluation**

#### **2 credits**

Advanced Drug Literature Evaluation provides the student with advanced problem-solving skills in drug information and related material. The first part of the class is dedicated to didactics and background information relating to drug information resources and activities while on APPE rotations. The second half of the class will be journal club presentations provided by students. After this course, students should be able to apply skills learned in class to the APPE rotations and NAPLEX.

## **PHAR 750 Pharmacotherapy 6**

### **3 credits**

The objective of this 7- week course is to introduce the pharmacy student to pharmacotherapy management for patients with select disorders. This course is designed to provide a comprehensive overview of each therapeutic topic listed in the individual course schedule. For each therapeutic area studied, applicable concepts in self-care (i.e., nonprescription pharmacotherapy), geriatric and pediatric issues, and cultural competency will be integrated throughout this course. Students should understand, integrate, and apply the information and skills obtained from pathophysiology, pharmacology, medicinal chemistry, drug literature evaluation and pharmacokinetics to develop a rational drug therapy plan for patients. Students will be responsible for preparing for each class session by reading assignments and preparing to discuss cases or applications in class daily.

## **PHAR 760 Pharmacotherapy 7**

### **3 credits**

The objective of this 7- week course is to introduce the pharmacy student to pharmacotherapy management for patients with select disorders. This course is designed to provide a comprehensive overview of each therapeutic topic listed in the individual course schedule. For each therapeutic area studied, applicable concepts in self-care (i.e., nonprescription pharmacotherapy), geriatric and pediatric issues, and cultural competency will be integrated throughout this course. Students should understand, integrate, and apply the information and skills obtained from pathophysiology, pharmacology, medicinal chemistry, drug literature evaluation and pharmacokinetics to develop a rational drug therapy plan for patients. Students will be responsible for preparing for each class session by reading assignments and preparing to discuss cases or applications in class daily.

## **PHAR 770 Pharmacotherapy 8**

### **3 credits**

The objective of this 7- week course is to introduce the pharmacy student to pharmacotherapy management for patients with select disorders. This course is designed to provide a comprehensive overview of each therapeutic topic listed in the individual course schedule. For each therapeutic area studied, applicable concepts in self-care (i.e., nonprescription pharmacotherapy), geriatric and pediatric issues, and cultural competency will be integrated throughout this course. Students should understand, integrate, and apply the information and skills obtained from pathophysiology, pharmacology, medicinal chemistry, drug literature evaluation and pharmacokinetics to develop a rational drug therapy plan for patients. Students will be responsible for preparing for each class session by reading assignments and preparing to discuss cases or applications in class daily.

## **PHAR 798 & PHAR 799 P3 e-Portfolio**

### **0 credit**

These courses are designed to allow the P3 student pharmacist to complete the e-Portfolio as required for graduation and progression in the pharmacy program. The courses have been designed to meet the 2016 ACPE Standards and 2013 CAPE Outcomes for Pharmacy Education.

## **PHAR 821-828 Advanced Pharmacy Practice Experiences and Course**

### **40 credits**

Eight advanced pharmacy practice experiences in various practice environments that present the student with the opportunity to engage in the advanced practice of pharmacy in a structured and supervised environment. Prerequisites: Students must have achieved fourth year professional status and successfully completed all academic and programmatic requirements of the first three professional years.

### **Ambulatory Care Experience**

#### **5 credits**

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member. Activities designed as part of this course give the student experience in an ambulatory care practice setting.

### **Acute Care/Internal Medicine Experience**

#### **5 credits**

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member. Activities designed as part of this course give the student experience in an in-patient practice setting.

### **Community Care Experience**

#### **5 credits**

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member. Activities designed as part of this course give the student experience in a community clinical care practice setting.

### **Institutional Practice Experience**

#### **5 credits**

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member. Activities designed as part of this course give the student experience in an institutional (hospital) practice setting.

**Selective Experience I****5 credits**

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member. Students will complete either a clinical or management rotation in a community or institutional setting. Placement will be determined based on the student's stated preference.

**Selective Experience II****5 credits**

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member. Students will complete either a clinical or management rotation in a community or institutional setting. Placement will be determined based on the student's stated preference.

**Elective Care Experience I****5 credits**

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member.

**Elective Care Experience II****5 credits**

Students will be assigned a pharmacist preceptor for a five-week equivalent in the pharmacist's practice site. Each equivalent week of experience shall contain an average of forty hours of practice. The student will perform pharmacist functions while under the supervision of the faculty (full-time, part-time or affiliate) member.

**PHAR 812 Advanced Certification II-Medication Therapy Management Certification****2 credits**

Students will participate in pre-determined certification program and receive a certificate upon successful completion of the course requirements.

**PHAR 870 NAPLEX/MPJE Preparation Graduation Requirement Part 1****0 credit**

This is the first of a 3-part graduation requirement which is intended to stimulate students to reflect on material that they have been exposed to during the pharmacy curriculum and re-familiarize themselves with the material to the level required to pass the North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE).

## **PHAR 880 NAPLEX/MPJE Preparation Graduation Requirement Part 2**

### **1 credit**

This is the second of a 3-part graduation requirement which is intended to stimulate students to reflect on material that they have been exposed to during the pharmacy curriculum and re-familiarize themselves with the material to the level required to pass the North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE).

## **PHAR 891 NAPLEX/MPJE Preparation Graduation Requirement Part 3**

### **1 credit**

This is the third of a 3-part graduation requirement which is intended to stimulate students to reflect on material that they have been exposed to during the pharmacy curriculum and re-familiarize themselves with the material to the level required to pass the North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE).

## **PHAR 899 ePortfolio**

### **1 credit**

This course represents the culmination of the student's e-Portfolio. During this course each P4 student will successfully complete an oral defense of the e-Portfolio. The course has been designed to meet the [2016 ACPE Standards](#) and [2013 CAPE Outcomes for Pharmacy Education](#)

## **APPENDIX F: PROFESSIONAL ATTIRE POLICY**

University of Charleston School of Pharmacy students have the option to dress casually for classroom activities but may be required to dress professionally on designated days (professional days or when special visitors are on campus such as accreditation teams, interviewees, etc.). These designated days will be communicated by the Dean of the SOP, Office of Professional Affairs, or outlined in class syllabi. In addition, students are expected to wear scrubs and/or their white coat during laboratory classes. The expectation of “Appropriate Professional Attire” (as outlined below) extends to the experiences coordinated by the school but outside of the University of Charleston campus, e.g., service learning, experiential learning, advocacy, activism, and community outreach initiatives, etc. The public expects professionals to maintain high standards of language communication skills, hygiene, and appearance. This is a reflection and extension of the School of Pharmacy, The University of Charleston, and the profession of pharmacy.

### **Appropriate Professional Attire:**

- Dress shoes (orthopedic shoes permitted)
- Dresses and skirts worn at an acceptable length
- Dress slacks/pants or khaki pants
  - Leggings may be worn with dresses or tunics of appropriate length
- Dress shirts, dress tank tops, and polos

**Spirit Days or Any Other Special Event:** Throughout the school year, students have the opportunity to participate in Spirit Days (UC attire or maroon and gold) when professional dress is not required, and jeans, shorts (of an appropriate length), t-shirts, shirts, and tennis shoes are allowed to be worn. Students must still maintain an appropriate appearance during these days.

### **Hair, Nails, Skin:**

- Hair should be neatly combed, clean, and not dyed in any extreme, unnatural colors. Hair length beyond the shoulder may need to be pulled back for safety purposes. Hairstyles and ornamentation should be moderate and in good taste. Cultural head coverings are permitted.
- Nails should be clean and of a length that allows for optimal performance in training activities of a pharmacist (ex. wearing gloves, manipulating medication packaging, etc.).
- Skin – Piercings should be minimal and appropriate for the healthcare environment. Visible tattoos should be tasteful and not overly distracting.
  - Please note that facial piercings and any visible tattoos are inconsistent with most patients’ expectations of professional appearance.
- It is recommended that students do not wear excessive cologne/perfume, especially when in clinical settings.

Although casual dress is acceptable, the following are not acceptable: exposed abdomens; exposed undergarments; obscene phrases or pictures on clothing; pajamas; hats, ball caps, banadas, and sunglasses. Hooded sweatshirts or shirts are acceptable provided the hood remains down while within the School of Pharmacy building. Open toed shoes, sandals, and flip flops

may not be permitted in certain laboratory activities as outlined in the syllabi. **All experiential rotations will follow the dress code as described below.**

**Experiential Education Attire:**

When completing experiential educational course requirements at assigned sites, students are required to dress in “Appropriate Professional Attire” as outlined above. Any site-specific professional attire expectations as communicated by the preceptor, site, or Office of Experiential Education (via CORE ELMS) that are more stringent than the UCSOP policy will apply. In the case of conflicting policies, students should immediately contact the Executive Director of Experiential Education for clarification.

Additionally, students completing experiential education course requirements are required to at all times wear the following:

- UCSOP Student Name Badge
- Official UCSOP White Lab Coat (The lab coat should be bright white, clean, and freshly pressed/ironed at all times.)

Students who attend experiential education sites out of dress code may be considered absent by the preceptor and sent home to fulfill dress code requirements prior to returning to the site. Failure to adhere to the dress code will also result in a Professional Observation Form submitted to the Office of Professional Affairs.



## **APPENDIX G: PLEDGE OF PROFESSIONALISM**

As a student of pharmacy, I believe that 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:

- **DEVELOP** a sense of loyalty and duty to the profession by contributing to the well-being of others and by enthusiastically accepting responsibility and accountability for membership in the profession.
- **FOSTER** professional competency through life- long learning. I will strive for high ideals, teamwork, and unity within the profession in order to provide optimal patient care.
- **SUPPORT** my colleagues by actively encouraging personal commitment to the Oath of a Pharmacist and the Code of Ethics for Pharmacists as set forth by the profession.
- **DEDICATE** my life and practice to excellence. This will require an ongoing reassessment of personal and professional values.
- **MAINTAIN** the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical caregiver.

The profession of pharmacy is one that demands adherence to a set of 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 college community.

Therefore, I will strive to uphold this pledge as I advance toward full membership in the profession.

I voluntarily make this pledge of professionalism.

*Adapted from the University of Illinois College of Pharmacy's Pledge of Professionalism, 1993. Developed and adopted by the American Pharmaceutical Association Academy of Students of Pharmacy and the American Association of Colleges of Pharmacy Council of Deans Task Force on Professionalism on June 26, 1994.*

## **APPENDIX H**

### **OATH OF A PHARMACIST**

“I promise to devote myself to a lifetime of service to others through the profession of pharmacy. In fulfilling this vow:

- I will consider the welfare of humanity and relief of suffering my primary concerns.
- I will promote inclusion, embrace diversity, and advocate for justice to advance health equity.
- I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for all patients.
- I will respect and protect all personal and health information entrusted to me.
- I will accept the responsibility to improve my professional knowledge, expertise, and self-awareness.
- I will hold myself and my colleagues to the highest principles of our profession’s moral, ethical, and legal conduct.
- I will embrace and advocate changes that improve patient care.
- I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public.”

The revised Oath was adopted by the AACP Board of Directors and the APhA Board of Trustees in November 2021.

### **STUDENT PHARMACIST HONOR CODE**

As students of the University of Charleston School of Pharmacy, our behavior reflects on our school and our profession. Recognizing membership into the profession is a privilege, we will up-hold the highest standards of integrity, honesty, and professionalism in our academics and every aspect of our lives. These values are expected during our time as students and are demanded as we enter a life’s work of serving others. Bound by our code of ethics, we will treat all whom we encounter with respect and compassion. As valued members of the healthcare team, we hold ourselves and our peers to these standards to maintain our status as one of the most trusted professions.

## **APPENDIX I: CODE OF ETHICS FOR PHARMACISTS PREAMBLE**

Pharmacists are health care 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 care professionals, and society.

**A. 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, pharmacists promise to help individuals achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.

**B. 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.

**C. 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.

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

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

**E. 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

**F. A pharmacist respects the values and abilities of colleagues and other healthcare professionals.**

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

**G. 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.

**H. 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.

## **APPENDIX J: POLICY FOR FILING A CONCERN REGARDING ACCREDITATION STANDARDS & GUIDELINES**

The Accreditation Council for Pharmacy Education (ACPE; <https://www.acpe-accredit.org/>) accredits Doctor of Pharmacy programs offered by Colleges and Schools of Pharmacy in the United States and Puerto Rico. All University of Charleston School of Pharmacy students receive a general overview of the Accreditation Standards and Guidelines for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree during the course PHAR 501L. The current accreditation standards include the 25 standards, required (key) elements, assessment elements, and required documentation for each individual standard. Additionally, students are periodically encouraged to visit ACPE's website and maintain familiarity with the accreditation standards and guidelines while matriculating in the professional program.

Students wishing to officially express any concern with the School's adherence with the standards should submit a complaint directly to ACPE in writing (<https://www.acpe-accredit.org/complaints/>). Students can also provide any complaints anonymously directly to UCSOP through the comments box located in the student lounge. The Executive Director of Professional Affairs will maintain a file of all complaints to be available for review by ACPE for accreditation purposes or upon their request.

## **APPENDIX K: CHEMICAL & ALCOHOL DEPENDENCY POLICY**

The School of Pharmacy recognizes that alcoholism and drug dependency affect all of society and requires treatment. It desires to assist chemically impaired students, as well as those whose lives have been adversely affected by chemically dependent individuals. The School of Pharmacy endorses the West Virginia Pharmacist Recovery Network (<http://www.wvprn.com/>), whose purpose is to:

- Identify individuals who may be impaired by alcohol, drugs or a psychiatric disorder before patients, pharmacists or families are hurt and before the state Board of Pharmacy must intervene.
- Evaluate the individual's nature and severity of impairment.
- Provide complete confidentiality while providing a contract, a treatment plan, and a monitoring plan.
- Provide a support network to allow pharmacy personnel to continue their career in pharmacy as much as possible.
- Protect the public, family and friends from potential dangers and the destruction of relationships that may occur when a pharmacist is chemically or psychiatrically impaired.
- Provide hope and assistance to any pharmacy personnel in achieving a productive and successful recovery.

The purpose of a recovery program is to protect society from the harm that impaired students may cause, allow recovering students who are not legally restricted or currently chemically impaired the opportunity to continue their education, and provide assistance to chemically impaired students in a manner that protects the rights of the impaired individual. For more information on this please visit the Office of Professional Affairs. Issues regarding alcohol and drug usage on campus are referred to in the current issue of the University of Charleston Academic Catalog/Student Handbook.

Any student pharmacist that is suspected of being chemically impaired or chemically dependent will be required to complete a random drug and alcohol test before being allowed to proceed in the UCSOP program. If positive, the student pharmacist will be referred to the West Virginia Pharmacists Recovery Network for appropriate treatment and rehabilitation. Compliance with the WVPRN requirements will be necessary for the student pharmacist to remain active in the UCSOP program--failure to remain compliant will be grounds for expulsion from the program.

## **APPENDIX L: SPECIAL CONSIDERATIONS, PREGNANCY**

Pharmacy education occurs in special environments such as classrooms, laboratories, off campus health care facilities, etc. These environments may expose students to chemicals, body fluids, communicable diseases, etc. Certain student populations need to make an informed decision concerning their participation in particular learning environments.

Students who are sensitive or allergic to certain chemicals should notify the Executive Director of Professional Affairs immediately. The Executive Director of Professional Affairs will contact all the course level instructors to determine whether the chemical(s) in question is utilized in course instruction. If it is identified that the chemical in question may be used in the curricular and/or co-curricular instruction, the following actions may occur: 1) the student's concerns and situation will be presented and reviewed by the course instructor. Based on the review, a) it may be determined that reduction of exposure to the chemicals in question may alleviate an adverse response to the chemical or b) it may be determined that the student should have an appropriately credentialed health care professional (e.g., allergist) provide a medical evaluation at the student's expense. Based on the outcome, the student will have five (5) working days to make a decision relative to their attendance in the class in question upon which the chemicals in question will be used. If the student selects not to attend the class(es) in question, there will be no absences recorded. However, the student is to work with the course instructor to ensure that curricular outcomes can be achieved and that all assignments and class expectations (as identified by the course instructor) are met taking in consideration the inability of the student to participate in areas/activities involving the chemicals in question.

Recognizing that students may become pregnant prior to or during their course of study in the School of Pharmacy, the school has developed the following policies and guidelines. Students who become pregnant should notify the Executive Director of Professional Affairs so that the appropriate faculty members can be notified. Pregnancy in a health professional school can pose special problems due to training environments which may expose the mother and fetus to chemical, communicable diseases, etc. In many of these instances, the possible effect of these exposures on fetal development is not known. Additionally, the School is unable to determine with certainty the potential risk of the teaching environments to a developing fetus. If the student wishes to continue the course of study as outlined in the Student Handbook, they do so of their own will and knowing that there are options available to them. Once the student notifies the Executive Director of Professional Affairs of the pregnancy, in the best interest of the student and the developing fetus, the student must comply with the following:

- At their own expense, have a medical evaluation to determine if additional measures are needed to reduce and/or protect from exposure to potentially harmful chemicals that are used in the training of pharmacy students.
- Work with the Executive Director of Professional Affairs to develop a “special considerations learning plan” This should include estimates of absences that may occur as a result of the pregnancy and child-birthing process.

The health of the pregnant student and the unborn child are of important considerations by the School of Pharmacy. Pregnant students will be treated fairly, provided their educational options and efforts will be made to continue the progression of learning while maintaining the educational standards put forth by the School. Waivers with respect to the completion of curricular requirements are not available; however, either a Short-Term Leave of Absence or Leave of Absence are available and encouraged for pregnant students to ensure that their course of study is not adversely affected and are academically eligible. Pregnant students who are unable to maintain the academic rigor of the program may be required to drop the course(s) in question during the pregnancy and re-enroll in the course(s) when their health permits and when the courses are regularly offered in the future.

## **APPENDIX M: STUDENT TECHNOLOGY POLICY**

### **Introduction**

Students enrolled in the School of Pharmacy are required to lease the learning technology (laptop, tablet, etc.) provided by the School of Pharmacy and to sign a lease agreement. Students are held financially responsible for any damage as a result of misuse, abuse or failure to return the laptop. Due to support and standardization issues regarding the technology, no exceptions or exemptions will be allowed.

The learning technology remains property of the UCSOP through the duration of the lease. The laptop must be returned to UCSOP under the following conditions UNLESS a formal transfer of ownership has been completed and signed by the student(s) and UCSOP.

When a student leaves the Pharmacy program of study for any reason including but not limited to those listed below, they MUST return all equipment damage free and without software issues.

- Transfer to another program/school
- Withdrawal from program
- Suspension/Expulsion from program
- Leave of Absences for any reason
- A replacement unit is issued to the student.

### **Technology Agreement Form 2024-2025 (signed by new students during orientation)**

Participation in the University of Charleston (UC) and University of Charleston School of Pharmacy (UCSOP) student laptop program is required of every UCSOP student. Every student must sign this agreement prior to being issued a MacBook laptop computer. Please read this agreement carefully before signing.

### **Student Responsibilities**

I accept the MacBook and associated peripherals for use in connection with my affiliation with UC/UCSOP. I understand that this equipment and media remains the sole property of UC/UCSOP and may not be sold, leased, or otherwise transferred to other owners unless the transfer is performed by designated agents of UC/UCSOP.

I agree to adhere to all technology and network related policies of UC/UCSOP. This includes the technology policy listed in the UCSOP Student Handbook. I will also adhere to all local and national laws, rules, and regulations as it relates to the use of computer technology and internet technologies.

Upon completion of all UCSOP curricular and graduation requirements (or a minimum of 4 academic years in the program) and payment of associated tuition and fees to UC/UCSOP, ownership of the MacBook and associated peripherals will be transferred to me by a designated agent of UC/UCSOP at no additional charge. The UC/UCSOP maintenance and insurance coverage will be discontinued at this time.

If I leave prior to the completion of all UCSOP curricular and graduation requirements and have spent less than 4 academic years in the program (i.e., due to transfer to another



program/school, withdrawal, suspension, expulsion, dismissal, and/or leave of absence), I will be given the opportunity to purchase the MacBook at a pro-rated price based on the number of years completed. If this opportunity is declined, it is my sole responsibility to return this MacBook and all associated peripherals to a designated agent of UC/UCSOP.

If the MacBook and the and associated peripherals are not returned to the UC/UCSOP, the UC/UCSOP may take necessary steps to recover the MacBook or the cost of the MacBook and associated peripherals.

I acknowledge UC/UCSOP's right to inspect all computer related equipment, software, and data upon giving me reasonable notice. I also understand that I am not authorized to modify, copy, sell, or trade software on the computer that is licensed to UC and UCSOP. It is my responsibility for backing up all my data files and other personal data or programs.

I agree to notify UC/UCSOP of any loss or damage to the MacBook and associated peripherals within 24 hours of the incident and agree to pay for any damages or losses not covered by the UC/UCSOP maintenance and insurance coverage. This includes theft and failure to return the MacBook and associated peripherals prior to leaving UCSOP. The following items may not be covered under UC/UCSOP's maintenance and insurance coverage:

1. Damage or loss that occurs outside the United States.
2. Damage from liquid spills of any kind.
3. Damage resulting from electrical power fluctuations (other than lightning).
4. Damages due to software viruses and programming errors.
5. Damages due to the installation of unauthorized software.
6. Losses from unsecured locations.
7. Losses due to voluntary transfer of the MacBook and associated peripherals or fraud.
8. Losses or damage due to negligence, wear and tear, obsolescence, infestation, corrosion, rust, cold, heat, and other instances.
9. Losses or damages due to acts of God.

I acknowledge that I have read this agreement and agree to the terms outlined above. I also acknowledge the receipt of all MacBook and associated peripherals and have found them to be in good working order.

### **General Laptop Usage Policy**

The primary purpose of your UCSOP laptop is to support and enhance the academic environment. Software that is installed by UCSOP is for the expressed purpose of utilizing the technology rich learning environment of the UCSOP. Because of this, please be conscious of any third-party software that you download onto your laptop and/or hand-held device. Students are not allowed to download software that is contrary to the learning environment or damaging to the laptop. This includes software such as Limewire, Frostwire, bittorrent/ torrent sites or any other software that is used to illegally download music, videos, and games. Subscription software for legal downloads such as iTunes is acceptable and encouraged.

Your laptop contains software to protect against viruses, spyware, malware, and other obtrusive software. Please do not remove, alter, or replace this software. Furthermore, illegal copying of licensed software is prohibited. All users are responsible for helping to maintain a sound computing environment. Any act which serves to degrade information technology resources, whether deliberate or otherwise, are prohibited. Please use network resources and internet access with responsibility.

Current state and federal laws regarding obscenity and pornography, libel and slander, and misuse of the mails for threats and anonymous letters apply to electronic mail, Internet and bulletin boards. Users are expected to use common courtesy, avoiding vulgarity, obscenity, profanity, and cyber-bullying behaviors.

### **Repair Service Expectations**

It is the student's express responsibility to report any malfunctioning, damaged, or non-functioning equipment to the UC Information Technology Services (IT), who will assess the laptop and provide service based on the following assessment results:

1. If the laptop can be fixed quickly (a quick fix), IT will work on the laptop if time permits. The student is welcome to stay in the area and wait while the laptop is being repaired. The student may request a loaner laptop if needed and retrieve the laptop once the repair is complete.
2. If the repair takes a long period of time, such as a hardware replacement, a loaner laptop will be given to the student to use until the laptop is repaired. Please be aware of the following:
  - Repairs may take up to 5 days if a replacement part must be ordered, shipped, and installed.
  - The laptop will need to remain with the Notebook Support Specialist through the repair process.
  - If possible, your hard drive will be moved to the loaner laptop while the repair is being made.
  - All loaner laptops must be returned before the repaired laptop can be returned to the student.
3. IT may allow users to check out A/C power adapters. However, the student must return the checked-out adapter, or will be charged the replacement cost. The University is not responsible for replacing equipment such as power adapters.
4. Our overall goal is to be as flexible as possible. Every attempt will be made to service the student's laptop in a timely fashion. Please keep in mind that some repairs require replacement parts which may take longer to complete.
5. However, if the laptop must be serviced due to damage found at the fault of the student, the student is responsible for any repair associated charges, including all shipping charges. This type of damage includes but is not limited to, damaged LCD screen, drops, spills, and crushing damage.

6. If a student's laptop is stolen, they are responsible for the cost of a replacement. It is advised that the student consult their insurance agent to see if their auto, home or renter's insurance policy will cover the cost. If not, the student must reimburse the University for the replacement device.

### **Information Technology Staff Contact Info**

UCSOP Desktop Support Technician

First floor of UC main campus library (second floor Geary Student Union)

304-357-4949; [help@ucwv.edu](mailto:help@ucwv.edu)

UCSOP Contact Info

Dr. Jude Ziolkowski, Executive Director of Professional Affairs

### **Technology Fee**

The fee covers all of the teaching and learning technology used in the building including but not limited to: student laptops, wireless access, classroom technologies, equipment to record and post audio, software, online resources, student printers, copiers, toner, and paper. The computer provided as part of the technology fee is mandatory and no petitions to use other equipment are permitted.

## **APPENDIX N: STUDENT/ACADEMIC ASSESSMENT**

### **Assessment in the School of Pharmacy**

Assessment is a systematic and ongoing process that involves the measurement, collection, analysis, and use of data to improve an institution, academic program, or student performance. At the University of Charleston, measuring the achievement of learning and quality of performance, as well as program effectiveness, is an expectation. Assessment of the student begins prior to admission to the School of Pharmacy as data submitted as part of the application process are evaluated in regard to the individual and in aggregate form as incoming classes are constituted. Incoming students participate in assessment activities to establish baseline achievement levels in areas such as critical thinking and ethical practice. Academic achievement and performance levels are assessed as the student progresses through the pharmacy program. Student performance is evaluated to determine if students are achieving course and program outcomes and to document the achievement of these competencies or outcomes. Assessors in this process may include faculty, preceptors, peers, or self. As part of the assessment process, students must be able to objectively and accurately assess their own performance. In some cases, assessment will not be related to a grade but to provide appropriate feedback to assist students to measure progress toward a goal or level of performance or to identify individual strengths and areas for improvement. In addition to measuring classroom achievement, assessment measures may be used to determine progression from one level to another. Some assessment measures are conducted longitudinally, that is they reflect performance in an area such as communication, ethics or critical thinking across the program and are measured at various checkpoints along the way. As graduates of the program, success on the North American Pharmacist Licensure Examination® (NAPLEX) will provide an indication of students' attainment of program outcomes as compared to national standards.

Assessment is important to evaluate the effectiveness of the School of Pharmacy. To Accomplish this, a variety of measures are used including surveys of students, faculty, preceptors and staff. In some cases, tools are administered annually or biannually to provide serial comparisons of program or student growth and development. Data from these surveys are important sources of information for program improvement. In addition, students evaluate faculty performance in the classroom and the effectiveness of preceptors in the clinical setting. Faculty, preceptors and graduating students and alumni complete online surveys sponsored by the American Association of Colleges of Pharmacy (AACP) to identify program strengths and areas for improvement. Results from these surveys can be benchmarked or compared with other schools of pharmacy.

Student participation in the assessment process is very important and provides valuable data for ongoing evaluation of program strengths and areas for continued development and improvement. Students should be aware that data generated from faculty, staff and student surveys have been and will continue to serve as a basis for programmatic revisions or improvements. When students are invited to provide information through surveys, focus groups or other assessment methods, they should expect to receive feedback regarding the results of the assessment initiative.

## APPENDIX O: PHARM D MBA/MSSL DUAL DEGREE PATHWAYS

### University of Charleston PharmD/MBA “2 in 4” Pathway (Class of 2027 and Class of 2028)

Pre-P1 SUMMER*			
Course Number	Course Name	Term	Credit Hours
MBA 673	Applied Marketing	7-Week B	3
			<b>Total Credits: 3</b>

\*If not taken in Pre-P1 Summer, must take in Post-P2 Summer 7-Week B.

P1 FALL			
Course Number	Course Name	Term	Credit Hours
PHAR 501L	Prof. Awareness Prep. Seminar	15-Week*	nc
PHAR 510	Intro. To Pharmacy Practice & Law	15-Week	3
PHAR 511	Drug Literature Evaluation	15-Week	1
PHAR 512	Immunology	15-Week	3
PHAR 513	Biochemistry	15-Week	3
PHAR 514	Pharmaceutics I (Calculations)	15-Week	2
PHAR 515L	Pharmacy Skills Lab 1	15-Week	1
PHAR 555	Strategies for Positive Health Outcomes	15-Week	3
PHAR 598	ePortfolio I	15-Week	nc
<i>PHAR 508/MBA 723</i>	<i>Healthcare Policy and Ethics</i>	<i>7-Week B</i>	<i>3</i>
			<b>Total Credits: 19</b>

\*One week prior to start of classes only.

Pharmacy students are required to register for PHAR 508 (not MBA 723).

P1 SPRING			
Course Number	Course Name	Term	Credit Hours
PHAR 506	Immunization Certification	15-Week*	1
PHAR 516	Medicinal Chemistry	15-Week	3
PHAR 520	Pathophysiology	15-Week	4
PHAR 522	Pharmaceutics II	15-Week	3
PHAR 523L	Pharmacy Skills Lab II	15-Week	1
PHAR 525L	IPPE I	15-Week	1
PHAR 527	Lifestyle Mod. & Disease Prevention	15-Week	3
PHAR 599	ePortfolio II	15-Week	nc
<i>PHAR 505/MBA 721</i>	<i>Healthcare Informatics</i>	<i>7-Week B</i>	<i>3</i>
			<b>Total Credits: 19</b>

\*One day in-seat only.

Pharmacy students are required to register for PHAR 505 (not MBA 721)

Post-P1 SUMMER			
Course Number	Course Name	Term	Credit Hours
PHAR 507/MBA 722	Healthcare Economics	7-Week A	3
MBA 676	Managerial Economics	7-Week B	3
			<b>Total Credits: 6</b>

Pharmacy students are required to register for PHAR 507 (not MBA 722).

P2 FALL			
Course Number	Course Name	Term	Credit Hours
PHAR 610	Pharmacokinetic Principles	15-Week	3
PHAR 612	Pharmacology I	15-Week	3
PHAR 615L	IPPE II	15-Week	4
PHAR 640	Pharmacotherapy 1	7-Week A	3
PHAR 644	Clinical Research & Biostatistics	15-Week	3
PHAR 650	Pharmacotherapy 2	7-Week B	3
PHAR 698	ePortfolio III	15-Week	nc
MBA 672	Managerial Accounting*	7-Week B	3
			<b>Total Credits: 22</b>

\*Accounting pre-requisite required.

P2 SPRING			
Course Number	Course Name	Term	Credit Hours
PHAR 611L	Pharmacy Skills Lab III	15-Week	1
PHAR 629	Healthcare Communications	15-Week	3
PHAR 641	Pharmacology II	15-Week	3
PHAR 660	Pharmacotherapy 3	7-Week A	3
PHAR 670	Pharmacotherapy 4	7-Week B	3
PHAR 699	ePortfolio IV	15-Week	nc
MBA 671	Management	7-Week A	3
			<b>Total Credits: 16</b>

Post-P2 SUMMER**			
Course Number	Course Name	Term	Credit Hours
PHAR 626L	IPPE III	15-Week*	2
MBA 675	International Business and Trade	7-Week A	3
			<b>Total Credits: 5</b>

\*Assigned two-week block only.

\*\*Add MBA 673: Applied Marketing (3 credit hours) to 7-Week B if not taken Pre-P1 Summer 2023.

<b>P3 FALL</b>			
<b>Course Number</b>	<b>Course Name</b>	<b>Term</b>	<b>Credit Hours</b>
PHAR 716L	IPPE IV	15-Week	1
PHAR 728	Pharmacy Law	15-Week	3
PHAR 740	Pharmacotherapy 5	7-Week A	3
PHAR 741	Pharmacoeconomics & HP	15-Week	2
PHAR 750	Pharmacotherapy 6	7-Week B	3
PHAR 751	Pharmacology III	15-Week	3
PHAR 798	ePortfolio V	15-Week	nc
MBA 674	Quantitative Methods for Business	7-Week A	3
			<b>Total Credits: 18</b>

<b>P3 SPRING</b>			
<b>Course Number</b>	<b>Course Name</b>	<b>Term</b>	<b>Credit Hours</b>
PHAR 700L	Pharmacy Skills Lab IV	15-Week	1
PHAR 718	Pharmacogenomics and Med. Genetics	15-Week	3
PHAR 725	Pharmacy Mgmt. & Marketing	15-Week	3
PHAR 742	Adv. Drug Literature Evaluation	15-Week	2
PHAR 760	Pharmacotherapy 7	7-Week A	3
PHAR 770	Pharmacotherapy 8	7-Week B	3
PHAR 799	ePortfolio VI	15-Week	nc
MBA 677	Managerial Finance	7-Week A	3
			<b>Total Credits: 18</b>

<b>P4 SUMMER</b>			
<b>Course Number</b>	<b>Course Name</b>	<b>Term</b>	<b>Credit Hours</b>
PHAR 812	MTM Certificate	15-Week	2
PHAR 821	APPE 1	15-Week	5
PHAR 822	APPE 2	15-Week	5
PHAR 870	SU Board Prep	15-Week	nc
			<b>Total Credits: 12</b>

<b>P4 FALL</b>			
<b>Course Number</b>	<b>Course Name</b>	<b>Term</b>	<b>Credit Hours</b>
PHAR 823	APPE 3	15-Week	5
PHAR 824	APPE 4	15-Week	5
PHAR 825	APPE 5	15-Week	5
PHAR 880	FA Board Prep	15-Week	1
PHAR 899	ePortfolio Defense	15-Week	(1)*
			<b>Total Credits: 16(17)</b>

\*P4 Fall or Spring only.

<b>P4 SPRING</b>			
<b>Course Number</b>	<b>Course Name</b>	<b>Term</b>	<b>Credit Hours</b>
PHAR 826	APPE 6	15-Week	5
PHAR 827	APPE 7	15-Week	5
PHAR 828	APPE 8	15-Week	5
PHAR 891	SP Board Prep	15-Week	1
PHAR 899	ePortfolio Defense	15-Week	(1)*
MBA 678	Strategic Decision Making	7-Week B	3
			<b>Total Credits: 19(20)</b>

\*P4 Fall or Spring only.



**University of Charleston PharmD/MSSL “2 in 4” Pathway (Class of 2027 and Class of 2028)**

<b>Pre-P1 SUMMER*</b>			
<b>Course Number</b>	<b>Course Name</b>	<b>Term</b>	<b>Credit Hours</b>
GSL 510	Art and Strategy of Strategic Leadership	7-Week B	3
<b>Total Credits: 3</b>			

\*If not taken in Pre-P1 Summer, may take in P1 FA 7-Week B.

<b>P1 FALL**</b>			
<b>Course Number</b>	<b>Course Name</b>	<b>Term</b>	<b>Credit Hours</b>
PHAR 501L	Prof. Awareness Prep. Seminar	15-Week*	nc
PHAR 510	Intro. To Pharmacy Practice & Law	15-Week	3
PHAR 511	Drug Literature Evaluation	15-Week	1
PHAR 512	Immunology	15-Week	3
PHAR 513	Biochemistry	15-Week	3
PHAR 514	Pharmaceutics I (Calculations)	15-Week	2
PHAR 515L	Pharmacy Skills Lab 1	15-Week	1
PHAR 555	Strategies for Positive Health Outcomes	15-Week	3
PHAR 598	ePortfolio I	15-Week	nc
<b>Total Credits: 16</b>			

\*One week prior to start of classes only.

\*\*Add GSL 510: Art and Strategy of Strategic Leadership (3 credit hours) to 7-Week B if not taken Pre-P1 Summer.

<b>P1 SPRING</b>			
<b>Course Number</b>	<b>Course Name</b>	<b>Term</b>	<b>Credit Hours</b>
PHAR 506	Immunization Certification	15-Week*	1
PHAR 516	Medicinal Chemistry	15-Week	3
PHAR 520	Pathophysiology	15-Week	4
PHAR 522	Pharmaceutics II	15-Week	3
PHAR 523L	Pharmacy Skills Lab II	15-Week	1
PHAR 525L	IPPE I	15-Week	1
PHAR 527	Lifestyle Mod. & Disease Prevention	15-Week	3
PHAR 599	ePortfolio II	15-Week	nc
GSL 610	Strategic Thinking	7-Week B	3
<b>Total Credits: 19</b>			

\*One day in-seat only.

Post-P1 SUMMER			
Course Number	Course Name	Term	Credit Hours
GSL 506	Sustainable Human Capital	7-Week A	3
GSL 507	Reframing Leadership	7-Week B	3
			<b>Total Credits: 6</b>

P2 FALL			
Course Number	Course Name	Term	Credit Hours
PHAR 610	Pharmacokinetic Principles	15-Week	3
PHAR 612	Pharmacology I	15-Week	3
PHAR 615L	IPPE II	15-Week	4
PHAR 640	Pharmacotherapy 1	7-Week A	3
PHAR 644	Clinical Research & Biostatistics*	15-Week	3
PHAR 650	Pharmacotherapy 2	7-Week B	3
PHAR 698	ePortfolio III	15-Week	nc
			<b>Total Credits: 19</b>

\*Course substitution for GSL 629: Research Methods.

P2 SPRING			
Course Number	Course Name	Term	Credit Hours
PHAR 611L	Pharmacy Skills Lab III	15-Week	1
PHAR 629	Healthcare Communications	15-Week	3
PHAR 641	Pharmacology II	15-Week	3
PHAR 660	Pharmacotherapy 3	7-Week A	3
PHAR 670	Pharmacotherapy 4	7-Week B	3
PHAR 699	ePortfolio IV	15-Week	nc
GSL 601	Organizational Theory	7-Week B	3
			<b>Total Credits: 16</b>

Post-P2 SUMMER			
Course Number	Course Name	Term	Credit Hours
PHAR 626L	IPPE III	15-Week*	2
GSL 615	Leading Across Boundaries	7-Week A	3
PHAR 502/GSL 644	Strategic Issues in HC Leadership	7-Week B	3
			<b>Total Credits: 8</b>

\*Assigned two-week block only.

Students must register for PHAR 502 (not GSL 644).

P3 FALL			
Course Number	Course Name	Term	Credit Hours
PHAR 716L	IPPE IV	15-Week	1
PHAR 728	Pharmacy Law	15-Week	3
PHAR 740	Pharmacotherapy 5	7-Week A	3
PHAR 741	Pharmacoeconomics & HP	15-Week	2
PHAR 750	Pharmacotherapy 6	7-Week B	3
PHAR 751	Pharmacology III	15-Week	3
PHAR 798	ePortfolio V	15-Week	nc
<i>PHAR 503/GSL 654</i>	<i>Strat. Decision Making in HC Leadership</i>	<i>7-Week B</i>	<i>3</i>
			<b>Total Credits: 18</b>

Students must register for PHAR 503 (not GSL 654).

P3 SPRING			
Course Number	Course Name	Term	Credit Hours
PHAR 700L	Pharmacy Skills Lab IV	15-Week	1
PHAR 718	Pharmacogenomics and Med. Genetics	15-Week	3
PHAR 725	Pharmacy Mgmt. & Marketing*	15-Week	3
PHAR 742	Adv. Drug Literature Evaluation	15-Week	2
PHAR 760	Pharmacotherapy 7	7-Week A	3
PHAR 770	Pharmacotherapy 8	7-Week B	3
PHAR 799	ePortfolio VI	15-Week	nc
<i>PHAR 504/GSL 664</i>	<i>Strategic Innovation in HC Leadership</i>	<i>7-Week B</i>	<i>3</i>
			<b>Total Credits: 18</b>

\*Course substitution for GSL 630: Strategic Project Management.

Students must register for PHAR 504 (not GSL 664).

P4 SUMMER			
Course Number	Course Name	Term	Credit Hours
PHAR 812	MTM Certificate	15-Week	2
PHAR 821	APPE 1	15-Week	5
PHAR 822	APPE 2	15-Week	5
PHAR 870	SU Board Prep	15-Week	nc
			<b>Total Credits: 12</b>

<b>P4 FALL</b>			
<b>Course Number</b>	<b>Course Name</b>	<b>Term</b>	<b>Credit Hours</b>
PHAR 823	APPE 3	15-Week	5
PHAR 824	APPE 4	15-Week	5
PHAR 825	APPE 5	15-Week	5
PHAR 880	FA Board Prep	15-Week	1
PHAR 899	ePortfolio Defense	15-Week	(1)*
			<b>Total Credits: 16(17)</b>

\*P4 Fall or Spring only.

<b>P4 SPRING</b>			
<b>Course Number</b>	<b>Course Name</b>	<b>Term</b>	<b>Credit Hours</b>
PHAR 826	APPE 6	15-Week	5
PHAR 827	APPE 7	15-Week	5
PHAR 828	APPE 8	15-Week	5
PHAR 891	SP Board Prep	15-Week	1
PHAR 899	ePortfolio Defense	15-Week	(1)*
GSL 690	Strategic Leadership Capstone	15-Week	3
			<b>Total Credits: 19(20)</b>

\*P4 Fall or Spring only.

### University of Charleston PharmD/MBA “2 in 4” Pathway (Class of 2026)

Post-P1 SUMMER 2023			
Course Number	Course Name	Term	Credit Hours
MBA 673	Applied Marketing	7-Week B	3
			<b>Total Credits: 3</b>

P2 FALL 2023			
Course Number	Course Name	Term	Credit Hours
PHAR 610	Pharmacokinetic Principles	15-Week	3
PHAR 612	Pharmacology I	15-Week	3
PHAR 615L	IPPE II	15-Week	4
PHAR 640	Pharmacotherapy 1	7-Week A	3
PHAR 644	Clinical Research & Biostatistics	15-Week	3
PHAR 650	Pharmacotherapy 2	7-Week B	3
PHAR 698	ePortfolio III	15-Week	nc
<i>PHAR 508/MBA 723</i>	<i>Healthcare Policy and Ethics</i>	<i>7-Week B</i>	<i>3</i>
			<b>Total Credits: 22</b>

Pharmacy students are required to register for PHAR 508 (not MBA 723) UNLESS they have already completed 3 distinct pharmacy elective courses. Students who have completed 3 pharmacy elective courses must register for MBA 723.

P2 SPRING 2024			
Course Number	Course Name	Term	Credit Hours
PHAR 611L	Pharmacy Skills Lab III	15-Week	1
PHAR 629	Healthcare Communications	15-Week	3
PHAR 641	Pharmacology II	15-Week	3
PHAR 660	Pharmacotherapy 3	7-Week A	3
PHAR 670	Pharmacotherapy 4	7-Week B	3
PHAR 699	ePortfolio IV	15-Week	nc
<i>PHAR 505/MBA 721</i>	<i>Healthcare Informatics</i>	<i>7-Week B</i>	<i>3</i>
			<b>Total Credits: 16</b>

Pharmacy students are required to register for PHAR 505 (not MBA 721) UNLESS they have already completed 3 distinct pharmacy elective courses. Students who have completed 3 pharmacy elective courses must register for MBA 721.

Post-P2 SUMMER 2024*			
Course Number	Course Name	Term	Credit Hours
PHAR 626L	IPPE III	15-Week*	2
MBA 675	International Business and Trade	7-Week A	3
MBA 722/PHAR 507	Healthcare Economics	7-Week A	3
			<b>Total Credits: 8</b>

\*Assigned two-week block only.

Pharmacy students are required to register for MBA 722 (not PHAR 507) UNLESS they have not completed 3 distinct pharmacy elective courses. Students who have not completed 3 pharmacy elective courses must register for PHAR 507.

P3 FALL 2024			
Course Number	Course Name	Term	Credit Hours
PHAR 716L	IPPE IV	15-Week	1
PHAR 728	Pharmacy Law	15-Week	3
PHAR 740	Pharmacotherapy 5	7-Week A	3
PHAR 741	Pharmacoeconomics & HP	15-Week	2
PHAR 750	Pharmacotherapy 6	7-Week B	3
PHAR 751	Pharmacology III	15-Week	3
PHAR 798	ePortfolio V	15-Week	nc
MBA 671	Management	7-Week A	3
MBA 672	Managerial Accounting*	7-Week B	3
			<b>Total Credits: 21</b>

\*Accounting pre-requisite required.

P3 SPRING 2025			
Course Number	Course Name	Term	Credit Hours
PHAR 700L	Pharmacy Skills Lab IV	15-Week	1
PHAR 718	Pharmacogenomics and Med. Genetics	15-Week	3
PHAR 725	Pharmacy Mgmt. & Marketing	15-Week	3
PHAR 742	Adv. Drug Literature Evaluation	15-Week	2
PHAR 760	Pharmacotherapy 7	7-Week A	3
PHAR 770	Pharmacotherapy 8	7-Week B	3
PHAR 799	ePortfolio VI	15-Week	nc
MBA 674	Quantitative Methods for Business	7-Week B	3
			<b>Total Credits: 18</b>

P4 SUMMER 2025			
Course Number	Course Name	Term	Credit Hours
PHAR 812	MTM Certificate	15-Week	2
PHAR 821	APPE 1	15-Week	5
PHAR 822	APPE 2	15-Week	5
PHAR 870	SU Board Prep	15-Week	nc
MBA 676	Managerial Economics	7-Week B	3
			<b>Total Credits: 15</b>

P4 FALL 2025			
Course Number	Course Name	Term	Credit Hours
PHAR 823	APPE 3	15-Week	5
PHAR 824	APPE 4	15-Week	5
PHAR 825	APPE 5	15-Week	5
PHAR 880	FA Board Prep	15-Week	1
PHAR 899	ePortfolio Defense	15-Week	(1)*
MBA 677	Managerial Finance	7-Week A	3
			<b>Total Credits: 19(20)</b>

\*P4 Fall or Spring only.

P4 SPRING 2026			
Course Number	Course Name	Term	Credit Hours
PHAR 826	APPE 6	15-Week	5
PHAR 827	APPE 7	15-Week	5
PHAR 828	APPE 8	15-Week	5
PHAR 891	SP Board Prep	15-Week	1
PHAR 899	ePortfolio Defense	15-Week	(1)*
MBA 678	Strategic Decision Making	7-Week B	3
			<b>Total Credits: 19(20)</b>

\*P4 Fall or Spring only.

**University of Charleston PharmD/MSSL “2 in 4” Pathway (Class of 2026)**

<b>Post-P1 SUMMER 2023</b>			
<b>Course Number</b>	<b>Course Name</b>	<b>Term</b>	<b>Credit Hours</b>
GSL 510	The Art and Science of Strat. Leadership	7-Week B	3
<b>Total Credits: 3</b>			

<b>P2 FALL 2023</b>			
<b>Course Number</b>	<b>Course Name</b>	<b>Term</b>	<b>Credit Hours</b>
PHAR 610	Pharmacokinetic Principles	15-Week	3
PHAR 612	Pharmacology I	15-Week	3
PHAR 615L	IPPE II	15-Week	4
PHAR 640	Pharmacotherapy 1	7-Week A	3
PHAR 644	Clinical Research & Biostatistics*	15-Week	3
PHAR 650	Pharmacotherapy 2	7-Week B	3
PHAR 698	ePortfolio III	15-Week	nc
GSL 610	Strategic Thinking	7-Week B	3
<b>Total Credits: 22</b>			

\*Course substitution for GSL 629: Research Methods.

<b>P2 SPRING 2024</b>			
<b>Course Number</b>	<b>Course Name</b>	<b>Term</b>	<b>Credit Hours</b>
PHAR 611L	Pharmacy Skills Lab III	15-Week	1
PHAR 629	Healthcare Communications	15-Week	3
PHAR 641	Pharmacology II	15-Week	3
PHAR 660	Pharmacotherapy 3	7-Week A	3
PHAR 670	Pharmacotherapy 4	7-Week B	3
PHAR 699	ePortfolio IV	15-Week	nc
GSL 506	Sustainable Human Capital	7-Week B	3
<b>Total Credits: 16</b>			



Post-P2 SUMMER 2024			
Course Number	Course Name	Term	Credit Hours
PHAR 626L	IPPE III	15-Week*	2
GSL 507	Reframing Leadership	7-Week A	3
GSL 601	Organizational Theory	7-Week A	3
GSL 615	Leading Across Boundaries	7-Week B	3
PHAR 502/GSL 644	Strategic Issues in HC Leadership	7-Week B	3
			<b>Total Credits: 14</b>

\*Assigned two-week block only.

Students must register for PHAR 502 (not GSL 644) UNLESS they have already completed 3 distinct pharmacy elective courses.  
Students who have completed 3 pharmacy elective courses must register for GSL 644.

P3 FALL 2024			
Course Number	Course Name	Term	Credit Hours
PHAR 716L	IPPE IV	15-Week	1
PHAR 728	Pharmacy Law	15-Week	3
PHAR 740	Pharmacotherapy 5	7-Week A	3
PHAR 741	Pharmacoeconomics & HP	15-Week	2
PHAR 750	Pharmacotherapy 6	7-Week B	3
PHAR 751	Pharmacology III	15-Week	3
PHAR 798	ePortfolio V	15-Week	nc
PHAR 503/GSL 654	Strat. Decision-Making in HC Leadership	7-Week B	3
			<b>Total Credits: 18</b>

Students must register for PHAR 503 (not GSL 654) UNLESS they have already completed 3 distinct pharmacy elective courses.  
Students who have completed 3 pharmacy elective courses must register for GSL 654.

P3 SPRING 2025			
Course Number	Course Name	Term	Credit Hours
PHAR 700L	Pharmacy Skills Lab IV	15-Week	1
PHAR 718	Pharmacogenomics and Med. Genetics	15-Week	3
PHAR 725	Pharmacy Mgmt. & Marketing*	15-Week	3
PHAR 742	Adv. Drug Literature Evaluation	15-Week	2
PHAR 760	Pharmacotherapy 7	7-Week A	3
PHAR 770	Pharmacotherapy 8	7-Week B	3
PHAR 799	ePortfolio VI	15-Week	nc
GSL 664/PHAR 504	Strategic Innovation in HC Leadership	7-Week B	3
			<b>Total Credits: 18</b>

\*Course substitution for GSL 630: Strategic Project Management.

Students must register for GSL 664 (not PHAR 504) UNLESS they have not completed 3 distinct pharmacy elective courses.  
Students who have not completed 3 pharmacy elective courses must register for PHAR 504.

P4 SUMMER 2025			
Course Number	Course Name	Term	Credit Hours
PHAR 812	MTM Certificate	15-Week	2
PHAR 821	APPE 1	15-Week	5
PHAR 822	APPE 2	15-Week	5
PHAR 870	SU Board Prep	15-Week	nc
			<b>Total Credits: 12</b>

P4 FALL 2025			
Course Number	Course Name	Term	Credit Hours
PHAR 823	APPE 3	15-Week	5
PHAR 824	APPE 4	15-Week	5
PHAR 825	APPE 5	15-Week	5
PHAR 880	FA Board Prep	15-Week	1
PHAR 899	ePortfolio Defense	15-Week	(1)*
			<b>Total Credits: 16(17)</b>

\*P4 Fall or Spring only.

P4 SPRING 2026			
Course Number	Course Name	Term	Credit Hours
PHAR 826	APPE 6	15-Week	5
PHAR 827	APPE 7	15-Week	5
PHAR 828	APPE 8	15-Week	5
PHAR 891	SP Board Prep	15-Week	1
PHAR 899	ePortfolio Defense	15-Week	(1)*
GSL 690	Strategic Leadership Capstone	15-Week	3
			<b>Total Credits: 19(20)</b>

\*P4 Fall or Spring only.

### University of Charleston PharmD/MBA “2 in 4” Pathway (Class of 2025)

Post-P2 SUMMER 2023			
Course Number	Course Name	Term	Credit Hours
PHAR 626L	IPPE III	15-Week*	2
MBA 673	Applied Marketing	7-Week B	3
MBA 676	Managerial Economics	7-Week B	3
			<b>Total Credits: 8</b>

\*Assigned two-week block only.

P3 FALL 2023			
Course Number	Course Name	Term	Credit Hours
PHAR 716L	IPPE IV	15-Week	1
PHAR 728	Pharmacy Law	15-Week	3
PHAR 740	Pharmacotherapy 5	7-Week A	3
PHAR 741	Pharmacoeconomics & HP	15-Week	2
PHAR 750	Pharmacotherapy 6	7-Week B	3
PHAR 751	Pharmacology III	15-Week	3
PHAR 798	ePortfolio V	15-Week	nc
MBA 671	Management	7-Week A	3
PHAR 508/MBA 723	Healthcare Policy and Ethics	7-Week B	3
			<b>Total Credits: 21</b>

Pharmacy students are required to register for PHAR 508 (not MBA 723) UNLESS they have already completed 3 distinct pharmacy elective courses. Students who have completed 3 pharmacy elective courses must register for MBA 723.

P3 SPRING 2024			
Course Number	Course Name	Term	Credit Hours
PHAR 700L	Pharmacy Skills Lab IV	15-Week	1
PHAR 718	Pharmacogenomics and Med. Genetics	15-Week	3
PHAR 725	Pharmacy Mgmt. & Marketing	15-Week	3
PHAR 742	Adv. Drug Literature Evaluation	15-Week	2
PHAR 760	Pharmacotherapy 7	7-Week A	3
PHAR 770	Pharmacotherapy 8	7-Week B	3
PHAR 799	ePortfolio VI	15-Week	nc
MBA 677	Managerial Finance	7-Week A	3
MBA 721/PHAR 505	Healthcare Informatics	7-Week B	3
			<b>Total Credits: 21</b>

Pharmacy students are required to register for MBA (not 721) UNLESS they have not completed 3 distinct pharmacy elective courses. Students who have not completed 3 pharmacy elective courses must register for PHAR 505.

P4 SUMMER 2024			
Course Number	Course Name	Term	Credit Hours
PHAR 812	MTM Certificate	15-Week	2
PHAR 821	APPE 1	15-Week	5
PHAR 822	APPE 2	15-Week	5
PHAR 870	SU Board Prep	15-Week	nc
MBA 675	International Business and Trade	7-Week A	3
MBA 722/PHAR 507	Healthcare Economics	7-Week A	3
			<b>Total Credits: 18</b>

Pharmacy students are required to register for MBA 722 (not PHAR 507) as all pharmacy didactic coursework must be completed before P4 Summer.

P4 FALL 2024			
Course Number	Course Name	Term	Credit Hours
PHAR 823	APPE 3	15-Week	5
PHAR 824	APPE 4	15-Week	5
PHAR 825	APPE 5	15-Week	5
PHAR 880	FA Board Prep	15-Week	1
PHAR 899	ePortfolio Defense	15-Week	(1)*
MBA 674	Quantitative Methods for Business	7-Week A	3
MBA 672	Managerial Accounting**	7-Week B	3
			<b>Total Credits: 22(23)</b>

\*P4 Fall or Spring only.

\*\*Accounting pre-requisite required.

P4 SPRING 2025			
Course Number	Course Name	Term	Credit Hours
PHAR 826	APPE 6	15-Week	5
PHAR 827	APPE 7	15-Week	5
PHAR 828	APPE 8	15-Week	5
PHAR 891	SP Board Prep	15-Week	1
PHAR 899	ePortfolio Defense	15-Week	(1)*
MBA 678	Strategic Decision Making	7-Week B	3
			<b>Total Credits: 19(20)</b>

\*P4 Fall or Spring only.

**University of Charleston PharmD/MSSL “2 in 4” Pathway (Class of 2025)**

<b>Post-P2 SUMMER 2023**</b>			
<b>Course Number</b>	<b>Course Name</b>	<b>Term</b>	<b>Credit Hours</b>
PHAR 626L	IPPE III	15-Week*	2
GSL 510	The Art and Science of Strat. Leadership	7-Week B	3
GSL 610	Strategic Thinking	7-Week B	3
GSL 506	Sustainable Human Capital	7-Week B	3
<b>Total Credits: 11</b>			

\*Assigned two-week block only.

\*\*Course substitution of PHAR 644: Clinical Research Methods & Biostatistics for GSL 629: Research Methods.

<b>P3 FALL 2023</b>			
<b>Course Number</b>	<b>Course Name</b>	<b>Term</b>	<b>Credit Hours</b>
PHAR 716L	IPPE IV	15-Week	1
PHAR 728	Pharmacy Law	15-Week	3
PHAR 740	Pharmacotherapy 5	7-Week A	3
PHAR 741	Pharmacoeconomics & HP	15-Week	2
PHAR 750	Pharmacotherapy 6	7-Week B	3
PHAR 751	Pharmacology III	15-Week	3
PHAR 798	ePortfolio V	15-Week	nc
GSL 507	Reframing Leadership	7-Week A	3
GSL 601	Organizational Theory	7-Week B	3
<b>Total Credits: 21</b>			

P3 SPRING 2024			
Course Number	Course Name	Term	Credit Hours
PHAR 700L	Pharmacy Skills Lab IV	15-Week	1
PHAR 718	Pharmacogenomics and Med. Genetics	15-Week	3
PHAR 725	Pharmacy Mgmt. & Marketing*	15-Week	3
PHAR 742	Adv. Drug Literature Evaluation	15-Week	2
PHAR 760	Pharmacotherapy 7	7-Week A	3
PHAR 770	Pharmacotherapy 8	7-Week B	3
PHAR 799	ePortfolio VI	15-Week	nc
GSL 615	Leading Across Boundaries	7-Week A	3
PHAR 502/GSL 644	Strategic Issues in HC Leadership	7-Week B	3
			<b>Total Credits: 21</b>

\*Course substitution for GSL 630: Strategic Project Management.

Students must register for PHAR 502 (not GSL 644) UNLESS they have already completed 3 distinct pharmacy elective courses.

Students who have completed 3 pharmacy elective courses must register for GSL 644.

P4 SUMMER 2024			
Course Number	Course Name	Term	Credit Hours
PHAR 812	MTM Certificate	15-Week	2
PHAR 821	APPE 1	15-Week	5
PHAR 822	APPE 2	15-Week	5
PHAR 870	SU Board Prep	15-Week	nc
GSL 654/PHAR 503	Strat. Decision-Making in HC Leadership	7-Week B	3
			<b>Total Credits: 15</b>

Students must register for GSL 654 (not PHAR 503). Three distinct pharmacy elective courses must be completed prior to P4 Summer.

P4 FALL 2024			
Course Number	Course Name	Term	Credit Hours
PHAR 823	APPE 3	15-Week	5
PHAR 824	APPE 4	15-Week	5
PHAR 825	APPE 5	15-Week	5
PHAR 880	FA Board Prep	15-Week	1
PHAR 899	ePortfolio Defense	15-Week	(1)*
<i>GSL 664/PHAR 504</i>	<i>Strategic Innovation in HC Leadership</i>	7-Week B	3
			<b>Total Credits: 19(20)</b>

\*P4 Fall or Spring only.

Students must register for GSL 664 (not PHAR 504). Three distinct pharmacy elective courses must be completed prior to P4 Summer.

P4 SPRING 2025			
Course Number	Course Name	Term	Credit Hours
PHAR 826	APPE 6	15-Week	5
PHAR 827	APPE 7	15-Week	5
PHAR 828	APPE 8	15-Week	5
PHAR 891	SP Board Prep	15-Week	1
PHAR 899	ePortfolio Defense	15-Week	(1)*
<i>GSL 690</i>	<i>Strategic Leadership Capstone</i>	15-Week	3
			<b>Total Credits: 19(20)</b>

\*P4 Fall or Spring only.

## **APPENDIX P: ACADEMIC DIVISIONS**

### **Experiential Education Program at the UCSOP**

The experiential program at the University of Charleston School of Pharmacy (UCSOP) is designed to complement the student's didactic education program by providing practical experiences in "real-life" settings. These experiences will allow the student to understand how to apply the principles of pharmaceutical care in a variety of settings. This will allow the student to develop the critical thinking skills necessary to become independent pharmacy practitioners. The specific outcomes and objectives of each portion of the program are based on the Accreditation Council for Pharmacy Education (ACPE) standards.

These sections are divided into 2 parts:

#### **Introductory Pharmacy Practices Experiences (IPPE I – IV)**

1. Phar 525L (Community 1)
  - a. 32 hours
2. Phar 615L (Community 2)- 160 hours
3. Phar 626L (Institutional)- 80 hours
4. Phar 716L (Clinical Patient Care)
  - a. 32 hours

#### **Advanced Pharmacy Practices Experiences (APPEs; Phar 821 – Phar 828)**

1. Acute Care/Internal Medicine- 200 hours
2. Ambulatory Care- 200 hours
3. Community Care- 200 hours
4. Institutional Practice- 200 hours
5. Selective Clinical- 200 hours
6. Selective Management- 200 hours
7. Elective I- 200 hours
8. Elective II- 200 hours

The Introductory Pharmacy Practice Experiences will be completed during the P1, P2, and P3 years of the curriculum. Students will complete experiences in community, institutional, and clinical pharmacy practice settings. Second year students begin the community experiences of Phar 615L 1 week prior to the start of their assigned semester; the P2 institutional experience (Phar 626L) is completed the summer between the P2 and P3 years. The Advanced Pharmacy Practice Experiences will encompass the P4 year including the summer between the P3 and P4 years.

The IPPE and APPE Preceptor and Student Program Manual can be located on CORE ELMS (<https://www.corehighered.com/login-elms>).

The experiential program is intended to be a dynamic program. Student evaluations of the program will be used to enhance the experiential program for future students.



The Office of Experiential Education of the University of Charleston School of Pharmacy is located within the Department of Pharmacy Practice on the second floor of the pharmacy building and consists of an executive director, director, and coordinator. The executive director coordinates the Advanced Pharmacy Practice Experiences while the director is responsible for the Introductory Pharmacy Practice Experiences. The contact information for the members of the experiential office is as follows:

Lindsay Acree, Pharm.D.  
Executive Director of Experiential Education  
304-357-4379  
[lindsayacree@ucwv.edu](mailto:lindsayacree@ucwv.edu)

Jane Condee, R.Ph.  
Director of Experiential Education  
304-357-4764  
[janecondee@ucwv.edu](mailto:janecondee@ucwv.edu)

Stephanie Spears, MHS  
Experiential Education Outreach Coordinator  
304-357-4728  
[stephaniespears@ucwv.edu](mailto:stephaniespears@ucwv.edu)

## **Department of Pharmaceutical and Administrative Sciences**

The Department of Pharmaceutical and Administrative Sciences (DPAS) faculty members teach in basic science and pharmacy administration required courses, including pharmaceutics, pharmacokinetics, pharmacology, pathophysiology, biochemistry, pharmacogenomics, and several pharmacy administration courses. In addition, DPAS faculty teach several electives such as Ethnopharmacology, Pharmaceutical Biotechnology and Advanced Clinical Research.

The overarching goals of the DPAS department are threefold:

- To contribute to the education and professionalization of future pharmacists who embrace patient-focused care
- To advance the knowledge base related to the pharmaceutical sciences and the social and administrative sciences
- To provide leadership in addressing the significant health care needs of an increasingly diverse patient population with emphasis placed on the Appalachian region of the United States

## **Research Interests**

- Pharmacokinetics and bioavailability
- Protein drug delivery
- Infectious disease
- Epidemiology
- Public Health
- Molecular effects of herbal medicines and chemotherapeutic agents on various cancer cell lines
- Enzymological investigations of proteins
- Molecular biology of cancers
- Health literacy and patient education
- Predictors of clinical performance

## **Recent Accomplishments (past two years)**

- Published several peer-reviewed original research articles and review articles;
- Awarded Teacher of the Year awards;
- Awarded more than \$100,000 of competitive grant money;
- Awarded \$100,000 of equipment via grant from NIH and WV-INBRE

Gannett Monk, Pharm.D.

Interim Chair, Department of Pharmaceutical and Administrative Sciences

304-357-4353

[gannettmonk@ucwv.edu](mailto:gannettmonk@ucwv.edu)

## **Department of Pharmacy Practice**

The Pharmacy Practice department consists primarily of faculty members with patient care and teaching responsibilities in the classroom as well as at their clinical practice sites. Practice faculty are responsible for establishing and modeling exemplary patient care and pharmacy skills, thus allowing students to practice their new and developing abilities under the tutelage of an expert during the experiential portion of their training. Faculty in the department are also responsible for teaching required courses directly related to the knowledge and application of pharmaceutical care for health. Examples include pharmacotherapy, drug information skills, pharmacy law, compounding, disease prevention and lifestyle modification, non-prescription drugs, patient care skills labs, Introductory Pharmacy Practice Experiences (IPPEs) and Advanced Pharmacy Practice Experiences (APPEs), in addition to multiple elective courses. Faculty also offer professional courses, such as Immunization Training for Pharmacists and Medication Therapy Management certification, which are required for all graduates of the UCSOP. The Department of Pharmacy Practice includes the Postgraduate Residency Training Office. UCSOP's unique on-site clinical pharmacy, PharmUC is also managed and operated by department faculty. Additionally, many faculty have achieved further credentials in their field via professional certifications such as Board Certification as Pharmacotherapy Specialists (BCPS), Board Certification as Ambulatory Care Pharmacists (BCACP), Board Certified Geriatric Pharmacists (BCGP), Certification Anticoagulation Care Provider (CACP), Certified Diabetes Care and Education Specialists (CDCES), Certified Asthma Educators (C-AE), Certified Immunizing Pharmacists, and Medication Therapy Management Specialists, representing a diverse spectrum of specialization and expertise.

Specialty areas of expertise and interest represented within the Pharmacy Practice department include:

- Ambulatory Care
- Anticoagulation
- Community Pharmacy
- Cardiology
- Diabetes
- Drug Information
- Emergency Medicine
- Geriatrics
- Infectious Diseases
- Internal Medicine
- Medication Therapy Management
- Pain Management
- Patient Safety / Medication Safety
- Women's Health

Gannett Monk, Pharm.D.  
Chair, Department of Pharmacy Practice  
304-357-4353  
gannettmonk@ucwv.edu

## **APPENDIX Q: OFFICE OF STUDENT LIFE**

Virginia Moore, Vice President and Dean of Students

304-357-4987; virginiamoore@ucwv.edu

- Student Concerns (Pharmacy Students see Dr. Ziolkowski )
- Withdrawal Process (Pharmacy Students see Dr. Ziolkowski & Dr. Testman)
- AlcoholEdu and Haven Course Info
- Title IX
- Student Handbook
- Retention
- Advisor- SGA

Lindsay Lanham, Student Life and International Coordinator

304-357-4745; lindsaylanham@ucwv.edu

- Administrative Assistant
- International Student CPT/OPT
- International Student Health Insurance
- International Student SEVIS questions
- International Student Documentation for Social Security Cards or Driver's License
- DSO for SEVIS

Violetta Petrosyan, Director of International Students

304-357-4881; violettapetrosyan@ucwv.edu

- Works with new and returning international students
- Admissions Rep for new international students
- PDSO for SEVIS
- Advisor- Global Student Organization
- New International Student Orientation

*Pharmacy Students please note, Mr. Ryan Jenkins, UCSOP Director of Admissions and Enrollment, is the point of contact for International Students. Please contact Mr. Jenkins at 304-357-4943 or ryanjenkins@ucwv.edu for concerns regarding Visas, OPT and CPT.*

Ryan White, Assistant Dean of Students and Director of Residence Life and Judicial Affairs

304-357-4878; ryanwhite@ucwv.edu

- Meal Plan assignments or changes – See online portal to make changes to meal plan
- All judicial/code of conduct issues (see also Dr. Murphy)
- Student immunization records
- Supervises Resident Advisors/Community Assistants
- JS or JD Holds on Student Accounts

Grant Brinson, Director of Student Involvement and Intramural Sports  
304-357-4856; grantbrinson@ucwv.edu

- Brotherton Hall Resident Director- working with all new students
- Intramural and club sports
- Student Activities
- Clubs/Organizations
- Advisor of Student Activities Board
- Community Service

Emily Wikane, Residence Life Coordinator for Judicial Affairs  
304-352-0006; emilywikane@ucwv.edu

- Resident Director of East Apartments
- All housing and residence life questions such as roommate conflicts, housing questions, etc.

Erin Dunmore, Sexual Awareness & Violence Education Project Director  
304-357-4873; erindunmore@ucwv.edu

## **APPENDIX R: UCSOP ADMINISTRATORS, FACULTY, & STAFF LISTING**

### **Administrators**

- Dr. Lindsay Acree, Assistant Professor, Executive Director of Experiential Education
- Dr. Leah Hall, Associate Professor, Executive Director of Assessment
- Dr. Kristy Lucas, Professor, Dean of the School of Pharmacy
- Dr. Gannett Monk, Associate Professor, Chair of Pharmacy Practice, Interim Chair of Pharmaceutical and Administrative Sciences
- Dr. Julie Testman, Professor, Associate Dean of Academic Affairs
- Dr. Jude Ziolkowski, Assistant Professor, Executive Director of Professional Affairs
- Executive Director of Enrollment and Admissions

### **Faculty**

- Ms. Jane Condee, Instructor and Director of Experiential Education
- Dr. Michaela Davis, Assistant Professor, Pharmacy Practice
- Dr. Eric Dierkes, Assistant Professor, Pharmacy Practice
- Ms. Barbara Doak, Assistant Professor, Pharmacy Practice
- Dr. Alice Gahbauer, Associate Professor, Pharmacy Practice
- Dr. Michaela Huddleston, Assistant Professor, Pharmacy Practice
- Ms. Rebecca Newman, Health Sciences Reference and Instruction Librarian
- Dr. Faruk Khan, Professor, Pharmaceutical & Administrative Sciences
- Dr. Rebecca Linger, Professor, Pharmaceutical & Administrative Sciences
- Dr. Chelsey Llayton, Assistant Professor, Pharmacy Practice
- Dr. Karrie Murphy, Associate Professor, Pharmacy Practice
- Dr. Mohamed Rashrash, Associate Professor, Pharmaceutical & Administrative Sciences
- Dr. Jessica Robinson, Associate Professor, Pharmacy Practice
- Dr. Shelley Schliesser, Associate Professor, Drug Information Specialist, Pharmacy Practice
- Dr. Aladin Siddig, Professor, Pharmaceutical & Administrative Sciences
- Dr. Beth Todd, Assistant Professor, Pharmacy Practice
- Dr. Bradley Troyer, Assistant Professor, Pharmacy Practice

### **Staff**

- Mr. Ryan Jenkins, Director of Enrollment and Admissions
- Ms. Erica Paxton, Administrative Assistant, Budget and Office Manager
- Mr. Jordan Quattrucci, Director of Student Affairs
- Ms. Stephanie Spears, MHA, Experiential Education Outreach Coordinator

## **APPENDIX S: UCSOP ASSESSMENT ADMINISTRATION AND INTEGRITY POLICY**

### **Prior to the Examination/Assessment**

- 1) ADA Accommodations
  - A. Students who have documented ADA accommodations must request the accommodation a minimum of two weeks prior to the scheduled exam or other accommodated assessment. A student may submit a written request to the instructor one time at the beginning of the semester if electing to use approved accommodations for all exams in the course. It is the responsibility of the faculty member to determine reasonable accommodation based on the context of the assessment. Not everything can be reasonably accommodated; however, every attempt should be made to facilitate student success. When accommodating assessments, the faculty member must notify the Academic Success Center (ASC) of course name, faculty name and cell number, exam date, time and time limit for exam (if giving prior to the rest of the class, when the student is allowed to leave the ASC and have access to materials), universal resume code, passwords (including review password and time, if applicable) and what materials the student may use during the exam.
- 2) Building the Exam/Assessment
  - A. Exams/assessments should be built at least 48 hours prior to scheduled administration time. This is imperative when a student will be taking the exam in the Academic Success Center, or they cannot be accommodated. It is recommended that exams/assessments should have some level of peer review before being administered to students. This may be a peer faculty member in team-taught courses, Department Chair, or faculty mentor. Careful attention should be paid to linking course and lecture outcomes when designing the exam blueprint. All exam/assessment questions should be unique and ultimately written by the faculty member. Randomization of question sequence and answer choices should be utilized when appropriate. For ExamID/ExamMonitor assessments, faculty should name them differently than the original (nomenclature should indicate remote exam), provide a different password, and include a remote assessment deletion date.
  - B. The UCSOP Honor Code and Exam Notice should precede the first question on any examination/assessment whether paper or electronic. A mechanism that requires the student to sign or and accept prior to beginning the exam should be included with the statement.

3) Exam/Assessment Download

- A. Exams/assessments should be made available for student download the day prior to exam administration in order to identify any technology issues prior to the exam/assessment.

4) Personal Belongings

- A. Students are required to switch off and place ALL personal electronic belongings, including cell phones, smart watches, earbuds/devices, and other personal communication devices out of sight and reach during the examination. In addition, all personal belongings (purses, outerwear, backpacks, books, notes, food, drinks, electronic devices) are to be placed at the front or outer perimeter of the room during examinations, as permitted by the faculty proctor.
- B. Cell phones must not be in pockets or anywhere on the person of the student. Consider announcing this before the exam begins.
- C. No lab coats, coats, jackets, hats or sunglasses may be worn.
- D. Any items brought in for exceptional use during exam must be inspected and approved by the faculty proctor prior to start of exam (this includes tissues, cough drops, external mice and adaptors, foam-only ear plugs and glasses).

5) Attendance

- A. Take attendance in a meaningful way to ensure that everyone is present (except accommodation students taking the exam in the ASC or Exams with ExamID/ExamMonitor) prior to the start of the exam.
  - a. Scratch paper, provided by the proctor, may be used for this purpose, requiring the student to print and sign the paper and indicate date, start and finish times of the exam. All scratch papers must be collected by the proctors at the end of the exam. Alternating colored papers are encouraged. Typically, only one piece of scratch paper is given per student to minimize integrity risk.
- B. If a student is tardy to an exam/assessment, they will not be permitted to take the exam if any student in the class has left the testing room. Individual course coordinators may designate specific time limits for acceptable tardiness within the time frame in which all students are still in the testing room. This must be clearly outlined in the course syllabus.
- C. Absences are handled according to the UCSOP Attendance & Leave Policy. Students are responsible for submitting the absence request form as soon as the absence is anticipated.



- D. Missed examinations will automatically be given a grade of zero, pending determination of excused status of absence by the Office of Professional Affairs. Students are expected to notify the course coordinator by e-mail or voicemail **prior to the scheduled examination** in order to be able to make-up the examination. Reasonable exceptions may apply at the faculty's discretion.
- 6) Make up exams:
- A. Will only be given for excused absences.
  - B. Will generally be administered at a time after the class administration times, unless unusual circumstances prevent this possibility.
  - C. May be administered as a re-written alternative assessment.
  - D. Should be taken on the first day that the student returns to classes; reasonable exceptions may apply at faculty discretion

### **During the Examination/Assessment**

#### 1) Seating

- A. When offering exams/assessments (excluding brief quizzes), every effort should be made to separate students from each other by:
  - a. Staggering the rows of seating
  - b. Random or pre-arranged seating chart determined by faculty for each assessment to prevent students from sitting in the same place or with the same individuals.

#### 2) Proctoring

- A. Two exam proctors including at least one faculty member should be present. In the case of one proctor, a second person must be available on-site to assist if needed. It is encouraged for both proctors to have a cell phone on their person while proctoring in the event of an emergency or if ASC needs assistance for accommodation students.
- B. Faculty must actively proctor the exam/assessment to prevent student or test-related problems. Before beginning the exam/assessment, proctors should pre-screen the entire room, including computers, desks, ensuring placement of screen filters, placement of personal items, prohibited items as listed below. Throughout the exam/assessment, the proctor should move to different areas of the room periodically to diligently watch student behavior at all times.
- C. Student questions during exam/assessment should only be permitted if pertaining to exam structure rather than content. For example, if a meaningful typo is discovered or if the calculator is not enabled, or attachment is missing.
- D. When delivering assessments using Exemplify via ExamSoft, only the integrated calculator can be used per the Calculator Policy in the UCSOP Student Handbook.

3) Mid-Exam/Assessment Computer Crash

- A. Have the student power down their device immediately. **DO NOT** instruct them to submit their exam. After the device has been powered down for 5 seconds, restart it. The student may need to be provided with a resume/response code to re-enter their exam. This is done by navigating to the exam taker activity tab and entering the code for that student's Exemplify screen in the continuation box. A response code will then be generated that can be given to the student to continue.

4) Monitor exam/assessment taker activity in ExamSoft at the start and conclusion of exam by checking that all students have downloaded and uploaded the exam at the appropriate times. Compare roster with the electronic submissions to look for discrepancies.

5) Electronic Testing

- A. Equipment: University-issued laptops are the main media in which testing will take place within the curriculum of UCSOP. Based on this, the following must be followed:
  - a. Student laptops must be in good working order PRIOR to the exam date and time. If students have concerns about the overall workability of laptops, they should see the UCSOP Technology Coordinator/ IT specialist (at least 24 hours) to the start of the exam. If the laptop needs to be repaired, a loaner unit may be assigned.
  - b. Students are required to plug their laptop into a power source throughout the exam. It is unacceptable to rely on battery power for the duration of exams/assessments
  - c. Students should have their laptops started, logged into, exam/assessment downloaded, and ready to use before the start of the exam/assessment.
  - d. If an exam/assessment-related technological issue needs resolved, assistance should be sought in the following order: Course Coordinator-->UCSOP IT-->ExamSoft Technical Support, which may be contacted 24 hours a day at: (866) 429-8889, ext.1 or by e-mail at [examsoft-support@turnitin.com](mailto:examsoft-support@turnitin.com) for students or [examsoft-admins@turnitin.com](mailto:examsoft-admins@turnitin.com) for faculty. The Help Center is accessible at [support.examsoft.com](http://support.examsoft.com).

## B. Screen Filters

- a. Laptop screen filters are required. Students are responsible for making certain they are available and affixed to their school issued laptop during any online assessments. If a student is missing their screen filter during a specific exam, they must notify the proctor immediately. Failure to meet these requirements may result in failure of the assessment. Faculty should check to make sure required screen filters are being used. If a student does not have a screen protector with them during the exam, they should sit in a secured area (such as the back of the room) to ensure proper monitoring by proctor and that their screen is out of other students' view.
- b. If administering paper exams: Faculty should consider the use of a cover sheet to assist students in keeping their examinations and answers covered.

## C. Testing Modality

- a. Students will use Exemplify via ExamSoft when taking online assessments. If the assessment was set up correctly, this software should start automatically.
  - i. In the case of Office of Professional Affairs directed remote attendance at least 24 hours in advance only:
    1. The student will be given assessments remotely at the scheduled in-seat administration time, and ExamID/ExamMonitor must be utilized for proctoring.
    2. If University directed remote attendance is obtained less than 24 hours in advance, an assessment may be scheduled at an alternative time after the in-seat scheduled time. This will be at the discretion of the course coordinator, according to the time limitations as indicated in the course syllabus.
    3. For remote/ExamMonitor exams, the procedure for showing the whiteboard and utilizing the mirror to show surroundings must be followed, and is outlined in the UCSOP Honor Code and Exam Notice within Exemplify. **Failure to comply with all components of the UCSOP Honor Code and Exam Notice, will result in a 50% reduction in assessment score.** Scratch paper for in-seat exams may be utilized if allowed by the faculty, with instructions for use at the discretion of the faculty member. Scratch paper will not be utilized for remote exams, as whiteboards/mirror are required.

- b. Examination presets are viewable before the start of the exam. If a discrepancy is noticed by students in exam features (such as the online calculator not being enabled and it is needed, ExamID or ExamMonitor icons as well as video thumbnail not visible for a remote exam), the student should notify the instructor immediately prior to the start of the exam/assessment.
- c. Students are expected to download the exam/assessment and resolve any technology issues with downloading prior to the start time of the exam/assessment.

#### D. Password

- a. Faculty will provide the password to students at the start time of the exam. Announce password only after all students have placed belongings at the front or perimeter of the room and are seated ready to begin exam.

#### 6) Suspected Dishonesty During Examinations or Assignment

- A. Students must focus only on their own laptop screen during assessments. Looking at another student's screen during the testing procedure may be considered academic dishonesty.
- B. Please be aware of the following statement that will be presented to the student at the beginning of each exam/assessment. When progressing to take the exam/assessment, the student agrees to this statement:
  - a. "You are expected to abide by the honor code for the School of Pharmacy. In the case of an assessment being taken with ExamMonitor enabled, this process **must** be followed:
    - i. **You will need to click on the place below the camera on your computer that says "monitoring" so that you can see yourself or view yourself in the thumbnail at the bottom**
    - ii. **Show the front and back of the clean whiteboard as well as your marker (removing the cap)**
    - iii. **Use the mirror on the back (will need to remove film first) to slowly show the perimeter of your computer screen/surrounding area (all notes and references should be placed in another room if possible, out of sight during exam administration)**
    - iv. **Before you submit your exam, erase the content on your whiteboard and show the front AND back to the camera**

This examination cannot be copied, shared or electronically transmitted in any way. The use of any computer programs with the exception of this test or other electronic devices is prohibited. You need to have your computer connected to the electrical outlet to avoid power loss due to a drained battery. Scoring in ExamSoft may be rounded to the nearest whole number and therefore may not appropriately reflect your grade. The final score is the score that is posted on eLearn thus becoming the final grade of record. By submitting this test you acknowledge your understanding of these rules and observance of the University of Charleston Academic Integrity Policy, the UCSOP Classroom Technology policy, and other UCSOP and University of Charleston policies as applicable. **Failure to comply will be considered a violation of the University of Charleston Academic Integrity Policy.”**

- C. Cheating on exams/assessments will result in a zero for the individual assessment and disciplinary action through the University Academic Integrity Policy. If a faculty member suspects cheating during an examination or quiz they should take the following steps:
  - a. If sufficient evidence exists to determine cheating, confiscate the exam or assessment immediately from the offending student(s). For ExamSoft assessments, students must click on Exam Controls and Hide Exam. This will document the time in which suspected violations occurred during the exam/assessment. The exam/assessment will need to be uploaded prior to the student exiting the room.
    - i. (1) Instruct the student(s) to remain in the room and discuss the situation with the student or students privately after the assessment has concluded. Inform the student(s) of your decision and assess (grade) accordingly.
    - ii. (2) The student can appeal your decision using the grade appeals process outlined in the UCSOP Student Handbook and UC Academic Catalog.
  - b. If insufficient evidence exists, allow the student(s) to continue the exam/assessment but inform them when the assessment concludes that cheating was suspected and will be investigated further in accordance with the UC Academic Integrity Policy published in the UCSOP Student Handbook.

## 7) Emergency Procedures

### A. Family emergency

- a. If a student must be reached during an exam/assessment, they should instruct those family members or others to call the School of Pharmacy main number 304-357-4920. A staff member will notify them that they are needed. This information should be provided to the students in advance of the exam/assessment (Syllabus- testing policies). It is the student's responsibility to inform their family members or others about this policy.

B. Need to exit testing room during exam/assessment

a. Restroom/Illness

- i. Faculty should use discretion when letting students out of the room before the student has completed an examination. No students will be allowed to leave the room during examinations unless there is documented ADA evidence to support the need. Faculty discretion will be used in cases of acute illness. Restroom facilities should be used prior to the start of the exam/assessment.
    1. Allow only one (1) student out of the room at a time, if at all. Consider a policy that does not allow students to leave the room during examinations. Remind them to use the facilities prior to the start of the exam.
    2. For paper exams: Require students to sign out and back in thus creating documentation of the activity. The log should include the academic integrity policy thus reminding students that if cheating is suspected they will be held accountable.
  - ii. For ExamSoft exams: Student must click on Exam Controls and Hide Exam when leaving the room. This documents in the exam log the time spent away from exam for such break but does not stop the exam time clock.
  - iii. To a reasonable extent, ensure that the student goes only to the approved location/facilities. Check that the student does not have any prohibited items in their pockets with them. Proctors may consider monitoring hallway until the student returns to the testing room.
- b. If computer problems arise after the exam/assessment has started, one proctor must accompany student(s) to the IT room, if necessary.

C. Emergency/Drill/Disaster

- a. Instruct students to power-off their device (not just shut their screen) as this stops the timer on their exam. DO NOT instruct them to submit their exam. All content prior to 60 seconds before shutdown will be saved on their device. Upon return to the room, students may be provided the Universal Resume Code (found in the “security options” after clicking on the assessment in the faculty portal) to resume their exam/assessment where they stopped.

## **Upon Completion of the Examination/Assessment**

### **1) Exam/Assessment Upload**

#### **A. Students**

- a. At the end of an exam/assessment, it is the student's responsibility to make sure their exams and assessments are uploaded automatically into ExamSoft for scoring. Students must check their exam history in Exemplify to verify that the upload was received. If an ExamID/ExamMonitor assessment was taken, the video file must be received in addition to the answer file. If a manual upload is required, students should follow the directions on the UCSOP ExamSoft home page.

#### **B. Faculty**

- a. Faculty should make certain that the exam/assessment has been uploaded both via Exam Taker Activity tab and physically viewing the green submission screen before student leaves room. (This includes after review session if Review function is used in ExamSoft). If a failed upload is detected, the student should be notified by the faculty member as soon as possible either in person or via email.
- b. If used, scratch paper should be collected at this time.

### **2) Exam/Assessment Review**

- A. If using Review function in ExamSoft, outline class rules to prohibit talking during review. Questions should be held until after all exam/assessment takers have finished the exam. Make sure review screens are not visible to those students still taking exams. Students reviewing exams/assessments should be seated in a location where other students may not see their screens. Only wrong answers with rationale should be made visible during review.
- B. If a review is given during the assessment time, students must utilize this time to review their assessment, rather than requesting a review outside of the assessment. Students should take into account the total time allotted, and plan accordingly.

- 3) Exiting the testing environment
  - A. Students who are finished with their exam/assessment should quietly leave the room after showing their green screen. Students are required to upload the exam/assessment and exit the room when the proctor indicates that time has expired regardless of time that may remain on the exam time clock.
  - B. Students should not congregate outside of the testing room to ensure an appropriate assessment environment for others still testing.
- 4) Exam Scoring/Evaluation
  - A. After each exam has been administered, scoring may be done via ExamSoft for online tests. Faculty should review exam item analysis / psychometrics to determine appropriateness of items and make any needed adjustments. When scores are released to students, the Strengths and Opportunities report should be included in the grade release. Students should be encouraged to review this report and use during advising sessions.



## **APPENDIX T: UC ACADEMIC INTEGRITY POLICY**

An academic integrity violation occurs when a student knowingly “cheats” on an exam or assignment in a deliberate attempt to receive credit they did not earn. In general, the penalty for a violation is a “F” on the exam or assignment in question. Also, if a student commits three violations, the student will be subject to immediate expulsion from the University of Charleston and will be ineligible for readmission to the institution.

**Note: In the School of Pharmacy the penalty for an academic integrity policy violation is failure of the course (F). If a Pharmacy student is found guilty of committing two violations, the student will be subject to immediate expulsion from the University of Charleston School of Pharmacy and will be ineligible for readmission to the program.**

For purposes of this policy, academic integrity violations include, but are not limited to, the following:

- Copying another student’s answers during an exam
- Using unapproved resources during an exam. For example, notes, cheat sheets, electronic devices such as cell phones, data storage devices, computers, internet, smart watches, headphones or other electronic devices unless expressly permitted by the instructor for the required coursework
- Giving or receiving answers with other students during an exam
- Sharing answers after an exam with students who have yet to take the exam
- Submitting an assignment that you submitted for a grade in another or subsequent course without the permission of the instructor in your current course
- Having another person take an exam or complete an assignment on your behalf, or doing so for another student
- Impersonating another student in order to take that student’s exam or complete an assignment
- Stealing exams or sharing exam questions with other students prior to an exam
- Posting exam questions/answers via email or social media without permission of the instructor
- Buying research papers or any type of assignment and submitting it as your own work
- Copying a classmate’s work and submitting it as your own work
- Copying and pasting of intellectual property (such as direct quotes, images, graphs, charts, etc.) from a source without providing proper citation
- Paraphrasing from a source without providing proper citation
- Fabricating or falsifying a citation
- Fabricating or falsifying research results and/or processes
- Completing quizzes/exams from a site other than the classroom without faculty approval to do so
- Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion
- Providing others with information or answers regarding any assessment (e.g., exams, quizzes, OSCE, cases, etc.)
- Continuing to write after a timed exam or other graded assignment, such as a graded case, has ended

*Note: If a violation involves a student who is not enrolled in the course in question that student shall be subject to the procedures and disciplinary measures specified in this policy except that the student will not be given an "F." In such cases the Provost will be responsible for contacting the student and adhering to the procedures outlined below. If found guilty of committing a violation the Provost's Office will record the violation as part of the student's permanent record.*

It should be noted that the process for investigating and resolving an academic dishonesty allegation -- discussed below -- is an academic matter, and not a criminal or civil legal proceeding. Rather, it is a process unique to the community of scholars that comprise a university. It is designed to protect the rights of the students accused of violating integrity standards, to educate students, and to deter further violations. Faculty members are required to present evidence and utilize their professional judgment in determining whether a student has violated the academic integrity policy. The standard to be applied in all cases is the "preponderance of the evidence" standard rather than the "beyond a reasonable doubt" standard.

If an instructor has reason to believe that a student may have committed a violation of the academic integrity policy, the instructor will conduct an investigation to confirm and document the violation. As part of the investigation, the instructor should consult with their program director or department chair to ensure the evidence is sufficient to support the allegation. Once the investigation is completed, the instructor must schedule a meeting to discuss the alleged violation with the student within 5 business days. The instructor also should invite his/her program director or department chair to attend the meeting as a witness.

At this meeting, the instructor will present the student with evidence of the alleged violation and review the penalty for the alleged violation. The instructor also will notify the student of their right to appeal, review the permissible grounds for submitting an appeal, and discuss the process for submitting an appeal. The instructor will present the student with a completed Academic Integrity Violation Form and request that the student review and sign the document. If the student declines to sign the form the instructor should note this on the form. The instructor also must provide the student with a copy of the signed document.

Once the instructor has met with the student and the Academic Integrity Violation Acknowledgement Form has been signed, the instructor must send a signed copy of the document, a summary of the incident and a copy of supporting evidence to the Provost's Office ([provostoffice@ucwv.edu](mailto:provostoffice@ucwv.edu)) as a single PDF.

If the student does not submit a written appeal to the Provost's Office within five business days of the date of the meeting with the instructor, the Provost's Office will record the violation as part of the student's permanent record. If the violation would result in the expulsion of the student from the University, the Provost also will notify the President.

If the student chooses to appeal, they must submit a written appeal to the Provost's Office within five business days of the date of the meeting with the instructor. The appeal must include: 1) the student's name and UC ID number, 2) a copy of the signed academic integrity violation form, 3) an explanation of the basis for the appeal and 4) a copy of the evidence in support of the appeal.

Student appeals must be based upon evidence which supports one or both of the following claims:

- The evidence provided by the instructor is insufficient to support the alleged violation.
- New evidence can be presented which exonerates the student in regard to the alleged violation.

Upon receipt of the student's appeal, the Provost will review it to ensure that the appeal is based upon one of the permissible grounds for an appeal. If the Provost determines that the appeal is not based upon a permissible claim the Provost will notify the student, in writing. The Provost's Office will then notify administrative offices of the violation, as appropriate.

*Note: If the student's appeal alleges that the instructor's decision was motivated by a non-academic factor (e.g., bias, as prohibited by the University's non-discrimination policy) the Provost will refer the case to the Title VI Compliance Coordinator. No further action will be taken in regard to the appeal until the Title VI Compliance Coordinator certifies, in writing, to the Provost that the student's allegation is unsubstantiated.*

If the Provost determines that the appeal is based upon a permissible claim, the Provost will notify the Chair of the Academic Integrity Review Board (AIRB) and provide the Chair with a copy of the materials submitted by the instructor and a copy of the student's appeal. The AIRB is empowered to hear appeals submitted by students enrolled in programs in any of the University's four academic schools: Arts & Science, Business & Leadership, Health Sciences and Pharmacy. The Provost also will notify the instructor that an appeal has been submitted and that implementation of the penalty should be deferred pending the outcome of the appeal.

Upon receipt of the Provost's notification the AIRB Chair will schedule a meeting of the AIRB within ten business days to consider the appeal. Due to scheduled University breaks, there may be times when it may not be possible for the AIRB to adhere to this requirement. In Such cases, the AIRB will make a good faith effort to adhere as closely as possible to the schedule specified above. This principle also applies to student appeals that are received after the end of an academic semester. For a graduating senior who submits an appeal, they may walk at graduation if all other academic requirements have been met, but they will not receive a diploma until the appeal has been decided by the AIRB. During the appeal process, the student should continue to attend class until a decision is rendered.

The AIRB will review the documentation provided by both the student and the instructor to determine whether the student's appeal should be granted. At the AIRB's discretion, it may solicit additional information about the incident from the instructor, student or other individuals. The AIRB's decision is final and is not subject to further appeal by either the student or the instructor.

The AIRB secretary will produce a written record of the meeting. The record will include a clear and concise explanation of the considerations upon which the AIRB's decision was based. Once a decision has been reached, the AIRB Chair will notify the student, the instructor and the Provost's Office, in writing, within five business days of the date of the decision.

If the appeal is granted no further action is required by either the student or the instructor and the Provost's Office shall not record the alleged violation as part of the student's permanent record. If the appeal is denied the instructor's original decision will stand and the Provost's Office will record the violation as part of the student's permanent record. If the violation would result in the expulsion of the student from the University, the Provost also will notify the President.

Note: The term "academic dishonesty" is defined as plagiarism; cheating, dishonest practices in connection with examinations, papers, and/or projects, forgery, misrepresentation, or fraud as it relates to academic or educational matters. Examples of academic dishonesty are provided below. This is not meant to be an exhaustive list, but instead to provide examples of dishonest acts that apply under this policy.

**"Plagiarism":** Representing the words, research findings or ideas of another person as your own in any academic exercise [At their discretion, faculty may submit student work to plagiarism-detection software, such as Turnitin for review without prior notice to students.] Includes, but is not limited to:

- Using phrases from another source embedded into original material without proper citation (quilting and patchworking words and phrases)
- Copying of intellectual property (such as images, graphs, charts, etc.) without proper citation
- The use, by paraphrase or direct quote, of the work of another person without full and clear acknowledgement

**"Cheating and dishonest practices in connection with examinations, papers, and/or projects"** includes, but is not limited to:

- Copying answers from or looking at another student's exam or quiz
- Allowing another person to copy one's own work for a graded assignment
- Overtly or intentionally cutting and pasting or manually copying another's intellectual property w/o proper citation
- False insertion of citation
- Accessing or possessing any material not permitted during an exam or quiz. For example, notes, cheat sheets, electronic devices such as cell phones, data storage devices, computers, internet, smart watches, headphones or other electronic devices unless expressly permitted by the instructor for the required coursework
- Having another person take an exam or complete an assignment for oneself.
- Taking an exam or completing an assignment for another student
- Continuing to write after a timed exam or other graded assignment, such as a graded case, has ended
- Possession of a test or test questions prior to when exam, quiz, or any other assignment is due for submission
- Submission of the same term paper, presentation or other work for more than one assignment, where no prior approval has been given (self-plagiarism)
- Completing quizzes/exams from a site other than the classroom
- Engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.
- Providing others with information or answers regarding any assessment (e.g., exams, quizzes, OSCE, cases, etc.)

**“Forgery, misrepresentation, or fraud as it relates to academic or educational matters”**

includes, but is not limited to:

- wrongfully altering, or causing to be altered, any records
- receiving or providing papers/tests/projects for the purpose of cheating
- submission of term papers/tests/projects completed by others (purchased or otherwise)
- use of University documents or instruments of identification with the intent to defraud (e.g., transcripts)
- presenting false data or information or intentionally misrepresenting records
- furnishing or claiming the results of research projects or experiments for the inclusion in another's work without permission and proper citation
- furnishing false statements in any University academic proceeding
- providing false or misleading information to gain an academic advantage

## **APPENDIX U: UCSOP CO-CURRICULAR PLAN**

**Purpose:** The Co-Curricular Plan is a multifaceted approach to complement, augment and advance the learning that occurs within the formal didactic and experiential curriculum. These activities (timeline on pg. 8) include: Phar 501L orientation; appreciative advising sessions; ePortfolio, Top 300/Med Terms/Calculations; Career Skills & Strategies; NAPLEX/MPJE Prep. These activities are not a part of the curriculum but are purposeful, and are requirements to complete the PharmD program. Detailed descriptions and requirements of these elements can be found in respective syllabi and/or the UCSOP Student Handbook.

**Educational Outcomes:** The Co-Curricular requirements described below have been mapped to the Educational Outcomes/Key Elements. A summary table is provided at the conclusion (pg. 9) of the document.

### **Standard 1: Foundational Knowledge**

The professional program leading to the Doctor of Pharmacy degree (hereinafter “the program”) develops in the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to apply the foundational sciences to the provision of patient-centered care.

#### **Key Element:**

**1.1. Foundational knowledge** – The graduate is able to develop, integrate, and apply knowledge from the foundational sciences (i.e., biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

### **Standard 2: Essentials for Practice and Care**

The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to provide patient-centered care, manage medication use systems, promote health and wellness, and describe the influence of population-based care on patient-centered care.

#### **Key Elements:**

**2.1. Patient-centered care** – The graduate is able to provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

**2.2. Medication use systems management** – The graduate is able to manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

**2.3. Health and wellness** – The graduate is able to design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

**2.4. Population-based care** – The graduate is able to describe how population-based care influences patient-centered care and the development of practice guidelines and evidence-based best practices.

### **Standard 3: Approach to Practice and Care**

The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to solve problems; educate, advocate, and collaborate, working with a broad range of people; recognize social determinants of health; and effectively communicate verbally and nonverbally.

#### **Key Elements:**

**3.1. Problem solving** – The graduate is able to identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

**3.2. Education** – The graduate is able to educate all audiences by determining the most effective and enduring ways to impart information and assess learning.

**3.3. Patient advocacy** – The graduate is able to represent the patient's best interests.

**3.4. Interprofessional collaboration** – The graduate is able to actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

**3.5. Cultural sensitivity** – The graduate is able to recognize social determinants of health to diminish disparities and inequities in access to quality care.

**3.6. Communication** – The graduate is able to effectively communicate verbally and nonverbally when interacting with individuals, groups, and organizations.

### **Standard 4: Personal and Professional Development**

The program imparts to the graduate the knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate self-awareness, leadership, innovation and entrepreneurship, and professionalism.

#### **Key Elements:**

**4.1. Self-awareness** – The graduate is able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

**4.2. Leadership** – The graduate is able to demonstrate responsibility for creating and achieving shared goals, regardless of position.

**4.3. Innovation and entrepreneurship** – The graduate is able to engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

**4.4. Professionalism** – The graduate is able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

### **Requirements:**

#### **1) Phar 501L Professional Awareness and Preparation Seminar:**

**UCSOP Program Outcome:** Demonstrate legal, ethical, and professional principles and judgment in pharmacy practice.

This non-credit bearing seminar is designed to provide the enrolling first year professional pharmacy student with foundational information and knowledge necessary to begin the program. The seminar contains 40 hours of contact and takes place during the week immediately preceding the start of the fall semester. The seminar provides general orientation to: the School of Pharmacy policies and procedures, curriculum, faculty and staff, the advising process, assessment methods, study skills that may promote success, stress management techniques, available University of Charleston services, an overview of professional expectations, experiential requirements, student governance, student organizations, co-curricular opportunities and an introduction to communication (both written and verbal). Students will also participate in activities designed to facilitate productive group interactions. This seminar provides foundational information and activities to prepare entering pharmacy students for the rigor and professional expectations of Pharmacy School. A basic science review/assessment is conducted. Material presented during 501L is assessed via a quiz and a survey. The course coordinator is evaluated by students via Watermark. The culminating activity of the course is participation in the School of Pharmacy White Coat Ceremony.

## 2) Advising Sessions:

The UCSOP has adopted an appreciative advising model. This means that faculty work one-on-one with students to get to know their career goals and aspirations and assist students with developing an individualized curricular and co-curricular plan based on those goals. This plan is part of the ePortfolio process required of all UCSOP students. Advisors also provide the student with a resource regarding the profession of pharmacy and career paths. Faculty meet with each advisee in the first and last two weeks of each semester, more if a student is experiencing academic difficulties or is on academic probation, or at the request of the student. ActionPlans for first assessment <70% and midpoint course average <75% are documented in the Enflux<sup>o</sup> software. Advising is assessed via the AACP Graduating Student Survey annually.

## 3) ePortfolio:

UCSOP Program Outcome: Demonstrate advocacy, cultural awareness, interprofessional activities, leadership, public health strategies, innovation and entrepreneurship as revealed in the individual's completion and presentation of a personal and professional development plan.

### Course Outcomes

Through the e-Portfolio course(s), the student will:

1. Design an individualized co-curricular program to facilitate and support the achievement of personal and professional goals in order to create a well-rounded individual and professional upon graduation
2. Document involvement in co-curricular activities and achievements throughout the program to prepare the student to enter a desired area of practice upon graduation



3. Increase self-awareness through examination and reflection on experiences, development of skills, abilities, beliefs, values, and motivation as these enhance or limit personal and professional growth

### Course Objectives







Students will achieve the above course outcomes by:

1. Choosing and completing co-curricular activities that align with the student's interest in the areas of advocacy, cultural awareness, interprofessional education, leadership, public health, and innovation and entrepreneurship
2. Documenting involvement in academic and co-curricular activities through the various forms of evidence required for badge attainment and the creation of a professional curriculum vitae (CV)
3. Self-reflecting on experiences and the development of knowledge, skills, abilities, beliefs, values, and motivations through the Career Pathways and Personal & Professional Development Plan documents and the final ePortfolio presentation.

ePortfolio (PHAR 598-0 Credit, PHAR 599-0 Credit, PHAR 698-0 Credit, PHAR 699-0 Credit, PHAR 798-0 Credit, PHAR 799-0 Credit PHAR-899-1 Credit) encompasses the four years of the pharmacy curriculum culminating with a final presentation in the P4 year. ePortfolio has been designed to meet the Accreditation Council for Pharmacy Education (ACPE) Standards 2016 and Center for the Advancement of Pharmacy Education (CAPE) Educational Outcomes 2013. The intent is to facilitate the student's discovery of career pathways within the field of pharmacy and the development of skills to be an active citizen and provider within the community after graduation.

Students must complete activities and demonstrate competency through the achievement of badges (table on pg. 5) in six key areas: Advocacy, Cultural Awareness, Leadership, Public Health, Interprofessional Education, and Innovation & Entrepreneurship (formerly scholarship). The student may choose from several opportunities (available at: [Badge Activities](#)) within the badge framework (three per badge minimum) to determine interests and provide guidance toward opportunities best suited for future practice. Students also demonstrate creativity and innovation by choosing, developing, and justifying new activities, or those not already included in the badge framework.

It is recommended that students work to earn one badge each semester during the P1, P2, and P3 years. However, students must upload evidence/apply for at least one badge in CORE by April 1<sup>st</sup> of the P1 year and three badges by April 1<sup>st</sup> of the P2 year. By April 1<sup>st</sup> of the P3 year, the student must have uploaded evidence/applied for all six badges to progress to the P4 year. All six badges must be earned/approved to be eligible for the final ePortfolio presentation during the P4 year. Of note, students participate in the University-wide Enlightened Living Day each January (option for Cultural Awareness badge) and Labor of Love service day each September (option for Public Health Badge). These two University-wide opportunities are also assessed via a survey sent by the Provost's Office. The course coordinators are evaluated by students via Watermark.

Badge	Learning Outcome	Key Element(s)
	<p>Students will demonstrate a commitment to the progression and advancement of the pharmacy profession, public health issues, underserved patient populations, and the greater good through participation in activities related to the legislative process, public policy, or civic involvement.</p>	<p>3.1; 3.2; 3.3; 3.5</p>
	<p>Students will demonstrate cultural awareness through appreciation of those with different cultural backgrounds through participation in cultural awareness activities.</p>	<p>3.5</p>
	<p>Student pharmacists will demonstrate effective leadership through participation in activities related to school, local, statewide, or national organizations.</p>	<p>4.2</p>
	<p>Students will engage with our community, especially in rural areas, to support public health by participating in direct patient care activities or disseminating information regarding public health issues/concerns to the public at-large.</p>	<p>2.1; 2.3; 2.4; 3.2; 3.5, 3.6</p>
	<p>Students will effectively engage in activities in collaboration with students/members of other health professions to provide optimal patient care.</p>	<p>2.1, 3.4, 3.6</p>
	<p>Student pharmacists will demonstrate the ability to apply their creativity to develop unique ideas or solutions and to apply them to solve problems through participation in activities related to school, local, statewide, or national initiatives.</p>	<p>4.3</p>

Although not all experiences may be positive, the goal is for students to also discover what may not be the best fit for future practice, as this information can still be valuable. During this process, students document the evolution throughout the academic and co-curricular experience in preparation for obtaining employment during school and after graduation.

Advisors are responsible for reviewing progress toward completion of badges, whereas the course coordinator and/or ePortfolio Advisory Committee (ePAC) will assess evidence submitted for badges and ultimately award each badge. An APhA Career Pathways project in the P1 year, written Personal and Professional Development Plan (describing the choices made each year to define students' ultimate career path; Key Elements 4.1 and 4.4) in the P1-P3 years, and annual CV submission are also required.

The final presentation (Key Elements 3.2 and 3.6) assessed via a rubric in the P4 year consists of: introduction of the student (who are you?); co-curricular activities completed (what did you do?); reflection on co-curricular activities (how did these experiences turn out?); reflection of personal and professional growth (how have these experiences shaped you as a person and a professional?); application to pharmacy practice (where do you want to go from here?).

#### 4) Top 300/Med Terms/Calculations

##### UCSOP Program Outcomes:

- Use scientific principles of inquiry to design, implement and evaluate evidence-based practices to provide complete pharmacotherapy and medication counseling for individual patients and diverse populations.
- Collaborate and communicate effectively with patients, caregivers, other healthcare members, policy makers, and members of the community to effectively participate in a team approach to patient care.

##### Course Objectives/Outcomes:

- Build and retain knowledge of the top prescription and over the counter medications prescribed and sold annually and pharmacy calculations.
- Obtain practice with types of questions likely to appear on the NAPLEX upon graduation.
- Develop drug information gathering and studying skills for lifelong learning, beyond graduation.

These courses are a non-credit bearing, pass/fail, self-study requirement for all pharmacy students, and must be successfully completed on an annual basis to progress within the curriculum throughout the P1, P2, and P3 years. Quizzes scheduled throughout the fall and spring semesters will assess the 300 most prescribed and sold medications in the United States annually, medical terminology and calculations. The course coordinators are evaluated by students via Watermark.

### 5) Career Skills & Strategies

Career Skills & Strategies is held on alternating Tuesdays at 11 AM. All P1, P2 and P3 students are required to be present, and attendance is recorded. The schedule is maintained by the Office of Professional Affairs and offers a variety of sessions including but not limited to: careers/career planning, networking, financial planning, advocacy, leadership, professional organization or School announcements, academic success, wellness, diversity, or others as needs arise. Career Skills & Strategies is assessed via surveys annually by the Executive Director of Assessment, in consultation with the Executive Director of Professional Affairs and Director of Student Affairs.

### 6) NAPLEX/MPJE Prep

#### UCSOP Program Outcomes:

- Use scientific principles of inquiry to design, implement, and evaluate evidence-based practices to provide complete pharmacotherapy and medication counseling for individual patients and diverse populations.
- Demonstrate critical thinking skills transitioning foundational knowledge into a patient-centered practice, ensuring safe and effective medication management leading to promotion of improved health, sustained wellness, and prevention of disease.
- Demonstrate legal, ethical and professional principles and judgment in pharmacy practice

#### Course Outcomes:

Student learning outcomes will align with NAPLEX (PHAR 880, PHAR 890, PHAR 891) and MPJE (PHAR 891) Competency areas:

#### NAPLEX

1. Obtain, Interpret, or Assess Data, Medical or Patient Information
2. Identify Drug Characteristics
3. Develop or Manage Treatment Plans
4. Perform Calculations

5. Compound, Dispense, or Administer Drugs, or Manage Delivery Systems
6. Develop or Manage Practice of Medication-Use Systems to Ensure Safety and Quality

#### MPJE

7. Understand and apply Pharmacy Practice Legal Responsibilities, Requirements, and Procedures
8. Understand and apply Licensure, Registration, Certification, and Operational Requirements
9. Understand and apply General Regulatory Processes

This graduation requirement during the P4 year is intended to stimulate students to reflect on material that they have been exposed to during the pharmacy curriculum and re-familiarize themselves with the material to the level required to pass the North American Pharmacist Licensure Examination (NAPLEX) and Multistate Pharmacy Jurisprudence Examination (MPJE) and consists of PHAR 870-0 Credit, PHAR 880-1 Credit, and PHAR 891-1 Credit.

Students are expected to review UWorld chapter materials, take chapter quizzes, mini-cumulative assessments and the Pre, Mid and Post-APPE exams and reach out to UCSOP faculty members for assistance to effectively prepare themselves. The student is expected to identify and remediate areas of weakness. Failure means that the student will not meet this graduation requirement and may not take PHAR 891 until successfully remediating. The course coordinators are evaluated by students via Watermark.

#### Timeline:

	<b>Phar 501L</b>	<b>Advising Sessions</b>	<b>ePortfolio</b>	<b>Top 300/Med Terms/Calc.</b>	<b>Career Skills &amp; Strategies</b>	<b>NAPLEX/MPJE Prep</b>
<b>P1 Fall</b>	X	X	X	X	X	
<b>P1 Spring</b>		X	X	X	X	
<b>P2 Fall</b>		X	X	X	X	
<b>P2 Spring</b>		X	X	X	X	

<b>P3 Fall</b>		X	X	X	X	
<b>P3 Spring</b>		X	X	X	X	
<b>P4 Summer</b>		X				X
<b>P4 Fall</b>		X	X-Either Fall or Spring-Cre dit bearing		X-Optional	X-Credit bearing
<b>P4 Spring</b>		X	X-Either Fall or Spring-Cre dit bearing		X-Optional	X-Credit bearing

### Educational Outcomes Map:

<b>Outcome</b>	<b>Phar 501L</b>	<b>Advising Sessions</b>	<b>ePortfolio</b>	<b>Top 300/Med Terms/Calc.</b>	<b>Career Skills &amp; Strategies</b>	<b>NAPLEX/MPJE Prep</b>
<b>1.1</b>	X			X		X
<b>2.1</b>			X			X
<b>2.2</b>						X
<b>2.3</b>			X			X
<b>2.4</b>			X			X

3.1			X			X
3.2			X			X
3.3			X		X	
3.4			X			
3.5			X			
3.6		X	X	X		
4.1	X	X	X		X	X
4.2	X		X		X	
4.3			X			
4.4	X	X	X		X	X

## **APPENDIX V: INTERPROFESSIONAL EDUCATION PLAN UNIVERSITY OF CHARLESTON SCHOOL OF PHARMACY**

The University of Charleston School of Pharmacy (UCSOP) Interprofessional Education (IPE) Plan documents student involvement, other health professional involvement, timeline, activities, outcomes, assessment, and resources/tools utilized to ensure intentional and progressive activities are incorporated throughout the didactic, experiential, and co-curricula with the goal of preparing all students to be “Team-Ready” pharmacists able to provide entry-level, patient-centered care in a variety of practice settings as a contributing member of an interprofessional team. The University of Charleston coordinates opportunities each semester (at minimum) for all health science programs to participate in Healthcare InterProfessional Education (HIPE) Week. Pharmacy students have additional requirements and opportunities for interprofessional education and practice. The UCSOP also partners with the West Virginia School of Osteopathic Medicine (WVSOM) to ensure experiences with physicians and their learners are completed prior to the Advanced Pharmacy Practice Experiences (APPEs).

### **P1 Fall Semester**

#### **PHAR 510: Introduction to Pharmacy Practice and Law (Didactic)**

##### **Relevant Course Outcome**

- Comprehend the healthcare environment and the pharmacist’s role in it.

##### **Activity**

- HIPE Week Roles and Responsibilities Debrief

##### **Other Healthcare Professionals Involved**

- All UC Health Sciences Faculty/Staff (Radiology, Nursing, Exercise Science, Occupational Therapy, Healthcare Administration and Management, Public Health, Physician Assistant, Family Nurse Practitioner, Physical Therapy)

##### **Student Outcomes**

- Communicate one’s roles and responsibilities clearly.
- Differentiate each team member’s role, scope of practice, and responsibility in promoting health outcomes.
- Value diversity, identities, cultures, and differences.
- Value the expertise of health professionals and its impact on team functions and health outcomes.
- Incorporate complementary expertise to meet health needs including the social determinants of health.
- Practice trust, empathy, respect, and compassion with persons, caregivers, health professionals, and populations.

##### **Assessment**

- In-class activities/participation
- Faculty observation with standardized rubrics, group debrief, and student reflection

##### **Resources/Tools**

- Interprofessional Roles and Responsibilities Rubric
- IPE Reflection Document

### **P1 Spring Semester**

#### **PHAR 525L: Introductory Pharmacy Practice Experience 1 (Experiential)**

##### **Relevant Course Outcome**

- Interprofessional Collaboration (Collaborator): Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

##### **Other Healthcare Professionals Involved**

- Site dependent

##### **Student Outcomes**



- Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.

#### Activities

- Answer a drug information question from another healthcare professional.
- Longitudinal IPE Requirements

#### Assessment

- IPPE-I Student Evaluation (Final)

#### Resources/Tools

- IPPE IPE Longitudinal Documentation Form
- CORE ELMS

### **P2 Fall Semester**

#### PHAR 615L: Introductory Pharmacy Practice Experience 2 (Experiential)

##### Relevant Course Outcome

- Interprofessional Collaboration (Collaborator): Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

##### Other Healthcare Professionals Involved

- Site dependent

##### Student Outcomes

- Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.

#### Activities

- Research and present a drug information question from another healthcare provider.
- Longitudinal IPE Requirements.

#### Assessment

- IPPE-2 Student Evaluation (Final)

#### Resources/Tools

- IPPE IPE Longitudinal Documentation Form
- CORE ELMS

### **P2 Spring Semester**

#### PHAR 629: Healthcare Communications (Didactic)

##### Relevant Course Outcomes

- The student will be able to provide a clear and concise oral presentation of a patient to the healthcare team.
- The student will be able to clearly communicate with other members of the healthcare team regarding all aspects of patient care.

#### Activities

- Two Separate Communication Cases/Days using Standardized Patients (Faculty/Staff Volunteers)
  - o Discharge Planning (Inpatient Setting)
  - o Sensitive and Emotionally Charged Patient (Outpatient Setting)

##### Other Healthcare Professionals Involved

- UC Nursing Faculty and Students (ADN and/or BSN)

##### Student Outcomes

- Demonstrate effective communication techniques to facilitate discussions and interactions that enhance team function.
- Express one's knowledge and options to healthcare team members involved in patient care with confidence, clarity, and respect.
- Adapt communications with patients and healthcare team members appropriate to the audience, avoiding discipline-specific terminology when possible.

- Ensure common understanding of information, treatment, and care decisions between the patient and healthcare team members.
- Provide constructive feedback to others about their performance on the healthcare team, responding respectfully as a team member to feedback from others.
- Discover how one's uniqueness (experience level, expertise, culture, role within the healthcare team) contributes to effective communication, conflict resolution, and positive interprofessional working relationships.

#### Assessment

- In-class activities/participation
- Faculty observation with standardized rubrics, group debrief, and student reflection

#### Resources/Tools

- Interprofessional Communication Rubric
- IPE Reflection Document

### PHAR 626L: Introductory Pharmacy Practice Experience 3 (Experiential) *Summer following P2 Spring Semester*

#### Relevant Course Outcome

- Interprofessional Collaboration (Collaborator): Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

#### Other Healthcare Professionals Involved

- Site dependent

#### Student Outcomes

- Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.

#### Activities

- Research and present a drug information question from another healthcare provider.
- Explain the function and structure of the institution's P&T committee and the drug formulary.
- Describe the institution's organizational and committee structure and the role of the pharmacist on these committees.
- Interview a member of the social services department to see what services they provide to both inpatients and outpatients.
- Longitudinal IPE Requirements

#### Assessment

- IPPE-3 Student Evaluation (Final)

#### Resources/Tools

- IPPE IPE Longitudinal Documentation Form
- CORE ELMS

### **P3 Fall Semester**

#### PHAR 728: Pharmacy Law (Didactic)

#### Relevant Course Outcome

- Identify the legal responsibilities of the pharmacist and other pharmacy personnel.

#### Activity

- HIPE Week On-Site Disaster Simulation

#### Other Healthcare Professionals Involved

- All UC Health Sciences Faculty/Staff (Radiology, Nursing, Exercise Science, Occupational Therapy, Healthcare Administration and Management, Public Health, Physician Assistant, Family Nurse Practitioner, Physical Therapy)
- WVSOM Faculty and Students/Residents

#### Student Outcomes

- Practice team-reasoning, problem-solving, and decision-making.

- Uphold the dignity, privacy, identity, and autonomy of persons while maintaining confidentiality in the delivery of team-based care.
- Apply high standards of ethical conduct and quality in contributions to team-based care.
- Examine one's position, power, hierarchical role, unique experience, and culture towards improving communication and managing conflicts.
- Discuss organizational structures, policies, practices, resources, access to information, and timing issues that impact the effectiveness of the team.
- Discuss pharmacy laws pertaining to practice during a declaration of disaster.

#### Assessment

- In-class activities/participation
- Faculty observation with standardized rubrics, group debrief, and student reflection

#### Resources/Tools

- Interprofessional Disaster Simulation Rubric
- IPE Reflection Document

### PHAR 716L: Introductory Pharmacy Practice Experience 4 (Experiential)

#### Relevant Course Outcome

- Interprofessional Collaboration (Collaborator): Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

#### Other Healthcare Professionals Involved

- Site dependent

#### Student Outcomes

- Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.

#### Activities

- Implement a patient care plan in collaboration with a healthcare team.
- Present patient cases to, or participate in formal/informal rounds with, other healthcare professionals – sharing accountability for patient care decisions with the team and demonstrating effective teamwork/collaboration skills.
- Identify and resolve medication-related problems that arise during care transitions.
- Develop and justify patient care recommendations with published evidence in support of a clinical situation.
- Communicate medication therapy recommendations to members of the healthcare team both verbally and in writing.
- Develop concise, applicable, comprehensive, and timely responses to requests for drug information from other healthcare professionals.
- Develop written patient or healthcare team member educational materials relevant to a medication, disease state, or other health-related issue commonly encountered in the assigned practice setting.
- Present a formal education presentation relevant to medications or medical conditions commonly encountered in the assigned practice setting to pharmacists, pharmacy students, or other healthcare professionals.
- Longitudinal IPE Requirements

#### Assessment

- IPPE-4 Student Evaluations (Midpoint and Final)

#### Resources/Tools

- IPPE IPE Longitudinal Documentation Form
- CORE ELMS

### **P3 Spring Semester**

### PHAR 700L: Pharmacy Skills Lab IV (Didactic)

#### Relevant Course Outcomes

- Demonstrate appropriate collaboration skills to effectively function as a member of an interprofessional team.
- Summarize patient care activities clearly and concisely to reflect the Pharmacist Patient Care Process in the appropriate health record system.

#### Activities

- Longitudinal Interprofessional Patient Care Simulation
- West Virginia School of Osteopathic Medicine (WVSOM) Interprofessional Patient Care Simulation

#### Other Healthcare Professionals Involved

- UC Physician Assistant Program Faculty and Students
- WVSOM Faculty and Students (UC and external nursing faculty and students)

#### Student Outcomes

- Include the full scope of knowledge, skills, and attitudes of team members to provide care that is person-centered, safe, cost-effective, timely, efficient, effective, and equitable.
- Incorporate complementary expertise to meet health needs including the social determinants of health.
- Use communication tools, techniques, and technologies to enhance team function, well-being, and health outcomes.
- Practice active listening that encourages ideas and opinions of other team members.
- Facilitate care coordination to achieve safe, effective care and health outcomes.
- Share team accountability for outcomes.

#### Assessment

- In-class activities/participation
- Faculty observation with standardized rubrics, group debrief, and student reflection

#### Resources/Tools

- Standardized Patients (Actors)
- Interprofessional Patient Care Rubric
- IPE Reflection Document (WVSOM only)

### **P4 Summer, Fall, and Spring Semesters**

#### PHAR 821 – PHAR 828: Advanced Pharmacy Practice Experiences 1-8 (Experiential)

#### Relevant Course Outcome

- Interprofessional Collaboration (Collaborator): Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

#### Other Healthcare Professionals Involved

- Site dependent

#### Student Outcomes

- Actively contribute as a member of an interprofessional healthcare team.
- Triage and refer patients to other members of the healthcare team to meet a specific patient's health needs.
- Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.

#### Activities

- Independently communicate medication therapy recommendations to members of the healthcare team.
- Share accountability for patient decisions with the team.
- Demonstrate effective teamwork/collaboration skills.
- Participate in rounds with other healthcare professionals.
- Present patient cases to other members of the team.
- Perform an assessment including HPI to determine the appropriate level of care.
- Match patient healthcare needs to the roles and responsibilities of other healthcare professionals.
- Make recommendations and/or modify care plans to address patient-specific needs.

- Identify, evaluate, and communicate to healthcare team members the appropriateness of patients' specific pharmacotherapeutic agents, dosing regimens, dosage forms, routes of administration, delivery systems, etc. both verbally and in writing.
- Define clear roles and responsibilities for team members to optimize outcomes.
- Foster accountability and leverage expertise to form a highly functioning team and promote shared problem solving.
- Longitudinal APPE IPE Requirements

#### Assessment

- APPE Student Evaluations (Midpoint and Final)

#### Resources/Tools

- APPE IPE Longitudinal Documentation Form
- CORE ELMS

### **P1 – P4 Year Co-Curriculum**

ePortfolio (PHAR 598, PHAR 599, PHAR 698, PHAR 699, PHAR 798, PHAR 799, PHAR 899)

#### Relevant Course Outcomes:

- Design an individualized co-curricular program to facilitate and support the achievement of personal and professional goals in order to create a well-rounded individual and professional upon graduation.
- Document involvement in co-curricular activities and achievements throughout the program to prepare the student to enter a desired area of practice upon graduation.
- Increase self-awareness through examination and reflection on experiences, development of skills, abilities, beliefs, values, and motivation as these enhance or limit personal and professional growth.

#### Other Healthcare Professionals Involved

- Activity-dependent

#### Student Outcomes

- Interprofessional Education Badge
  - Student will effectively engage in activities in collaboration with students/members of other health professions to provide optimal patient care.

#### Activities

- Participate in Fall HIPE Week Screenings/Immunizations Day with all UC Health Sciences program faculty/students (Radiology, Nursing, Exercise Science, Occupational Therapy, Healthcare Administration and Management, Public Health, Physician Assistant, Family Nurse Practitioner, Physical Therapy).
- Participate in a Spring Script Your Future event with nursing, athletic training, PA, or other healthcare program.
- Participate in a vaccination, health fair, or other screening event with other health professions.
- Participate in an interprofessional patient safety program, such as REMS program.
- Volunteer service activity with other health professionals (e.g., RAM event).
- Shadow another health professional (not a pharmacist).
- Interview another health professional (not a pharmacist).
- Attend a continuing education event or conference that includes other healthcare professionals (not just pharmacists or pharmacy students (includes Change the Stigma conference)).
- Attend a PA grand rounds session or ethics presentation.

#### Assessment

- Written Reflection
- Final Presentation

#### Resources/Tools

- IPE Prompt
- Final Presentation Rubric
- CORE CompMS

## **APPENDIX W: PROFESSIONAL STUDENT GOVERNANCE ASSOCIATION**

The name of this organization shall be **Pharmacy Student Governance Association**, hereafter referred to as PSGA.

The purpose of this organization is to facilitate unity, progress, professional and personal development among the student pharmacists and Professional Organizations/Classes at the University of Charleston School of Pharmacy, hereafter referred to as UCSOP.

### **The objectives of this organization will be:**

1. To coordinate quality programming and activities for recognized student organizations on the local, state, and national level.
2. To support recognized Professional Organization/Class activities/initiatives that meet the purpose of the organization and foster the goals and mission of the UCSOP.
3. To represent the pharmacy student body to the staff, faculty, and main campus regarding matters of interest.

In addition to engaging in public service activities and initiatives, this organization seeks to promote and encourage educational and cultural awareness among its members and the community. PSGA shall be the primary programming, governing, and coordinating unit of student activities for the UCSOP.

### **PSGA MEMBERSHIP**

Membership in this organization is open to all registered student pharmacists at the UCSOP and shall otherwise be referred to as the PSGA General Body. PSGA consists of the PSGA Executive Committee, PSGA Executive Board, PSGA Appointed Committees, and the PSGA General Body. The PSGA Advisor(s) will act as ex officio member(s) without a vote for both the PSGA Executive Committee and PSGA Executive Board.

The following are the officially recognized Professional Organizations/Classes by PSGA:

#### ***Professional Year Classes***

- P1, P2, P3, & P4

#### ***Organizations***

- American Pharmacists Association – Student Chapter (APhA-SC)
- Industry Pharmacists Organization (IPhO)
- Student College of Clinical Pharmacy (SCCP)
- Student National Pharmaceutical Association (SNPhA)
- Student Society of Health-Systems Pharmacists (SSHP)

#### ***Leadership and Honorary Societies***

- Phi Lambda Sigma - ΦΛΣ (PLS)
- Rho Chi - ΡΧ (RX)

#### ***Professional Fraternities***

- Phi Delta Chi - ΦΔΧ (Phi Dex)

#### **Article IV. – PSGA OFFICERS**

The individuals that comprise the PSGA Executive Committee shall be elected by the organizational membership each academic year.

***Section 1: Appointed Officers.*** Vacant or vacated positions may be appointed at the discretion of the PSGA Executive Committee after approval by the Office of Professional Affairs to ensure academic and judicial eligibility.

***Section 2: Officer Positions*** PSGA will have a President, Vice President, Secretary, Treasurer, Historian, and Parliamentarian.

***Section 3: Discipline for PSGA Executive Committee.*** The PSGA Executive Committee shall be disciplined for not adhering to all the following: the Constitution and the Policies and Procedures of the School of Pharmacy and/or the University of Charleston. Action will be initiated by the other PSGA Executive Committee Members or advisor(s) and may be presented to the General Body for approval.

***Section 4: Elections for Recognized Professional Organizations/Class Officers.*** Qualifications and Eligibility, General Procedure and Rules for Nominations and Elections, and Voting will be in accordance with the Student Pharmacist Leadership Election Information Packet.

***Section 5: Term of Office.*** Offices are effective at the end of the last official organizational meeting of the academic year until the last official organizational meeting of the following academic year.

***Section 6: Vacancies of Office.*** Vacant or vacated officer positions of any professional organization or professional year class may be appointed and approved at the discretion of their Executive Committee after approval by the Office of Professional Affairs to ensure academic and judicial eligibility.

***Section 7: Vacancies of Standing Committees.*** Vacant or vacated standing committee (Academic Affairs, Professional & Student Affairs, or Assessment) positions shall be filled by a method according to the Dean of the School of Pharmacy.

#### **ARTICLE V. – PSGA GENERAL BODY MEETINGS**

PSGA General Body meetings shall be open to anyone and shall be held at least three times a semester during the regular academic school year during Career Skills & Strategies.

***Section 1: Postponement/Call of Meetings.*** The PSGA president may call or postpone a PSGA General Body meeting anytime he/she deems necessary upon the PSGA Executive Board approval.

***Section 2: Presence of Quorum.*** No official business shall be transacted without the presence of a quorum, which consists of a majority of the active members (one-half plus one of the membership).

#### **ARTICLE VI. – PSGA EXECUTIVE ORGANIZATION**

PSGA Executive Organization is divided into two functioning bodies: the PSGA Executive Committee and the PSGA Executive Board.

***Section 1: PSGA Executive Committee.*** The PSGA Executive Committee is comprised of the officers of PSGA, which include the President, Vice-President, Secretary, Treasurer, Historian, Parliamentarian, and Advisor(s).

**The PSGA Executive Committee is charged with the following responsibilities:**

1. Assisting the PSGA president in establishing the goals for each academic year.
2. Recognizing ways each professional organization can work together to fulfill the set goals for each academic year.
3. Making recommendations to the general membership related to student considerations and concerns.
4. Holding one meeting prior to each PSGA General Body meeting to assist in planning the agenda for the PSGA General Body meeting.
5. Acting for the general membership in case of emergencies.

**Section 2: PSGA Executive Board.** The PSGA Executive Board consists of the PSGA Executive Committee and one representative from each Recognized Professional Organization/Class. The representative is determined by the organization (usually the president) and approved by the respective organization's faculty advisor(s).

**Representatives of the PSGA Executive Board are charged with the following responsibilities:**

1. State their organization's goals of activism, programming, fundraising and budget, and social events at each PSGA Executive Board meeting.
2. Update the PSGA Executive Board of any changes, additions, or deletions of their respective organization's proposed events.
3. Relay the information discussed at the PSGA Executive Board meetings to the appropriate officers and general membership of their organization within an appropriate time frame.
4. Oversee the dissemination and completion of the appropriate forms designated by PSGA.
5. Comply with Recognized Professional Organization/Class reporting requirements of submitting their proposed budget for the year at the October PSGA Executive Board Meeting and maintaining a current copy of their adopted constitution, by-laws, and standing rules on file with the Pharmacy Student Governance Association.
6. Perform any other duties assigned by the PSGA Executive Officers.

**ARTICLE VII. – PSGA COMMITTEES**

At the first PSGA General Body meeting, the active PSGA Committees will be announced and recorded within the minutes in accordance with the PSGA Executive Board's goals of the academic year. The PSGA Committees shall be created at the discretion of the PSGA President with the approval of the PSGA Executive Committee.

**Section 1: Committee Guidelines.** Each committee should adhere to the following guidelines:

1. Objectives of each committee shall reflect the goals of the PSGA Executive Committee.
2. Perform any other duties assigned by the PSGA President.
3. Individual committee meetings will be held at the discretion of the committee chairperson and PSGA President.
4. Funding for each PSGA Committee will be determined by the PSGA Executive Committee at the beginning of the academic year and taken out of the PSGA Budget. Additional funding may be requested from the PSGA Executive Committee.
5. Maintain a file of administrative materials to be passed on to the succeeding committees.



**Section 2: Responsibilities of Executive Committee Chairpersons.** The Committee Chairperson will be determined by the PSGA Executive Committee and be charged with the following responsibilities:

1. Poll the committee members for a convenient meeting time/day implementing the wishes of the majority.
2. Take an attendance for each committee meeting and notify committee members that they are expected to attend 50% of the meetings to be considered members of said committee.
3. Relay the information discussed at the committee meetings to PSGA Executive Committee.
4. Give recommendations/reports to the PSGA Executive Committee and/or the General Body that accurately reflect the concerns and suggestions of the committee.
5. Perform any other duties assigned by the PSGA Executive Committee.

**Section 3: Discipline for PSGA Committee Chairpersons and Members.** The PSGA Committee Chairpersons shall be disciplined for not adhering to all the following: the Constitution and the Policies and Procedures of the School of Pharmacy and/or the University of Charleston. Action will be initiated by the PSGA Executive Officers or advisor(s) and may be presented to the General Body for approval.

**Section 4: Committee Name/Descriptions**

- 1. Gala (2)**
  - Plan and implement annual School of Pharmacy Gala, including selection of
    - Music (DJ/Band)
    - Catering
    - Photo Booth
    - Other add-ons
  - Communicate all decisions with PSGA Executive Committee prior to requesting contracts
- 2. Environmental (2)**
  - Address needs/wants of the general body for student spaces.
  - Keep the student mailroom, kitchen, and lounge clean and orderly.
- 3. Pre-Pharmacy Liaison (1)**
  - Work with Pre-Pharmacy Club to promote opportunities within the School of Pharmacy
  - Act as point of contact for student organizations for Destination. Pharmacy. Week
  - Write monthly biology/chemistry newsletter to be distributed via email.
  - Works with Executive Director of Admissions.
- 4. Homecoming (2)**
  - Decorate School of Pharmacy for Homecoming week
  - Publicize University of Charleston Homecoming week activities
  - Work with PSGA Alumni Committee Chair to encourage student pharmacist participation in Homecoming activities
- 5. Health and Wellness (1)**
  - Write monthly health and wellness newsletter to be distributed via email to School of Pharmacy
- 6. Athletic/Intramurals (2)**
  - Coordinate 1 per semester interclass athletic competitions
- 7. Alumni (2)**
  - Work closely with Director of Student to reach out to Alumni to get updates about events happening at the pharmacy school (Wine and Jazz, Homecoming, etc.)

- Brainstorm future events to encourage student pharmacist and alumni participation
- 8. Current Events (2)**
- Presents current events happening in the pharmacy world at PSGA meetings
  - Write monthly Pharmacy related current events for the newsletter to be distributed via email to School of Pharmacy
- 9. Script Your Future (4)**
- Coordinates SYF events with student organizations in the pharmacy school
  - Gives weekly SYF updates to national organization
  - Generates report following completion of SYF promotion
  - Speaks at Career Skills & Strategies regarding SYF events and planning
  - Generates student body participation in SYF events
  - Assists with final award application
- 10. Pharmacy Phun (2)**
- Works with Director of Student & Alumni Affairs to plan and implement PHAR 501L events for incoming P1 Class
  - Encourages student body participation in Pharmacy Phun Week events

#### Article VIII. – PARLIMENTARY AUTHORITY

The parliamentary authority of the PSGA shall be *Robert's Rules of Order: Newly Revised*.

#### Article IX. – AMENDMENTS

The PSGA Constitution may be amended at any PSGA General Body meeting by 2/3 majority vote, provided that the amendment has been submitted in writing at the previous PSGA General Body meeting.

#### Article X. – RATIFICATION

Ratification of the PSGA Constitution requires a 2/3 majority vote of all active voting members of PSGA.

#### Article XI. – PSGA FINANCES

PSGA budgets and ledgers shall be maintained by the PSGA Treasurer and the PSGA Advisor(s).

**Section 1: PSGA General Funds.** The PSGA General Funds shall be secured from the allocations provided through the Office of Professional Affairs determined by the fiscal year.

**Section 2: PSGA Funds Allocation Approval.** The PSGA General Funds will be budgeted by the PSGA Executive Committee and approved by majority vote of the PSGA Executive Board. For final approval, the proposed PSGA budget must be voted on at the earliest PSGA General Body meeting. If the budget is subject to change, the PSGA Executive Board and General Body must be notified.

**Section 3: Contractual Obligations.** Approval by the PSGA Executive Committee is required for all contractual obligations. A request must be submitted to the PSGA President and the PSGA Advisor(s) for approval for expenditures by PSGA Committees.

## **APPENDIX X: UCSOP HEALTH FAIR POLICIES/PROCEDURES**

### **Student Responsibilities**

#### **Before the event:**

##### **2 Weeks + Prior**

- Confirm Pharmacist in Charge (PIC) before submitting event request
- Confirm location availability/room prior to submitting event request:
  - Within UCSOP contact Erica Paxton ([ericapaxton@ucwv.edu](mailto:ericapaxton@ucwv.edu) or x4389)
  - Main Campus Events must contact UC Catering ([uccatering@ucwv.edu](mailto:uccatering@ucwv.edu))
  - Off Campus must contact venue and gain approval
- Submit event request form to UCSOP and UC Office of Student Life

##### **1 Week + Prior**

- Request supplies (blood pressure kits, blood glucose kits, blood glucose strips, A1c machine/reagent strips, Cholestech) needed from Mrs. Barbara Doak
- Request 1 tablecloth (to be used for the registration table only) from Ms. Erica Paxton and must pick up during normal business hours
- Written educational materials (brochures, pamphlets, handouts, presentations) must be submitted to PIC
- Submit promotional fliers to the Director of Student Affairs for approval
- Coordinate volunteers with reasonable ratio of students/task
  - Time slots should be adhered to
  - If enough slots are not filled, the event will not take place (consult with PIC/Faculty Advisor)
- Consider practicing skills to ensure optimal care

#### **Day of the event:**

- Pick up supplies from student mailroom and verify that contents match checklist on top of kits
- Set up should occur at least 30 minutes-1 hour prior to the event or at site discretion (Advisor/PIC is not responsible for set up)

#### **During the event:**

- Sign student attendance sheet to record participation
- Consent Forms
  - Participant registration/consent form must be completed for all participants, collected after all screenings have been performed, and stored in such a way to ensure privacy (folder, envelope, etc.)
  - Photo Release Form (on back on registration form) must be completed for all participants. Pictures should not be taken of participants that do not sign the Photo Release Form. Before a picture is taken, students must verify that the Photo Release Form has been signed
  - Students completing screening must sign participant registration/consent form
- Ensure results on the Screening Results card are completed and provided to the participant
- Students must be actively participating in the event to be eligible to claim credit for ePortfolio
- Students should refer to laminated cards within each kit for levels that are outside of range and consult PIC (students should not be diagnosing)
- Appropriate clean-up and transport of supplies should be performed by student participants

**After the event:**

Within 1 Business Day:

- Supplies
  - Return supplies to student mailroom (includes sharps container and biohazard bag which will be collected by advisor/PIC)
  - Arrange to meet with PIC/Faculty advisor to restock supplies
  - Leftover supplies purchased for the event by the organization (test strips, A1c cartridges, etc.) should be stored appropriately, and may be reused (verify expiration dates)
- Participant registration/consent forms should be submitted to Dr. Lindsay Acree
- Tablecloth should be returned to Ms. Erica Paxton

Within 1 Week:

- Completed event form and pictures must be submitted online within 1 week of the event

**PIC/Faculty Advisor Responsibilities:**

- Ensure student skill level for all tasks
- Respond to readings outside of normal range
- If a second reading is performed, ensure proper student technique
- Verify all forms are completed appropriately and sign
- Ensure students have appropriately cleaned all stations
- Remain in attendance for the duration of the event until all students have left
- Ensure sponsoring facility contact is notified prior to vacating
- Student is responsible for contacting PIC/Faculty Advisor to restock kit(s)
  - If a student does not contact, PIC/Faculty Advisor is ultimately responsible for restocking

## APPENDIX Y: UCSOP CURRICULUM (4-YEAR PLAN)

### Doctor of Pharmacy Curriculum

**Total Credit Hours: 147-150 (Dependent Upon P1-P3 Elective Choices)**

First Professional Year (P1)			
Fall Semester		Spring Semester	
Course Number: Name	Credit	Course Number: Name	Credit
PHAR 501L: Prof. Awareness Prep. Seminar	nc	PHAR 506: Immunization Certification	1
PHAR 510: Intro. to Pharm. Practice & Law	3	PHAR 516: Medicinal Chemistry	3
PHAR 511: Drug Literature Evaluation	1	PHAR 520: Basic Prin. Of Pathophys.	4
PHAR 512: Immunology	3	PHAR 522: Pharmaceutics II	3
PHAR 513: Biochemistry	3	PHAR 523L: Pharmacy Skills Lab II	1
PHAR 514: Pharmaceutics I (Calculations)	2	PHAR 525L: IPPE I*	(1)*
PHAR 515L: Pharmacy Skills Lab I	1	PHAR 527: Lifestyle Mod. & Dx. Prev.	3
PHAR 525L: IPPE I*	(1)*	P1 Elective**	2-3**
PHAR 555: Strat. For Pos. Health Outcomes	3	PHAR 599: P1 ePortfolio	nc
PHAR 598: P1 ePortfolio	nc		
Semester Credits: 16 or 17		Semester Credits: 17-18 or 18-19	
*Students will be enrolled in either the Fall or Spring Semester.			
**Three distinct electives (2 or 3 credit hours each) are required by the end of the Third Professional Year.			
Total First Professional Year (P1) Credits: 34 – 35			

Second Professional Year (P2)			
Fall Semester		Spring Semester	
Course Number: Name	Credit	Course Number: Name	Credit
PHAR 610: Pharmacokinetic Pr. & Clin. App.	3	PHAR 611L: Pharmacy Skills Lab III*	(1)*
PHAR 611L: Pharmacy Skills Lab III*	(1)*	PHAR 615L: IPPE II*	(4)*
PHAR 612: Basic Prin. of Pharmacology I	3	PHAR 629: Healthcare Communications	3
PHAR 615L: IPPE II*	(4)*	PHAR 641: Basic Prin. of Pharmacology II	3
PHAR 640: Pharmacotherapy 1	3	PHAR 660: Pharmacotherapy 3	3
PHAR 644: Clin. Research Meth. & Biostat.	3	PHAR 670: Pharmacotherapy 4	3
PHAR 650: Pharmacotherapy 2	3	P2 Elective**	2-3**
PHAR 698: P2 ePortfolio	nc	PHAR 699: P2 ePortfolio	nc
Semester Credits: 16 or 19		Semester Credits: 15-16 or 18-19	
*Students will be enrolled in either the Fall or Spring Semester.			
**Three distinct electives (2 or 3 credit hours each) are required by the end of the Third Professional Year.			
Summer Semester			
Course Number: Name	Credit		
PHAR 626L: IPPE III	2		
Semester Credits: 2			
Students will be assigned to a 2-week block the summer following completion of the P2 Spring Semester.			
Total Second Professional Year (P2) Credits: 36 – 37			

Third Professional Year (P3)			
Fall Semester		Spring Semester	
Course Number: Name	Credit	Course Number: Name	Credit
PHAR 700L: Pharmacy Skills Lab IV*	(1)*	PHAR 700L: Pharmacy Skills Lab IV*	(1)*
PHAR 716L: IPPE IV*	(1)*	PHAR 716L: IPPE IV*	(1)*
PHAR 728: Pharmacy Law	3	PHAR 718: Pharmacogenomics & Med. Gen.	3
PHAR 740: Pharmacotherapy 5	3	PHAR 725: Pharmacy Mgmt. & Marketing	3
PHAR 741: Pharmacoeconom. & Out. Res.	2	PHAR 742: Adv. Drug Literature Evaluation	2
PHAR 750: Pharmacotherapy 6	3	PHAR 760: Pharmacotherapy 7	3
PHAR 751: Pharmacology III	3	PHAR 770: Pharmacotherapy 8	3
PHAR 798: P3 ePortfolio	nc	P3 Elective**	2-3**
		PHAR 799: P3 ePortfolio	nc
Semester Credits: 15		Semester Credits: 17 or 18	
*Students will be enrolled in either the Fall or Spring Semester.			
**Three distinct electives (2 or 3 credit hours each) are required by the end of the Third Professional Year.			
Total Third Professional Year (P3) Credits: 32 – 33			

Fourth Professional Year (P4)					
Summer Semester		Fall Semester		Spring Semester	
Course Number: Name	Cr.	Course Number: Name	Cr.	Course Number: Name	Cr.
PHAR 812: MTM Cert.	2	Phar 823: APPE 3*	(5)*	PHAR 826: APPE 6**	(5)**
PHAR 821: APPE 1	5	PHAR 824: APPE 4	5	PHAR 827: APPE 7	5
PHAR 822: APPE 2	5	PHAR 825: APPE 5	5	PHAR 828: APPE 8	5
PHAR 823: APPE 3*	(5)*	PHAR 826: APPE 6**	(5)**	PHAR 891: Board Prep.	1
PHAR 870: Board Prep.	nc	PHAR 880: Board Prep.	1	PHAR 899: ePortfolio**	(1)**
		PHAR 899: ePortfolio**	(1)**		
Semester Credits: 12 or 17		Semester Credits: 12, 16, or 17		Semester Credits: 12, 16, or 17	
*Students will be enrolled in either the Summer or Fall Semester.					
**Students will be enrolled in either the Fall or Spring Semester.					
Total Fourth Professional Year (P4) Credits: 45					