



**Idaho State
University**

**College of
Pharmacy**

**2022-2023
Doctor of Pharmacy
Student Handbook**

This Student Handbook offers a framework of the intended learning environment provided by the Idaho State University (hereinafter as “ISU” or “University”) College of Pharmacy (hereinafter as “College”) faculty and staff. It also informs pharmacy students of their rights, obligations, and responsibilities. Students are responsible for knowing the information, policies, and procedures outlined in this document. The College reserves the right to amend the Student Handbook as necessitated by governing authorities or administrative needs. Therefore, this Handbook is subject to change at any time. Because of the likelihood of these changes, the official policy is the [online version of the Student Handbook](#).

Questions or suggestions for improving the Student Handbook may be addressed to the College [Office of Academic Affairs](#).

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About the ISU College of Pharmacy

Message from the Dean

I welcome you to the College of Pharmacy and the profession of Pharmacy. You are entering the profession at a very exciting, and challenging, time. While the COVID-19 pandemic has taken a huge toll on our nation, it has allowed our profession to demonstrate a greater purpose and role as a solution to unmet healthcare needs. During the pandemic pharmacists demonstrated, among many other things, their ability to safely and effectively deploy laboratory testing treatment, and immunization services. Who knows what other services will grow out of our past and future work directly related to the COVID-19 pandemic. But we do know that over the coming 4 years you will acquire the skills, knowledge, and abilities to fulfill healthcare needs and improve healthcare services now and in the future.



In 2020 the College of Pharmacy turned 100, having been founded in Pocatello in 1920. In addition to the Pocatello campus, the opening of the L. S. Skaggs Pharmacy complex in Meridian just over 10 years ago was a very significant event for the College. And with our expansion into Alaska, we reassert our position as Idaho's College of Pharmacy and at the same time grow our legacy. Our larger presence provides our student pharmacists many opportunities to become involved in serving the community. With the assistance of the ALSAM Foundation that made this possible, we are prepared and able to have a larger impact on healthcare in Idaho and Alaska.

You are entering a great profession. As I meet pharmacists from around Idaho and Alaska, I am excited by what I witness. I see pharmacists expanding their practices by providing new and needed services. I see pharmacists in hospitals, community pharmacies, and other practice sites actively involved in the care of their patients. I see pharmacists in small towns and large cities expanding access to healthcare by prescribing medications while comprehensively managing medications prescribed by other providers. I am moved as I watch caring, kind pharmacists going the extra mile to improve the lives of those they serve, most recently demonstrated by how pharmacists have responded to the COVID-19 pandemic. I am proud to be associated with these wonderful women and men.

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

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

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

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

History of the College of Pharmacy

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

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



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

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

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

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

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

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

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

Dr. Frank P. Cosgrove became dean in 1968. Clinical pharmacy courses were introduced in the curriculum in 1970 and the first pharmacy administration faculty member was hired in 1975. The Drug Information

Service was also established during Dr. Cosgrove's tenure as dean, and library holdings and laboratory equipment were significantly enhanced. Dr. Cosgrove also advocated implementation of a PhD degree.

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

In 1987 Dr. Arthur A. Nelson, Jr. was appointed dean. Dr. Nelson finalized the plans for the remodeling and shepherded the project to its completion. Under his guidance, the College was restructured into two academic departments, and the Doctor of Pharmacy degree and the PhD in Pharmaceutical Sciences were implemented. A nontraditional pathway to the Doctor of Pharmacy degree was also implemented during Dr. Nelson's tenure. Dr. Nelson resigned in 1994 to become the founding dean at Texas Tech University College of Pharmacy in Amarillo, Texas.

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

In August 2001, Dr. Joseph F. Steiner assumed the deanship. Dr. Steiner completed a University of Michigan Medical Center Pharmacy Residency and held a Doctor of Pharmacy Degree from the University of Michigan. Under his leadership, the College revised the curriculum to integrate basic science concepts that underlie the application of pharmacotherapy principles. He promoted the use of active learning strategies, life-long learning, developed practice experiences earlier in the curriculum, and improved critical thinking skills and communication skills. Dr. Steiner accepted the position of dean of the University Of Wyoming College Of Health Sciences in August, 2009.

Dr. Paul S. Cady served as dean of the College from 2009 to 2018. Under his leadership the College expanded its class size by adding the ISU-Meridian site in the fall of 2009. The program expansion was made possible by a \$5 million gift from the ALSAM Foundation, founded by L.S. "Sam" Skaggs and his wife Aline. The year 2016 marked the inaugural class at our new site in Anchorage, Alaska. ISU College of Pharmacy – the only on-site pharmacy education program in Idaho and Alaska – now offers the professional program in Pocatello and Meridian, Idaho, and on the University of Alaska Anchorage campus.

Dr. Christopher Owens served as Interim Dean from 2018 to 2019. Dr. Owens has a long history of serving the College, including as Chair of the Department of Pharmacy Practice and Administrative Sciences from November 2008 through August 2017. Since 2017 he has served as Associate Vice President of Health Sciences in the Kasiska Division of Health Sciences.

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

Accreditation Status and Complaints

The Idaho State University College of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 190 South LaSalle Street, Suite 2850, Chicago, IL 60603, 312/664-3575; FAX 866/228-2631, website www.acpe-accredit.org.

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

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

The accreditation term granted to the professional Doctor of Pharmacy degree program at ISU College of Pharmacy by the ACPE extends through June 30, 2025. This represents the customary cycle between comprehensive evaluations.

ACPE may be contacted electronically using www.acpe-accredit.org or via:

Accreditation Council for Pharmacy Education
190 S. LaSalle Street, Suite 2850
Chicago, IL 60603-3499

Phone (312) 664-3575
Fax: (312) 664-2631

ACPE Standards and Complaint Information

The Accreditation Council for Pharmacy Education (ACPE) requires each College of Pharmacy to have a formal process for other institutions, students, faculty, or the public to lodge written complaints against the college related to ACPE standards, policies, or procedures, including tuition and fee policies. The complaint must be related to the standards or the policies and procedures of ACPE and must be submitted in writing. Complainants are invited to utilize the [College complaint form](#) before submitting to ACPE. For further information and the ACPE online complaints form for issues related to ACPE standards, policies or procedures please go to: www.acpe-accredit.org/complaints. Complaints submitted shall be reviewed by ACPE's Executive Director and the issue resolved generally within six months. A record of complaints shall be kept for consideration on file at the Council office. The complainant shall be advised of the decision or action as soon as possible. When a complainant has threatened or filed legal action against the institution, ACPE will hold complaints in abeyance pending resolution of the legal issues and the complainant is so advised.

Other Complaints

Any person may file a grievance with the College of Pharmacy regarding any other aspect of the Doctor of Pharmacy degree program. Grievances may include, but are not limited to, admissions policies, inappropriate faculty or student conduct, inequities in grading, and/or failure to adhere to College policies. It is the responsibility of the Associate Dean for Academic Affairs to manage and provide responses to grievances. A complaint log is maintained to include the complaint date, individual topic, and actions taken. The College encourages persons with grievances to promptly seek resolution using the [College complaint form](#).

Complaints regarding specific courses should be resolved by discussion with the course instructor using the [College course complaint form](#). If the student's complaint requires further resolution, the student should make an appointment with the Department Chair. If the student's complaint requires further resolution, the student should make an appointment with the Dean of the College.

College of Pharmacy Vision, Mission, and Values

Vision

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

Mission

Develop caring and collaborative pharmacists, psychopharmacologists, and scientists who improve health outcomes through transformative research and patient-centered care.

Values

In addition to upholding the values of ISU Kasiska Division of Health Sciences, the College embraces the following core values.

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

Faculty and Staff

Current faculty and staff are listed in the [College directory](#).

Curricular Philosophy Statement

Our ISU Bengal integrated curriculum emphasizes the mindset of self-awareness, innovation, and professionalism essential for developing skills to be responsive to and be leaders in advanced pharmacy practice. Through professional socialization and patient centered student experiences, we prepare caring



graduates to manage drug therapy as members of a collaborative, interprofessional team. It assures students graduate ready to contribute to the health and wellness of individuals and communities, educate a broad range of constituents and effectively manage a highly technical workforce. (approved by the faculty May 05, 2022)

Statement on Interprofessional Education

Interprofessional Education (IPE) is education that occurs when two or more professions learn with, from, and about each other to enable effective collaboration and improve health outcomes. Interprofessional education is part of the didactic component of the Introductory Pharmacy Practice Experience (IPPE) courses, as well as the experiential learning in IPPEs and Advanced Pharmacy Practice Experiences (APPEs). Interprofessional education is an essential component of the University, Kasiska Division of Health Sciences and College missions. The IPE provided in the didactic components of courses is grounded in the Interprofessional Collaboration Competency Domain, which involves [four core competencies](#) developed by the Interprofessional Education Collaborative (IPEC).

Doctor of Pharmacy Program Curriculum

Structure

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

Goals

The major goals of the ISU Doctor of Pharmacy program are to prepare graduates with the following.

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

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

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

Endpoint Abilities and Education Outcomes

College Educational Outcomes are derived from and closely emulate the Center for Advancement of Pharmacy Education's (CAPE) 2013 revised guidance document¹. To that end, the College Educational Outcomes represent the knowledge, skills, attitudes, and behaviors that entry-level graduates of the Doctor of Pharmacy program should possess. Consistent with the CAPE document, the College Educational Outcomes were expanded beyond the fundamental knowledge and skills required of a graduate to include an affective domain, in recognition of the importance of professional skills and personal attributes necessary for the practice of pharmacy. This change emphasizes the mindset of self-awareness, innovation, leadership, and professionalism needed for pharmacy practice. Overall, an essential premise is that College graduates now, and in the future, must be capable of managing the drug therapy of complex patients receiving multiple drug therapies. Additionally, future graduates will require an expanded set of skills and abilities, which includes collaborating as part of an interprofessional team, advocating for patients, demonstrating leadership, providing care for diverse patient populations, contributing to the health and wellness of individuals and communities, educating a broad range of constituents, and effectively managing a highly technical workplace.

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

2015 Educational Outcomes

1.0 Foundational Knowledge (CAPE - Learner)

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

1.1 Integrate and apply foundational knowledge and independently acquire new knowledge as needed for the practice of pharmacy.

1.2 Appropriately evaluate and utilize scientific literature to provide an evidence-based approach to patient care and pharmacy practice.

2.0 Essentials for Practice and Patient Care

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

2.1 Patient Centered Care (CAPE - Caregiver)

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

2.1.2 Perform basic aspects of physical assessment.

2.1.3 Accurately assess the patient's/caregiver's self-management skills (i.e. medication adherence and/or ability to correctly use their drug regimen or device).

2.1.4 Assess a patient's risk for adverse drug reactions.

2.1.5 Perform an accurate and prioritized assessment of the patient's drug-related problems including any related healthcare needs that might affect drug therapy.

2.1.6 Appropriately utilize clinical literature to evaluate all therapeutic options.

2.1.7 Establish patient-specific therapeutic outcomes.

2.1.8 Determine the best pharmaceutical care plan for each patient (including use of pharmaceutical and clinical science knowledge, evidence-based medicine and sound clinical judgment).

2.1.9 Determine patient-specific monitoring parameters for drug therapy outcomes.

2.1.10 Articulate and document a succinct, optimal pharmaceutical care plan including appropriate justification for patient-specific recommendations.

2.2 Medication Use Systems Management (CAPE - Manager)

All graduates must possess the entry-level competencies needed to safely and accurately dispense medications and ensure that prescriptions or medication orders are appropriate for each patient. In addition, they must have the ability

to manage medication use systems to optimize the safety and efficacy of medications.

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

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

2.2.3 Using proper compounding and/or aseptic technique and quality assurance methods, accurately compound individual, bulk, or sterile medication products.

2.2.4 Be familiar with basic medication distribution, inventory control and medication error/safety management systems in various practice settings.

2.2.5 Apply basic principles of marketing, financial, and business management to the delivery of pharmacy services including marketing of medication therapy management and other patient care services and be able to justify fair compensation for these services.

2.2.6 Understand the development and maintenance of a formulary system.

2.2.7 Manage healthcare needs of patients during transitions of care and optimize the transition process.

2.2.8 Provide medication therapy management for patients with complex pharmacotherapy regimens.

2.2.9 Contribute to the pharmaceutical care system's process for reporting and managing medication errors and adverse drug reactions.

2.2.10 Apply principles of pharmaco-economic, quality assurance, and humanistic outcomes research methods to the evaluation of medication delivery systems and patient-centered care.

2.3	Health and Wellness (CAPE - Promoter). A primary role of the graduate is to contribute to the health and wellness of individuals and communities.
2.3.1	Identify and provide effective health promotion and disease prevention services for individual patients, including educating them about behaviors that promote health, maintain wellness, and prevent disease.
2.3.2	Participate effectively in activities that promote health and wellness.
2.4	Population-based Care (CAPE-Provider)
2.4.1	Appropriately apply clinical guidelines and/or interpret medication use reviews to develop disease management protocols to optimize population-based outcomes.
2.4.2	Assist pertinent local and state organizations, healthcare providers, and policy makers in the development of public health initiatives and policies.
2.4.3	Identify the role and responsibility of pharmacists in emergency preparedness and response (e.g. bioterrorism and chemical terrorism, natural disasters).
3.0	Approach to Practice and Care Graduates must master a variety of skills and abilities that are necessary for providing patient care, working within dynamic health care systems, and interacting with patients in a culturally sensitive manner.
3.1	Problem solving (CAPE - Problem-solver)
3.1.1	Demonstrate the ability to identify and solve patient-related healthcare problems.
3.1.2	Demonstrate the ability to independently solve multiple problem types in a variety of settings.
3.2	Education (CAPE - Educator)
3.2.1	Provide effective counseling to patients and/or caregivers including proper instructions for self-care and the safe and effective use of medications and devices.
3.2.2	Provide accurate and useful drug information by defining the needs of the requestor, thoroughly evaluating information from all appropriate resources and effectively communicating a response.
3.2.3	Provide effective education to a variety of audiences including, patients, other healthcare professionals, students and the lay public.
3.3	Patient advocacy (CAPE - Advocate)
3.3.1	Assist patients in taking responsibility for and control of their health.
3.3.2	Recognize patients having difficulty navigating the healthcare system and help them to obtain optimal services.
3.4	Interprofessional collaboration (CAPE - Collaborator)
3.4.1	Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.
3.5	Cultural sensitivity (CAPE - Includer)
3.5.1	Communicate and interact in a professional and culturally sensitive manner including demonstrating respect and sensitivity for others, being open-minded and nondiscriminatory, and maintaining patient confidentiality.
3.6	Communication (CAPE - Communicator)
3.6.1	Communicate effectively and appropriately at all levels (patient, interprofessional, lay public, peers).
3.6.2	Demonstrate skill in verbal, non-verbal, and written forms of communication.
3.6.3	Display effective interpersonal skills.
4.0	Personal and Professional Development Graduates must display the attitudes, behaviors, and values of a professional. As professionals, pharmacists are held to a high standard of conduct. Students are expected to meet these high standards both throughout the curriculum and upon graduation.
4.1	Self-awareness (CAPE - Self-aware)
4.1.1	Demonstrate a commitment to professional growth and lifelong learning, including the ability to self-assess, accept and utilize feedback and learn independently.
4.1.2	Utilize reflections to develop a personal plan for improvement.
4.2	Leadership (CAPE - Leader)
4.2.1	Demonstrate responsibility for creating and achieving shared goals, regardless of position.
4.3	Innovation and Entrepreneurship (CAPE - Innovator)
4.3.1	Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
4.3.2	Demonstrate initiative when confronted with challenges.

4.4 Professionalism (CAPE - Professional)

- 4.4.1 Demonstrate professional behavior including but not limited to punctuality, reliability, meeting deadlines, appropriate dress, and assuming responsibility for one's actions.
- 4.4.2 Accept responsibility for individual patient outcomes and give priority to patient well-being and safety, even if it means making personal sacrifices.
- 4.4.3 Maintain high standards with regard to moral, ethical and legal conduct.

Curriculum Overview

Doctor of Pharmacy Curriculum 2022-2023

First Professional Year (P1) – 38 total credit hours					
Full Academic Year Courses (register in Fall semester)					
PHAR 9912	Introductory Pharmacy Practice Experience II	1			
PHAR 9923	Professional Development I	0			
Fall Semester		Spring Semester			
PHAR 9910	Dean's Recitation	0	PHAR 9905	Intro to Problem-based Learning	2
PHAR 9911	Introductory Pharmacy Practice Experience I	1	PHAR 9910	Dean's Recitation	0
PHAR 9921	Biological Basis of Drug Action I	4	PHAR 9922	Introduction to Pharmacotherapy	5
PHAR 9924	Physicochemical Basis of Drug Action	3	PHAR 9926	Basic Pharmacokinetics & Calculations	3
PHAR 9931	Health Care I	3	PHAR 9926R	Basic Pharmacokinetics & Calc Recitation	1
PHAR 9941	Intro Pharm Practice & Literature I	4	PHAR 9942	Intro Pharm Practice and Literature II	3
PHAR 9941L	Intro Pharm Practice & Literature I Lab	0	PHAR 9956	Human Physiology II	4
PHAR 9949	Human Physiology I	4	PHAR 9956R	Human Physiology II Recitation	0
PHAR 9949R	Human Physiology I Recitation	0			
Credits		20	Credits		18
Second Professional Year (P2) – 31 total credit hours					
Full Academic Year Courses (register in Fall semester)					
PHAR 9913	Introductory Pharmacy Practice Experience III	1			
PHAR 9933	Professional Development II	0			
Fall Semester		Spring Semester			
PHAR 9906	Problem-based Learning I	2	PHAR 9907	Problem-based Learning II	2
PHAR 9920	Recitation/Exam	0	PHAR 9920	Recitation/Exam	0
PHAR 9927	Dose Form Design & Compound	4	PHAR 9944	Health Care II w/Lab	4
PHAR 9927L	Dose Form Design & Compound Lab	0	PHAR 9963	Pharmacotherapy III w/Lab (CV II)	2
PHAR 9961	Pharmacotherapy I w/Lab (Pulm/Renal)	4	PHAR 9964	Pharmacotherapy IV w/Lab (Endocrine)	3
PHAR 9962	Pharmacotherapy II w/Lab (CV I)	4	PHAR 9965	Pharmacotherapy V w/Lab (Musculoskeletal/Pain)	2
			PHAR 9966	Pharmacotherapy VI w/Lab (GI)	3
Credits		15	Credits		16
Third Professional Year (P3) – 29 total credit hours					
Full Academic Year Courses (register in Fall semester)					
PHAR 9914	Introductory Pharmacy Practice Experience III	1			
PHAR 9943	Professional Development III	1			
Fall Semester		Spring Semester			
PHAR 9908	Problem-based Learning III	2	PHAR 9930	Recitation/Exam	0
PHAR 9930	Recitation/Exam	0	PHAR 9948	Pharmacy Law	2
PHAR 9945	Health Care III w/Lab	4	PHAR 9969	Pharmacotherapy IX (CNS) w/Lab	4
PHAR 9967	Pharmacotherapy VII (Infect Dz) w/Lab	5	PHAR 9970	Pharmacotherapy X (Heme/Onc) w/Lab	2
PHAR 9968	Pharmacotherapy VIII (Spec Pops) w/Lab	3	PHAR 9971/R	Capstone Pharmacy w/Recitation	5
Credits		16	Credits		13
Fourth Professional Year (P-4) – 52 total credit hours					
PHAR 9981	Advanced Pharmacy Practice Experiences (APPE)		49 credits		
	General Adult Medicine		6 weeks		
	Ambulatory Care		6 weeks		
	Advanced Community		6 weeks		
	Advanced Institutional		6 weeks		
	Patient Care Electives		6-12 weeks		
	Non-patient Care Electives		6-12 weeks		
PHAR 9982	Pharmacy Information Mastery I		1 credit		
PHAR 9983	Pharmacy Information Mastery II		1 credit		
PHAR 9984	Pharmacy Information Mastery III		1 credit		

Electives

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

Suitable elective credits must meet the following requirements.

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

Elective credits less than a 3000 level and/or off campus classes not on the approved elective list are subject to approval by the College Curricular Affairs Committee. Courses may be selected from the College offerings or other accredited academic institutions. Approved electives are listed in the College [student management system](#).

Pharmacy Practice Experiences

Introductory Pharmacy Practice Experience (IPPE)

The goal of IPPEs is to provide students with an introduction to basic pharmacy practice skills beginning early in the professional curriculum in a variety of actual practice settings, working in collaboration with experienced healthcare professionals. IPPEs begin at the entry level of pharmacy practice and progressively increase in scope and intensity to ultimately prepare students for their Advanced Pharmacy Practice Experiences (APPEs). Requirements and additional information are in the Experiential Education Manual in [eValue](#).

Advanced Pharmacy Practice Experience (APPE)

The APPEs are a series of in-depth clinical practicums within the fourth professional year that build on the skills and knowledge obtained in the previous three years of the didactic pharmacy curriculum. Students build clinical skills, problem solving, critical thinking, interprofessional collaboration, outcome-oriented decision making, and professionalism. Requirements and additional information are in the Experiential Education Manual in [eValue](#).

Intern License or Registration

Students are required to be registered as a pharmacy intern within the state they plan on completing their IPPEs and APPEs and the state where they will be completing their didactic coursework. Each state has different registration requirements, that students are responsible for maintaining. If the student completes IPPE or APPE hours outside of Idaho or Alaska, they are responsible for determining the appropriate requirements in order to obtain hours. Failure to maintain a current student intern license will result in removal from any practice site, forfeiture of all IPPE or APPE hours completed under the expired license, notification to the appropriate Board of Pharmacy, professional development feedback for unprofessional behavior, and referral to the College of Pharmacy's Progression Committee.

MBA/PharmD Program

The College of Business and College of Pharmacy at ISU offer a joint PharmD/MBA program for students interested in earning both degrees. Students enrolled in the Doctor of Pharmacy program may earn an MBA

degree with approximately one summer and one year of additional course work. Program requirements and curriculum substitutions are described in [student resources](#) on the College website.

College Committees

Administrative Council

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

Assessment & Accreditation Committee

The Assessment & Accreditation Committee is responsible for the ongoing evaluation of the Doctor of Pharmacy degree program.

Curricular Affairs Committee

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

Faculty Affairs Committee

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

Graduate Education and Faculty Research Affairs Committee

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

Progressions Committee

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

Student Affairs Committee

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

Technology Committee

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

Student Organizations

Professional Pharmacy Student Alliance (PPSA)

PPSA is an aggregate organization of the state ISHP, ISPA, AKPhA and the national APhA-ASP and IPSF student organizations at the College level. This organization encompasses the benefits of all three organizations while developing a unified student body. Membership fees are included in the PharmD fee.

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

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

Idaho Society of Health-Systems Pharmacists (ISHP)

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

Alaska Pharmacist's Association (AKPhA)

AKPhA was founded in 1956 when Alaska was still considered a territory. Their mission is to preserve, promote and lead the profession of pharmacy and to be the resource for patient-focused pharmacy care in Alaska. A legislative priority of pharmacist provider status, are part of their strategic plan for which they work closely with the faculty and students at the UAA/ISU Doctor of Pharmacy Program.

International Pharmaceutical Students Federation (IPSF)

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

Kappa Psi

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

Phi Delta Chi

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

Phi Lambda Sigma

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

National Community Pharmacists Association (NCPA) Student Chapter

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

Rho Chi Honor Society

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

Student Senate

The Pharmacy Student Senate is comprised of the presidents and vice presidents of each class, the presidents of each student organization within the College, and the College's representative to ASISU. The purpose is to discuss important issues, facilitate communication between the student body of the College and the dean and faculty, and to coordinate organizations' activities within the College. All students are welcomed and encouraged to attend meetings. Student Senate organizes the end-of-the-year picnic.

Current students maintain a [pharmacy student resources](#) page with more details and events.

Career Advancement

Of the 2021 graduates completing the exit survey, the majority are employed in pharmacy, continuing their education through a pharmacy residency, fellowship, or other advanced degrees, or had no plans for employment.

Licensure

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

The State of Idaho requires 1,740 registered hours (Alaska 1500 hours) of practical experience before taking the NAPLEX®. Successful completion of IPPEs and APPEs will more than adequately satisfy Idaho's requirement. Idaho does not require a law exam for licensure. Carefully check the specific licensing requirements and eligibility regarding NAPLEX/MPJE procedures of the state where you plan to practice.

Financial Information

Fees per semester*

2022/2023	Idaho Resident	Nonresident**	Alaska Resident
Tuition and Fees	\$3,979	\$12,968	\$0
PharmD Fee	\$6,205	\$8,542	\$14,600
Malpractice Insurance	\$5	\$5	\$5
Total	\$10,189	\$21,515**	\$14,605

*Costs required for background checks, drug testing, and any electives taken outside the College are not included above and are the responsibility of the student. ** Eligible nonresident students may apply for Idaho residency and in-state tuition after 1 year. Must be a US citizen.

University Refund Policy

The University's [refund policy](#) addresses refund periods and percentages.

Financial Aid

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

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

WICHE Funding

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

Pharmacy Scholarships

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

Every spring semester all pharmacy students are encouraged to apply in the [BOSS system](#) (Bengal Online Scholarship System) to complete the online scholarship application to facilitate awards for the following academic year. Students who do not complete the online scholarship application by the deadline are not eligible to receive awards.

Academic and Professional Policies and Procedures

University Student Conduct

Doctor of Pharmacy program students are expected to uphold the University [Student Conduct Code](#).

Background Check Requirements

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

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

General Education Requirements

Pharmacy students without a US baccalaureate degree from an accredited college or university, or an associate’s degree or core certification/common course transfer from a school covered by the state articulation agreement, are required to complete the same general education requirements as students completing a Bachelor degree at ISU. The 9 requirements/objectives are identified in the ISU undergraduate catalog at www.isu.edu. The College requires all Doctor of Pharmacy students to have a broad educational background with communication, humanities, and social sciences. Students must complete a minimum of 72 college/university credits before beginning the Doctor of Pharmacy program. Students must complete any General Education Requirement deficiencies before progressing to P4 status.

Petitions

The University Student Handbook includes a [petition policy](#). A petition is utilized to make a written request to deviate from institutional policy and/or other needed purposes. Petitions are commonly used for general education requirements, university requirements, departmental and/or college requirements, re-admission, challenge by examination, and late registration. If a petition is approved, it is the student’s responsibility to add or drop courses. Forms are available at the main office of each campus.

Professional Technical Standards

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

Intellectual skills

Students must utilize effective learning techniques in order to assimilate and apply a detailed and complex curriculum to resolve individual drug-related problems. Students must be able to acquire knowledge through many modalities of teaching and instruction including independent learning, collaborative groups, projects, experiential training, and computer assisted learning. Students must demonstrate a fundamental and continuing ability to use analytical reasoning both independently and in collaboration with others to analyze and solve problems and explain healthcare situations. Students must be able to use information to develop appropriate drug therapy and monitoring plans in a reasonable amount of time.

Communication skills

Students must be able to communicate effectively in a broad range of academic and healthcare settings that includes patients, colleagues, and other healthcare team members. Students must understand, communicate, read, and write fluent English. Students must be able to communicate effectively with patients from a broad range of backgrounds, including the ability to recognize nonverbal communication cues.

Motor skills

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

Behavioral, social, and emotional skills

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

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

Progression Policy

Overview

Students enrolled in the PharmD Program are seeking credentials to be health care professionals. Progression standards for students in the Pharm.D. program are set to ensure graduates are prepared to provide pharmacy services to the public. The College adheres to rigorous academic and professional standards in view of its responsibility to the people of Idaho and Alaska and to the pharmacy profession.

Progression Requirements

For a student to maintain satisfactory progress in the Doctor of Pharmacy program, the student must meet the following:

1. Maintain a C or better in all courses AND a pharmacy GPA of ≥ 2.0 in the Doctor of Pharmacy curriculum (calculated based upon required and elective courses taken after matriculation into the program).
2. Pass all courses after matriculation into the Doctor of Pharmacy program within four years (exceptions made subject to Progressions Committee approval).
3. Remediate course grades lower than a C to a C or better (see Remediation Policy).
4. Meet the student conduct and professionalism requirements of the College and the University.
5. Complete all student assessment activities. (see Assessment).
6. Has not been dismissed from an experiential site.

Students who fail to meet any of the 6 progression requirements outlined above may be required to meet with the Progressions Committee.

Academic Status

Failure to meet the College progression requirements may result in one or more of the following.

- The student is placed on College probation.
- The student is disenrolled and placed on suspension.
- The student is permanently dismissed from the College.

Student status will be evaluated on a case-by-case basis. Students are also held accountable for upholding University academic policies and procedures and will receive additional notifications from the University when a student is not maintaining satisfactory academic progress or has other academic misconduct. If a student's Doctor of Pharmacy program GPA falls below 2.0, the University will restrict the maximum number

of credit hours a student may enroll in the following semester. This will likely result in a significant delay of on-time graduation each time a student is unable to stay with the student's class cohort.

Probation

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

Removal of Probation Status

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

Permanent Probation

Once a student has successfully remediated three courses in the required Doctor of Pharmacy curriculum, the student is placed on permanent College probation. One additional grade of less than a C in a required course will result in permanent dismissal from the College. Students on permanent College probation should not participate in leadership and service roles or as officers or chairs in any College organization.

Suspension

Students who are disenrolled from the College of Pharmacy for not meeting the College Progression Requirements are considered under Suspension. Disenrollment may occur when poor performance is secondary to extreme extenuating circumstances. These situations are rare and will be determined by the Progressions Committee after discussion with the affected student. These students will be reclassified as pre-pharmacy students, are not considered in "good standing" with the College, and are not eligible to hold an intern/extern registration with the Idaho/Alaska Board of Pharmacy.

Readmission after Suspension

Students who have been disenrolled from the College for not meeting the College Progression Requirements will be given the terms of their Suspension on a case-by-case basis by the Progressions Committee. Readmission is not guaranteed, and requirements to petition for readmission will be outlined in the letter of suspension. The student may have to complete full time, upper division, preapproved coursework; submit a letter of commitment to self-improvement; and prove the student has met the conditions for readmission specified in the letter of suspension before requesting readmission.

Students who have completed the requirements outlined in their letter of suspension must submit evidence to the Associate Dean for Academic Affairs via letter requesting readmission at least 60 calendar days prior to the start of the next semester, unless otherwise specified in the terms for readmission. Students are not guaranteed readmission, and after review, will be notified in writing of their status within 5 business days. Students who are readmitted to the College may be placed on College probation as determined by the Progressions Committee. If readmission is granted, students may be required to repeat an entire year in the PharmD curriculum.

Remediation Policy

Overview

The College is committed to the academic success of each student in the program. To ensure a student's progress and success, the College has implemented a remediation policy that aims to identify and prevent unacceptable academic performance.

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

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

Conditions of Remediation

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

- Students will be placed on College probation.
- Students must provide a written remediation plan that is approved by the Associate Dean for Academic Affairs or designee.
 - Remediation plans should outline an individual academic improvement plan that defines barriers to learning and includes specific goals that outline plans to overcome these barriers. These plans should also include seeking out services for academic coaching.
- Students receiving fall semester grades (P1-P3 year) that require remediation outside of the normal course, will be allowed to continue with the spring semester as long as no more than two courses require remediation during the subsequent summer.
- Course remediation should be successfully completed by the end of the summer term, except for IPPE and APPE courses which are subject to preceptor and site availability.
- Students must earn a grade of C or better in all remediated coursework.
- Remediation may result in a delay of on-time graduation.
- Students requiring remediation of any coursework must register for and pay required tuition and fees.

Dismissal Policy

Any student who fails to meet the Progression Requirements of the College may be dismissed without prior probationary action. Dismissal of a student may occur if a student:

- Earns a grade of F in any professional course.
- Earns a grade of less than C in any professional experiential course.
- Earns a grade of less than a C in a course being remediated.
- Fails to attend a Progressions Committee meeting or comply with stipulations mandated by the Committee.
- Becomes unable to hold state Board of Pharmacy license.
- Becomes unable to be placed in an experiential learning site.

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

Readmission after Dismissal

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

Progressions Committee and Meetings

Committee

The Progressions Committee is established within the College to ensure acceptable academic and professional standards are maintained. The Progressions Committee is composed of the Associate Dean for Academic Affairs (non-voting), and a representative from Experiential Education (voting) as permanent members of the Committee. The remaining voting faculty members are appointed annually by the Dean of the College. The Progressions Committee is charged with monitoring student progress and its authority includes, but is not limited to, the following.

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

Meeting Notice and Purpose

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

Students will be notified by official University email at least seven (7) business days prior to the meeting with the Progressions Committee. Meetings are held to discuss student academic and professionalism concerns based on referral from individual faculty, staff, or College committees. Progressions Committee meetings are an opportunity for the student to be heard by the committee members, and both student's and faculty's rights to due process will be upheld. Student attendance at Progressions Committee meetings is mandatory and failure to attend may result in dismissal from the program. Progressions Committee meetings are private. Discussions with students may be recorded. The recording is the property of the College and maintained according to applicable laws and policies. Students may be accompanied by one support person of their choosing, but students must provide the name and role of the support person to the Associate Dean for Academic Affairs no fewer than three (3) business days prior to the meeting. The support person does not speak directly to the Progressions Committee members or otherwise participate in the meeting. However, the support person may confer with the student. No delays shall be granted on the basis of the support person's scheduling conflicts. Students who wish to provide a statement and supporting documentation for consideration by the Committee should submit materials to the Associate Dean for Academic Affairs at least three (3) business days prior to the scheduled meeting.

Procedural Guidelines for Meetings

The meeting agenda will be as follows.

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

Due Process and Right to Appeal

The College extends the right of due process to all students. Progression in the program may be delayed during any appeal process if the Progressions Committee identifies potential for patient harm. The Associate Dean for Academic Affairs will advise students on all processes upon request.

All appeals must be completed in an electronic format through official University emails, with each appeal and response copied to the Associate Dean for Academic Affairs. This is used to ensure that all time frames are met and appropriate parties are notified.

All appeals must explicitly reference the reason for the appeal and it must comply with a permitted basis of appeal pursuant to this section.

Course Grade Appeals

Students appealing a course grade should follow the [scholastic appeals policy](#) found in the University Student Handbook. Students appealing a required or elective PharmD course grade must use the [College course grade appeal form](#) and file the appeal in writing via official University email, starting with the course instructor, copied to the Associate Dean for Academic Affairs, within fifteen (15) business days of communication from the instructor of the final grade.

Student Conduct Board Decision Appeals

Students appealing a Student Conduct Board Decision must use the [College Student Conduct Board decision appeal form](#) and file the appeal in writing via official University email with the Dean of the College, within fifteen (15) business days of receipt of the written notice of the Student Conduct Board decision. All information required on the appeal form must be included before submitting the form to the Dean. The Dean or the Dean's designee will schedule a hearing with the student as soon as practicable following receipt of the appeal. The hearing will be conducted in accordance with the guidelines set forth below.

Progressions Committee Decision Appeals

Students appealing a Progressions Committee decision NOT resulting in program dismissal must use the [College Progression Committee decision appeal form](#) and file the appeal in writing via official University email with the Dean of the College, copied to the Associate Dean for Academic Affairs, within fifteen (15) business days of receipt of the written notice of the Progressions Committee decision. All information required on the appeal form must be included before submitting the form to the Dean. The Dean or the Dean's designee will schedule a hearing with the student as soon as practicable following receipt of the appeal. The hearing will be conducted in accordance with the guidelines set forth below.

Program Dismissal Appeals

Students appealing program dismissal should follow the [scholastic appeals policy](#) found in the University Student Handbook. Students appealing dismissal must use the [College dismissal appeal form](#) and file the appeal in writing via official University email with the Dean of the College, copied to the Associate Dean for Academic Affairs, within fifteen (15) business days of receipt of the written notice of dismissal. If the appeal is not received within fifteen (15) business days of the student receiving the Notice of Dismissal, the student will no longer have a right to an institutional appeal and the program dismissal will be deemed final. All information required on the appeal form must be included before submitting the form to the Dean. The Dean or the Dean's designee will schedule a hearing with the student as soon as practicable following receipt of the appeal. The hearing will be conducted in accordance with the guidelines set forth below.

Appeal Hearing Procedure

In addition to the documentary and testimonial evidence used in the hearing that resulted in the action being appealed by the student, the Dean, or the Dean's designee, may request any documentary and testimonial evidence that, in the discretion of the Dean or the Dean's designee, will assist in deciding the appeal. The hearing before the Dean, or the Dean's designee, will be scheduled as soon practicable following receipt of the appeal. The hearing shall include at a minimum, the student, the Dean, or the Dean's designee, and at the discretion of the Dean or designee, at least one Department Chair or faculty member not on the Progressions Committee. In addition, the student and the Dean or Dean's designee shall meet informally at least three (3) business days prior to the hearing for the purpose of exchanging any evidence to be presented at the hearing and to disclose any witnesses that the student or the Dean, or the Dean's designee, propose to present at the hearing, together with the nature of the testimony to be provided by the witnesses. For purposes of

expediency, written statements signed by a proposed witness can be accepted at the meeting in lieu of the witness having to attend the hearing.

In addition to any witnesses, the student may bring one (1) support person if the Dean or designee is notified of the support person's role and attendance at least three (3) business days prior to the hearing. The support person does not participate in the hearing but may speak directly to the student.

The hearing will begin with the student being offered the opportunity to make an opening statement. Following the opening statement witnesses, if any, will testify by way of reading a statement, after which statements from witnesses not appearing in person will be formally noted. The Dean, or the Dean's designee, may then ask questions of the student. Following this, the student will be offered the opportunity to make a closing statement.

The Dean, or the Dean's designee, will provide a written response and decision on the appeal to the student and to appropriate College and University administrative offices within ten (10) business days of the hearing. The Dean, or the Dean's designee, will retain all documents and other evidence used to reach a decision regarding the appeal.

Grounds for Granting an Appeal

The Dean, or the Dean's designee, may overturn a decision of the Student Conduct Board or the Progressions Committee if it is determined that the decision was: (1) based on clear error, (2) based on unlawful consideration, or (3) the Board or Committee failed to follow applicable policies and procedures. Further, the Dean or the Dean's designee may overturn a decision for any meritorious cause unrelated to the substantive or procedural grounds underlying the decision being appealed. If the Dean or the Dean's designee overturns a decision it may be accompanied by (1) conditions and requirement associated with the decision or (2) referral back to the Board or Committee to determine conditions and requirements to be attached to the decision.

If the Dean or the Dean's designee sustains the decision of the Board or the Committee, then the Dean or the Dean's designee will provide a written Notice of Denial of Appeal to the student and appropriate College and University administrative offices. The Notice of Denial of Appeal will contain a written explanation of the basis for sustaining the decision of the Board or the Committee, a statement indicating the student's right to appeal to the University Scholastic Appeals Board (if applicable), a copy of the College of Pharmacy Student Handbook or the Idaho State University Student Handbook (as applicable), and any additional options for further appeal.

If a Dismissal is Overturned

When a decision of the Student Conduct Board or the Progressions Committee is overturned at the institutional level, the party that overturned the decision will be responsible for providing written notice of the decision to the College of Pharmacy Dean, the student, and the Registrar. The Progressions Committee will determine if any remediation is required before the student reenters the program.

Appeals Outside the Institution

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

Student Success

Academic Performance Coaching

Academic performance coaches are available as a resource for students any time a student has concerns. As part of the early-identification and remediation policies, students at risk for poor academic performance are notified to meet with an academic performance coach. Academic performance coaches work together with faculty advisors and the Office of Student Success to meet the goals of the student and improve academic performance. Students are required to meet with an academic performance coach after earning a non-passing grade in a required professional course. Academic performance coaches can refer students to meet with the Progressions Committee or Student Conduct Board. Academic performance coaches are available to students on all College of Pharmacy campuses to assist in developing individualized academic improvement plans designed to identify and overcome potential barriers to student success and provide additional student accountability. Academic improvement plans are uploaded to the student's advising profile and may be reviewed by the student's advisor and the Progressions Committee as necessary.

Professional Development Feedback

Faculty and staff interact with students in many different situations. In order to facilitate the identification of and intervention regarding behaviors that are not aligned with our Professional Technical Standards, faculty and staff are encouraged to provide feedback on interactions with students via the online student tracking form (Professional Development Feedback Form). Incidents include perceived deficiencies in critical thinking, verbal communication, interpersonal skills, as well as physical or emotional problems that may interfere with a student's ability to function as a pharmacist that require feedback to the student. Incidents of suspected academic dishonesty (such as wandering eyes during exams or repeated requests to take exams late) or unprofessional behavior in class or at any College-sponsored event may also be addressed with a student using the Professional Development Feedback Form. The submitted form goes to the student's advisor who will reach out to the student and is copied to the Office of Student Success. The Director of Student Success exercises discretion regarding the nature and extent of any additional follow-up or support that a student may need. In most cases, incidents will not provoke a reaction from the Director of Student Success and will be addressed by the advisor; a series of similar events with the same student will likely result in calling the student to a meeting with the Director of Student Success or designate to clarify the situation and determine if further action or support is required.

Recognition of Excellence

Faculty and staff may observe exemplary student behavior and accomplishments and are encouraged to report these interactions with students via the online Recognition of Excellence form. The submitted Recognition of Excellence goes directly to the Office of Student Success. The Office of Student Success exercises discretion regarding the student's excellence as criteria for consideration of applicable awards and/or scholarships.

Student Success Measures

At the end of each academic year student performance in four key areas will be analyzed to identify students who may need support from the Office of Student Success. Students who rank in the bottom 10th percentile of class rank or who earn a no pass or have a critical incident in two or more of the following Student Competency Measures within a single academic year will be reviewed by the Office of Student Success. The Office of Student Success may require students to meet during the summer semester to develop individualized academic improvement plans.

<u>Competency Assessment Activity</u>	<u>Description</u>	<u>Measure</u>
<u>P1 Competency Assessments</u>		
P1 Core Course Grade	Overall course score totaled for Physiology I, II and BBDA II	P1 Percentile Class Rank
P1 Knowledge-based Exam	Select Questions from P1 Exams	P1 Percentile Class Rank
P1 PBL Simulation Scores	Final PBL Simulation scores totaled (1 st attempt Spring semester)	P1 Percentile Class Rank
P1 Communication Simulation	Score on Patient Communication Simulation (conducted in PHAR 9905)	Critical incident
<u>P2 Competency Assessments</u>		
P2 Core Course Grade	Overall course score totaled for Renal/Pulm, CV I, Endocrine	P2 Percentile Class Rank
P2 Knowledge-based Exam	Select Questions from P2 Exams	P2 Percentile Class Rank
P2 PBL Simulation Scores	Final PBL Simulation scores totaled (1 st attempt Fall & Spring semesters)	P2 Percentile Class Rank
P2 Communication Simulation	Score on Patient Communication Simulation (conducted in PHAR 9944L)	Critical Incident
<u>P3 Competency Assessments</u>		
P3 Core Course Grade	Overall course score totaled for ID, CNS, Capstone modules	P3 Percentile Class Rank
P3 Knowledge-based Exam	Select Questions from P3 Exams	P3 Percentile Class Rank
P3 PBL Simulation Scores	Midterm and Final PBL Simulation scores totaled (1 st attempt Fall)	P3 Percentile Class Rank
P3 Communication Simulation	Score on Patient Communication Simulation (conducted in PHAR 9969)	Critical Incident
<u>P4 Competency Assessments</u>		
APPE Course grade	All APPEs completed with C or better	No Pass
Senior Seminar	Seminar Faculty Evaluation Score	No Pass
Endpoint Competencies Survey	Complete Endpoint Competencies Survey	Not Completed

Student Success Alert

The College faculty and staff issue Student Success Alerts as a mechanism for early identification of students not maintaining satisfactory academic progress. A Student Success Alert is used to alert the Office of Student Success, the student's advisor, and the student of concerns related to maintaining satisfactory academic progress, and what could happen if it continues. Students receiving an alert will meet with the Director of Student Success, the student's advisor, or an academic performance coach. Alerts may be issued any number of times to students and are not considered part of the student's permanent record or adverse action. Students may also receive a Student Success Alerts when:

- faculty identifies significant deficits in knowledge, skills, or behavior.
- A student misses one or more classes within the first two weeks of the semester.
- A student misses class regularly throughout the semester.
- A student demonstrates poor performance on homework, quizzes, exams, or presentations.
- A student demonstrates low engagement or participation.
- A student demonstrates poor quality of writing.
- Gaps in academic skills include struggling with time management, reading, or note-taking are identified.

Students are responsible for maintaining their satisfactory academic progress, and failure of the College to issue a Student Success Alert for any reason shall not excuse the student not maintaining satisfactory progress.

Voluntary Withdrawal/Leave of Absence

Students enrolled in the College who voluntarily withdraw from the program must follow University [withdrawal procedures](#) found in the University Student Handbook, withdraw prior to the established withdrawal deadline, and notify the College of Pharmacy Associate Dean for Academic Affairs. Students who voluntarily withdraw may seek to return to the program by contacting the College of Pharmacy Associate Dean for Academic Affairs.

Students who need to take a leave of absence due to medical or personal hardship situations must have prior approval from the Associate Dean for Academic Affairs before leaving, in addition to following the University [medical withdrawal process](#) and [withdrawal procedures](#), if applicable, found in the University Student Handbook.

The Associate Dean for Academic Affairs may consult with the Student Affairs and/or Progressions Committees to determine the terms for the student's reentry into the program, which are determined on a case-by-case basis, depending on the student's length of absence, length of time in the program, and program academic performance. Students may be required to repeat completed coursework, pass competency assessment(s), or reapply to the program, prior to returning. Students planning to return from a leave of absence should contact the Associate Dean for Academic Affairs in writing at least sixty (60) calendar days prior to the intended start date.

Transfer to Another Campus

Transfer from one campus location to another is considered for extraordinary circumstances and may result in a change in residency status and tuition and fees for the transferring student. Students seeking transfer to another campus while enrolled in the program are considered on a case-by-case basis and must contact the Associate Dean for Academic Affairs in writing at least thirty (30) calendar days prior to the intended transfer date and include the reason(s) for the request. The Associate Dean for Academic Affairs may consult with staff within the Office of Student Affairs to make the decision.

Live-remote Attendance

Students are expected to be present during scheduled classes and to actively participate in those classes. The classrooms in the College are available to support student learning. Students must use sound judgment for the safety of all when considering attendance. Students who are sick, have tested positive for COVID-19, should follow [CDC Guidance](#), notify their instructor, and access the class videos via Moodle. Students exposed to COVID-19 should follow [CDC Guidance](#). The College will support students under quarantine and/or recovering with access to the classroom via on-demand video access. To receive disability-related exceptions and accommodations, students may contact Disability Services at disabilityservices@isu.edu.

Excused Absence Policy

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

Any absence longer than three (3) days from the program requires approval from the Associate Dean for Academic Affairs, who will provide guidance and assistance with managing program requirements

List of Excused Absences

	Reason for absence	Description	Affected person	Advance notice	Considerations	Suggested documentation
Anticipated	Professional development	Local, regional or national professional organization meetings	Student	30 days	Must miss least number of days possible	Meeting badge or equivalent
	University athletics	Athletic competitions	Student	First day of course	See ISU athletic policy	Competition schedule
	Court	Jury duty or required court proceedings	Student	As soon as possible, in advance	Should be scheduled to avoid conflict if possible	Service commitment or court appearance
	Military duty	Active-duty service	Student	As soon as possible, in advance		Service commitment
	Acute illness or injury	Medical emergencies or unanticipated medical care	Student Spouse Child Parent Sibling	As soon as possible, before absence if possible	Use sound judgment for safety of yourself and others when considering attendance	Healthcare provider note with date, time, and confirmation of needed absence
Unanticipated	Childbirth	Unscheduled childbirth	Student Spouse	As soon as possible, before absence if possible	Scheduled childbirth should avoid conflict if possible	Healthcare provider note with date, time, and confirmation of needed absence
	Accidents or victim of crime	Motor vehicle accident, fire, flood, theft	Student	As soon as possible, before absence if possible		Police report, insurance claim, or date/time stamped photo of damage
	Death	Passing of loved one	Spouse Child Parent Sibling Grandparent Close friend/pet	As soon as possible, before absence	Excused for up to 3 days One day only for close friend, pet or other relative	Obituary, memorial program, veterinarian document or equivalent
	Travel delay	Beyond student's control (e.g., cancelled flight, closed or	Student	As soon as possible, before absence	Does not include holidays or booking errors	Itinerary change, severe weather warning, or equivalent

		impassable roads)				
	Disability related	Disability Services approved flexibility agreement	Student	As per agreement		Disability Services approved flexibility agreement

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

Professionalism Policy

Students in the College represent the College as well as the profession of pharmacy and are expected to act in a professional manner at all times when participating in College or pharmacy-related activities. Unprofessional behavior may result in students being referred to the College of Pharmacy Student Conduct Board or Progressions Committee. Professional behavior includes dress, speech, and actions.

Disruptive or inappropriate behavior will not be tolerated. Consistent with the [University Conduct Code](#), preceptors and instructors may impose sanctions in cases of disruptive behavior.

Dress Code in Classroom

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

Dress Code in Clinical Settings

Students in clinical settings where seen by patients or any other healthcare professional are representing the College and professional dress is appropriate. Specific information is in the Experiential Education Manual in [eValue](#).

Class Attendance

Professionals are involved in their own education. Students are expected to be present during scheduled classes and to actively participate in those classes. Attendance is considered particularly important when guest instructors are teaching class. Instructors have the right to enforce attendance requirements.

Faculty encourage students to ask questions and actively participate in class. Students are welcome to use personal devices as learning aids during class. However, they are not to be used to play games, search the internet, send emails or text messages, or for other non-course-related activities. Talking to classmates, falling asleep, and studying for other classes are also considered unprofessional conduct and may be referred for action by the Student Conduct Board.

Course and Faculty Evaluations

Constructive and respectful comments on course and faculty evaluations are expected as part of professional behavior.

Online Notes and Video Recordings

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

Audio/videotaping

The College records all classes and class session videos are posted in Moodle within 24-48 hours following class. Outside audio or visual recording of any lecture or laboratory is not allowed without the prior direct permission of the presenter. On-line posting outside of what is provided or other forms of dissemination of any recordings or posted notes is strictly forbidden without prior specific written permission from the lecturer.

E-Professionalism Policy

Adapted from ASHP's Statement on [Use of Social Media by Pharmacy Professionals](#).

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

Students represent the College at all times; student actions and interactions reflect on the College as well as the profession of pharmacy. The College supports the following recommendations from the American Society of Health-System Pharmacists (ASHP) regarding the use of social media.

Advancing the Well-Being and Dignity of Patients

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

Acting with Integrity and Conscience

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

Collaborating Respectfully with HealthCare Colleagues

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

Maintain Patient Privacy

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

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

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

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

Accessible postings on social media, websites, or other electronic means are subject to the same professional standards as any other personal interaction. Violation of any of the following will constitute unprofessional behavior; if it is brought to the attention of the College, appropriate disciplinary action may be taken.

- The College faculty and staff often use e-mail to communicate with students. This information may be important and/or time-sensitive. Thus, it is expected that all students are connected to e-mail and check it frequently.
- When writing an email to a faculty or staff member of the College, remember to use their title in the salutation and avoid texting shortcuts. In other words, do not start an email with "Hey" or include statements such as "I m late 4 class lol." Be sure to sign your email with your name, class rank and site, such as "John Smith, P4 Meridian." Use complete sentences and spell/grammar check your email before you hit "send."
- Students must not utilize websites and/or applications in a manner that interferes with work or academic commitments. Use of email, text, social media sites, or other websites should not be used in class unless it is directly related to the subject material presented and use is expressly permitted by the instructor.
- Students should use discretion when considering "friend" requests or other social media connection with faculty and staff. It is up to the discretion of faculty and staff to accept or not accept requests.
- Students should not use social media to communicate with faculty and staff about school-related matters.
- Students must not represent themselves as another person.
- No external websites may be created by student organizations. Social media may be used (e.g., Facebook, Twitter, blogs) but it should have a disclaimer that it is not an official site of the College.

- Students may not present themselves as an official representative or spokesperson for the College. When speaking to news sources, always indicate that your views are your own. Do not speak for the College, University, or any national organization.
- When student pharmacists see content posted by colleagues that appears unprofessional, the student has a responsibility to bring that content to the attention of the individual, so that he/she can remove it and/or take other appropriate actions. If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, it should be reported to the Student Conduct Board.
- Do not use any person's likeness or name on a public site without that person's express permission.
- Avoid vulgar language and display of language or photographs that imply disrespect for any individual or group because of age, race, weight, gender, ethnicity, or sexual orientation. Avoid presentations or photographs that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.

Pledge of Professionalism

As a student of pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor. This development, a vital process in my education, will help 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 must be an essential part of my everyday life and I must practice pharmacy with honesty and commitment to service.

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

DEVELOP a sense of loyalty and duty to the profession of pharmacy by being a builder of community, one able and willing to contribute to the well-being of others and one who enthusiastically accepts the responsibility and accountability for membership in the profession.

FOSTER professional competency through life-long learning. I must 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 Maimonides and a Code of Ethics as set forth by the profession

INCORPORATE into my life and practice, dedication 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 care giver.

The profession of pharmacy is one that demands adherence to a set of rigid ethical standards. 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 must strive to uphold these standards as I advance toward full membership in the profession of pharmacy.

Developed by the American Pharmaceutical Association Academy of Students of Pharmacy/American Association of Colleges of Pharmacy Council of Deans (APhA-ASP/AACP-COD) Task Force on Professionalism; June 26, 1994

Student Senate Professional Conduct Policy

Finalized by the Student Senate and passed by faculty on April 7, 2006. Revised October 6, 2015, June 30, 2020 and June 30, 2021.

The College Student Senate adopted the Professional Conduct Policy. This policy does not deny students or faculty their rights as described in the University and College Student Handbooks or prevent the Progressions Committee from acting independently of this student group.

A. Code of Conduct

The College strives to promote professionalism among its students as it fosters an environment committed to excellence in education and the practice of pharmacy. Pharmacy practice is a profession that requires adherence to impeccable ethical standards. Students represent the College as well as the profession and are expected to act with honor and integrity at all times, including times in the classroom, in pharmacy practice settings, and in the community. Students are expected to demonstrate respect towards faculty members and

their fellow students, thereby creating an environment conducive to learning. Any form of academic or professional misconduct violates the standards expected of students. Disruptive or inappropriate behavior of any type is not acceptable.

Students will be held accountable for standards regarding professional and ethical behavior specified in the College Student Handbook, University Student Handbook, and APhA Code of Ethics and Pledge of Professionalism. Violations may result in the offending student appearing before the Student Conduct Board for possible resolution. When deemed necessary, the student may then be referred to the Progressions Committee for further resolution.

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

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

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

C. Student Conduct Board

The Student Conduct Board will consist of 12 members, including the three student senate presidents and the class presidents from each P1-P3 class on each campus. If, for any reason, a member of the Student Conduct Board is unable to attend, the member may send a representative (e.g., class vice president). If any member of the Board is involved or associated with the situation being reviewed by the Board, the person will be recused and a representative will take the member's place.

D. Referral Process

Students and/or faculty may submit a written statement to the Student Conduct Board detailing the concern about a particular student or situation, via the Dean's office. The Student Conduct Board will review all written statements submitted and take action as proscribed by the Board's policies and procedures. The Board may require students to come before the Board to discuss possible resolutions. The Dean's office will advise the Board and referred students on all policies and procedures. The Board is responsible for investigating each incident and may gather evidence by inviting any other person to provide information regarding the incident.

E. Hearing Notice and Purpose

A student required to come before the Board will be notified by one of the Student Senate presidents by official University email to meet with the Board at least seven (7) business days prior to the hearing. A copy of the notice shall be provided to the Dean on the same day the student is notified. Hearings are private and held to allow students opportunity to be heard by the Board members. Student attendance at the hearing is mandatory, and failure to attend may result in sanctions. The student

has the right to request the presence of a faculty advisor at the hearing. The advisor does not speak directly to the Board members or otherwise participate in the hearing. However, the advisor and student may confer with each other during the hearing. Students who wish to provide a written statement and supporting documentation for consideration by the Board must submit the materials to the Board at least three (3) business days prior to the scheduled hearing.

F. Procedural Guidelines for Hearings

The meeting agenda will be as follows.

1. A member of the Board will open the hearing and state the purpose of the hearing.
2. The student will be invited to share the student's perspective of the situation with the Board members and may read prepared statements if desired. Ten-minutes will be allotted.
3. Following the student presentation, there will be an opportunity for questions from Board members.
4. The student will be invited to present any final statements and then be dismissed.
5. The Board shall go into closed session following the discussion and determine responsibility and sanctions on a case-by-case basis. The Board shall include in its decision findings of fact,
6. conclusions regarding responsibility, and a statement of the basis for any sanctions imposed.
7. The student will be notified in writing of the Board's decisions within five (5) business days.

G. Decisions of the Board may include one or more of the following.

- Not responsible – no sanctions
- Written warning – notice of violation
- Loss of privileges – leadership positions, representing the College or student organizations, or other privileges
- Discretionary sanctions – work assignments, essays, service, or other assignments
- Referral to the Progressions Committee

If students do not comply with the sanctions put forth by the Student Conduct Board, the Board will notify the Chair of the Progressions Committee. All reviews, decisions, and actions made by the Student Conduct Board will be documented in writing and kept by the Student Senate. A decision may be appealed (see the Due Process and Right to Appeal section of this Handbook).

Academic Integrity

Student pharmacists must review the [Academic Integrity and Dishonesty Policy ISUPP 4000 for Undergraduates](#), which includes definitions, specific examples, and University procedures for handling academic dishonesty in courses.

Academic dishonesty at the professional level is considered a serious offense and is not tolerated in the College of Pharmacy. Any student pharmacist who compromises or attempts to compromise the academic process may be sanctioned by the College of Pharmacy in addition to penalties imposed per ISUPP 4000. Dishonest acts undermine the College's educational mission and the students' personal and intellectual growth. Pharmacy students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Student pharmacists who are aware of any act of dishonesty should report this activity immediately to the instructor or exam proctor.

Any incident determined to be academic dishonesty in the College of Pharmacy must be sent to the Chair of the Progressions Committee. If a student is assessed any penalty imposed by the instructor under ISUPP 4000, after exercising all rights to appeal to the Dean under ISUPP 4000, as applicable, and if an appeal is not granted, will be referred to the Chair of Progressions Committee due to a failure to meet student conduct and professionalism requirements, and progression requirement number 4. The Chair will determine any changes to the student's academic status on a case-by-case basis, including a performance alert or probation. The Chair will meet with the student to provide instruction regarding the importance of academic integrity and professionalism. The Chair may also impose requirements on the student, such as completing a self-directed learning activity that reinforces the importance of honesty and professionalism. The Chair may

invite members of the Progressions Committee, or any other person, to participate in the instruction of the student pharmacist. The Chair may refer the student to the Progressions Committee if the Chair determines the case may warrant a student status change of suspension or dismissal (e.g., repeat offense, egregious dishonesty, criminal activity, etc.).

Substance Abuse and Drug Testing Policies

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

The objectives of these policies are to:

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

Substance Abuse

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

As a condition of enrollment, every student must abide by the terms of this policy and notify the Associate Dean for Academic Affairs of any drug- or alcohol-related incident, including but not limited to hospitalization, arrest, or conviction. If during enrollment a drug- or alcohol-related hospitalization, arrest, or conviction should occur, notice is to be given no later than five (5) calendar days after such event; this includes, but is not limited to DUI arrests and convictions.

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

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

Students determined to have substance abuse problems may be required to enter into an agreement with the PRN, which the College considers the primary group empowered to assist the College in serving pharmacy students' needs for substance abuse treatment monitoring. Students entering into and maintaining an agreement with the PRN may continue their pharmacy education, with permission of the

Associate Dean for Academic Affairs. Students with substance abuse problems and not under PRN contract may be dismissed from the College.

Drug and Alcohol Testing

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

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

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

- aberrant or unusual behavior;
- a pattern of abnormal or erratic behavior;
- reliable information from independent sources;
- hospitalization, arrest or conviction for a drug- or alcohol-related incident;
- being identified as the subject of a criminal investigation regarding substances of abuse; and/or
- the appearance of impairment at school, while engaged in College activities on- or off-campus, or in a clinical setting.

Students may undergo multiple drug and/or alcohol screenings during the program of study. Standards of confidentiality will apply to all phases of the process.

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

Testing Protocol

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

Response to Positive Findings

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

In the event of a positive drug or alcohol screening, the implicated student has five (5) business days from the time of notice of a positive result to challenge the test results by requesting that a confirmatory analysis be run on the sample. The cost of this analysis, if positive, will be borne by the student.

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

1. Withdraw from the program
2. Agree to voluntarily report the findings to the board of pharmacy and participate in a College-identified professional addiction intervention program and any College-mandated counseling programs. All related costs are the student's responsibility.

The latter pathway is consistent with the pharmacy profession's understanding that addiction is a treatable disease and may not pose, by itself, insurmountable barriers to participation in the profession.

Grounds for dismissal from the program with no option for readmission include, but are not limited to, the following:

1. Failure to consent to participate in testing.
2. Failure to consent to participate and fully comply with the terms of the student treatment plan/contract.
3. A second positive drug test.
4. A positive drug test connected to the individual's verified participation in illicit distribution or diversion of drugs/controlled substances, violence against persons, possession of an unregistered weapon, or any other crime or pattern of criminal behavior or sexual harassment, which, in the opinion of the Progressions Committee, warrants exclusion or dismissal from the program.

Testing Policy

All College required courses utilize the ExamSoft's testing software Examplify for testing. Examplify will be used on students' personal laptops. Students are responsible for installing regular updates and maintaining optimal conditions for the software to function properly (i.e., students' computers must meet the [Examplify minimum system requirements](#)). Students must bring their laptops with them to all scheduled exams. For courses that deliver pop quizzes it should be available at each class. Students must have a laptop, iPads are not compatible with the testing and remote proctoring software.

Each student will receive a unique exam taker ID and password that is linked to the student's ISU email account. Students are required to use their ISU email accounts and must not change it under any circumstances. Students are responsible to ensure the student has installed and tested all ExamSoft software prior to the end of the first week of classes. Technical support is available at support.examssoft.com.

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

Before the exam – if testing in-person

- Exams must be downloaded prior to arriving for the scheduled exam. Students who do not download the exam prior to entering the testing room will not be given extra time. Exams will be available for download 24 hours prior to the scheduled exam start time.
- Students are asked to arrive at least 10 minutes prior to the scheduled exam time with their laptop containing the ExamSoft testing software (Examplify) and the downloaded exam.
- Use the restroom before the test begins; no breaks are allowed unless you have spoken with your instructor beforehand and obtained approval.

- Students testing in the classroom are required to purchase and use a privacy screen for their computer during the exams.
- Cell phones and other electronic devices that make noise or vibrate must be turned OFF and placed in backpacks. No cell phones or other electronic devices are allowed in exams or exam review sessions.
- Sit every other person in the room, if possible. If not, spread out in the room as much as possible.
- No food or drink is allowed. Clear, colorless water bottles without labels are permissible.
- Hats of any kind, hoodies, backpacks, vests, and coats are not to be worn during exam time. Items should be placed in the front, back, or the side of the room.
- All reasonable ADA accommodations will be met. Students should visit the section of the Student Handbook on Disability Services for more information.
- University and College policies regarding academic dishonesty will be enforced. Students who are aware of cheating and fail to report it are also considered guilty of academic dishonesty.

Taking the exam – if testing in-person

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

Completing the exam – if testing in-person

- Upon finishing the exam, students are not allowed to leave the testing room until their exam has completed uploading to the server and the green success screen has been displayed. The proctor will require students to show the green success screen to them prior to leaving the room.
- If students are challenging a question, make a notation in the testing software or note on scratch paper the question # and why you wish to challenge the question. Notify the proctor that you are challenging a question and turn this paper in at the end of the testing/review session. The proctor will share the challenge with the course coordinator.
- Students may also choose to use the exam autopsy form to track their mistakes and may only make marks indicating the type of mistake made on the form that they may take with them following the exam. Students will be required to show their form to the proctor prior to leaving the classroom.

Before the exam – if testing remotely

- Only students with approved disability accommodations may test remotely using zoom from home or from another private location. Student testing space must be private, clean, quiet, and without distractions when students are being proctored remotely.
- Students testing remotely will be required to login to zoom using another device, such as a phone or another computer, that is placed behind them with the camera viewing the computer they are using to take the exam.
- Ensure your device camera or webcam is in good working order prior to the exam.
- Exams must be downloaded prior to the scheduled exam. Students who do not download the exam prior to the scheduled exam will not be given extra time. Exams will be available for download 24 hours prior to the scheduled exam start time.
- Use the restroom before the test begins; no breaks are allowed unless you have spoken with your instructor beforehand and obtained approval.

- Cell phones and other electronic devices that make noise or vibrate must be turned OFF and must not be in your exam space. No cell phones or other electronic devices are allowed in exams or exam review sessions.
- No food or drink is allowed. Clear, colorless water bottles without labels are permissible.
- Hats of any kind, hoodies, backpacks, vests, and coats are not to be worn during exam time, even when taking an exam remotely.
- All reasonable ADA accommodations will be met. Students should visit the section of the Student Handbook on Disability Services for more information.
- University and College policies regarding academic dishonesty will be enforced. Students who are aware of cheating and fail to report it are also considered guilty of academic dishonesty.

Taking the exam – if testing remotely

- Only students with approved disability accommodations may test remotely using zoom from home or from another private location.
- ExamSoft’s Examplify does not permit an internet connection or anti-virus software use during the test. Students must disable all touch bars and anti-virus protection, as well as close all programs prior to opening the exam. Unsaved documents left open will not be saved once Examplify is launched.
- Students will be given the exam password via email to start the exam session. No talking or other communication is allowed during the exam.
- Use only the calculator available in the testing software, if allowed, during the exam.
- At the beginning of the exam, students must show both sides of their blank scratch paper on camera to demonstrate that it is blank.
- Students must scan their exam space with their camera at the beginning of the exam to demonstrate that the space is clean and free of distractions.
- No Google Glass, cameras, smart watches, wearable fitness trackers, or similar devices are allowed in exams or review sessions. Copying/sharing of exam questions is expressly forbidden.

Completing the exam – if testing remotely

- Only students with approved disability accommodations may test remotely using zoom from home or from another private location.
- Before uploading the exam, students must show both sides of their scratch paper and tear up the scratch paper on camera.
- Your exam is not complete until your computer has completed uploading the exam to the server and the green success screen has been displayed. This is your indication that your exam is complete.
- If you are challenging a question, make a notation in the testing software or note on scratch paper the question # and why you wish to challenge the question and indicate to the proctor on zoom.
- Students may also choose to use the exam autopsy form to track their mistakes and may only make marks indicating the type of mistake made on the form that they may take with them following the exam. Students will be required to show their form to the proctor prior to leaving the classroom.

Grading Policy

Final course grades in the College are assigned by faculty based upon the grading system outlined in individual course syllabi. Grades entered by faculty at the end of each semester are recorded and transcribed by the University Registrar’s Office. Standard letter grade point assignments (A = 4.0, B = 3.0, C = 2.0, etc.) are utilized in the PharmD program for GPA calculations. For those courses graded S/U (satisfactory or unsatisfactory) the grade point assignment will be zero. Final grades of “U” will not be applied toward meeting the graduation requirements for the PharmD degree and will likely prevent progression. An “I” (incomplete) grade will be assigned for work not completed at the time grades are due to be submitted to the Registrar. Students generally have one year to complete the course work to rectify a grade of “I;” instructors must initiate a change of grade form for these students, or the grade automatically changes to an “F” or “U” grade. The W (withdraw) grade is assigned when a student has officially withdrawn from courses

prior to the end of the term. Students may not selectively withdraw from a single course or group of courses without approval from the Associate Dean for Academic Affairs.

Assessment Requirements

The assessment program at the College employs a variety of measures from students, faculty, alumni, and preceptors. Throughout the curriculum, students participate in assessments that are embedded as required components of specific courses and practice experiences. Participation in these assessment activities is required in most cases. Failure to actively participate and complete assessments is considered unprofessional conduct. Currently used assessment tools are outlined in the table. Additional tools may be added as necessary, and students will be notified of the need to complete specific assessment activities.

Assessment Tools			
Assessment Activity	Class	Description	Usual Timing
Pharmacy Curriculum Outcomes Assessment (PCOA)*	P1, P2, P3	Multiple choice test developed by the National Association of Boards of Pharmacy to assess curricular outcomes across time. Provides formative and summative assessments for curricular assessment and feedback to individual students on strengths and weaknesses in student progress.	End of spring semester (P1, P2) End of fall semester (P3)
Course Evaluations	P1, P2, P3	Standardized course evaluation instrument	End of each course
Faculty Evaluations	P1, P2, P3	Standardized faculty evaluation	End of each course
IPPE Evaluations	P1, P2, P3	Standardized assessment of preceptor and site	Upon completion of experience
Student Professional Development coursework	P1, P2, P3, P4	Evidence of student accomplishments (e.g., presentations, patient work-ups, reflection, professionalism self-assessment, awards)	Each semester
APPE Evaluations	P4	Standardized assessment of preceptor and site	Upon completion of rotation
P4 Exit Survey	P4	Survey of career plans, demographics and open ended curriculum questions.	End of P4 spring semester
AACP Graduating Student Survey	P4	Extensive survey on curriculum, educational experience and future plans	End of P4 spring semester

* Students who do not meet the minimum requirements on the P3 PCOA exam will need to complete the following to be considered ready to progress to APPEs:

1. Write a 2-3 page reflective essay that contains a summary of the NAPLEX Competency Statements, identification of perceived weak areas after seeing PCOA score report, and what personal factors may have contributed to poor performance.
2. Create and submit a NAPLEX study guide to be used for future study.
3. Meet with a faculty advisor or academic coach
4. Submit an email to the Associate Dean for Academic Affairs outlining the above once completed.

Advising Requirements

Faculty advisors help students set and achieve academic goals and acquire information and services. Faculty advisors are assigned upon matriculation into the program. Advising is required every semester during advising week. During the scheduled one-week pre-registration period, faculty advisors and students will meet to discuss, at minimum, the following:

- Well-being
- Academic performance

- Class schedule for the following semester
- Elective courses
- Credit override – intention to take more than 21 credit hours in a single term
- Professional Development reflections
- Co-curricular activities
- Professional Development Feedback Forms / recognitions of excellence received, if applicable

Students may not take more than 21 credits without their advisor's approval. If the advisor approves the credit override but registration is still blocked, the student should contact the Office of the Associate Dean for Academic Affairs for assistance. Students' financial aid may be delayed if the student is not pre-registered.

HIPAA

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

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

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

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

Immunizations

It is the student's responsibility to meet the immunization requirements outlined in the Experiential Education Manual in [eValue](#). Students who do not comply with all immunization policies are in violation of the professional standards of the College and may not continue clinical experiences. Students are responsible for all arrangements and costs associated with health and immunization policies.

Clinical Education Assumption of Risk

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

GPA Calculation

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

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

Dean's List

The College Dean's List is comprised of students achieving a 3.66 semester GPA and is calculated each fall and spring semester.

Equal Opportunity

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

Disability Services

The College is committed to providing an accessible learning environment for students with documented disabilities. If there are aspects of the instruction or design of program courses that result in disability-related barriers to your participation, please contact Disability Services to engage in a confidential conversation about the process for requesting accommodations.

Students are encouraged to register with Disability Services as soon as the student begins a course or in the timeliest manner possible as accommodations are not provided retroactively. Students with disabilities must obtain an accommodation letter(s) from the Disability Services office, which outlines the specific accommodations required before accommodations in program courses can be provided. It is the student's responsibility to ensure accommodation letters are given to the Office of the Associate Dean for Academic Affairs and to each instructor/module coordinator/preceptor.

Accommodations are provided on a case-by-case basis and are dependent on an analysis of the task to be performed and the nature of the requested accommodation. In the instance of examinations designed to measure real-life skill sets, extra time may or may not be granted. If requested accommodations are considered non-standard for the program (e.g., notecards for exams) an interactive process will be initiated to determine if the requested accommodations are reasonable or fundamentally alter the program. The disability services office will work with students and the program to facilitate this process.

More information can be found online at isu.edu/disabilityservices, or by contacting Disabilities Services at the following campus locations.

Anchorage Campus: Phone (208) 282-2294, Fax (208) 282-4617, Video Relay (208) 417-0620, email disabilityservices@isu.edu.

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

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

Pregnant and Parenting Students

The University Student Handbook provides [guidance for pregnant and parenting students](#). Additional guidance and arrangements are provided by the College of Pharmacy Associate Dean for Academic Affairs and, in the case of experiential learning, the Director of Experiential Education.

Workers' Compensation Insurance

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

Health Insurance

Students in the program are responsible for securing their own health insurance throughout the program. In addition to personal health and wellness needs and routine or emergency care, the practice of pharmacy has inherent risks in working with patients with communicable diseases, including the potential for accidental exposure to blood-borne pathogens. Many clinical training sites require proof of health insurance prior to a student beginning an IPPE or APPE rotation. A student that does not have health insurance may not be scheduled for IPPEs or APPEs.

Under the Affordable Care Act, most Americans are required to have minimum essential health insurance coverage, or pay a penalty. For more information about the Affordable Care Act, and for a link to the Insurance Marketplace, visit the [U.S. Department of Health & Human Services Health Care page](#).

Liability Insurance

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

Name Badges

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

Building Access

Leonard Hall – Pocatello

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

ISU Meridian Sam & Aline Skaggs Health Science Center – Meridian

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

Professional Studies Building – Anchorage

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

UAAAlerts

Anchorage students are required to manually sign up for UAA campus emergency notifications through [UAAAlerts](#).

Transfer from Other Schools of Pharmacy

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

1. A formal letter from the potential student to the ISU Associate Dean for Academic Affairs requesting evaluation of their class standing at ISU. Direct class-to-class transfer is not a guarantee.
2. A letter from the dean of the college of pharmacy previously attended certifying the program in which the student is/was matriculated, and verifying that the student is/was in good academic standing upon leaving the program.
3. Official transcript(s) showing that all pre-pharmacy requirements for the ISU College of Pharmacy have been completed, as well as official transcripts showing any pharmacy courses completed thus far.
4. Once *all* required documents have been received by ISU, the Associate Dean for Academic Affairs will evaluate and report back to the student their potential standing in ISU's PharmD Program.

Code of Ethics for Pharmacists

PREAMBLE

Pharmacists are health professionals who assist individuals in making the best use of medications. This Code, prepared and supported by pharmacists, is intended to state publicly the principles that form the fundamental basis of the roles and responsibilities of pharmacists. These principles, based on moral obligations and virtues, are established to guide pharmacists in relationships with patients, health professionals, and society.

I. A pharmacist respects the covenantal relationship between the patient and pharmacist.

Considering the patient-pharmacist relationship as a covenant means that a pharmacist has moral obligations in response to the gift of trust received from society. In return for this gift, a pharmacist promises to help individuals achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.

II. A pharmacist promotes the good of every patient in a caring, compassionate, and confidential manner.

A pharmacist places concern for the well-being of the patient at the center of professional practice. In doing so, a pharmacist considers needs stated by the patient as well as those defined by health science. A pharmacist is dedicated to protecting the dignity of the patient. With a caring attitude and a compassionate spirit, a pharmacist focuses on serving the patient in a private and confidential manner.

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

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

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

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

V. A pharmacist maintains professional competence.

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

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

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

VII. A pharmacist serves individual, community, and societal needs.

The primary obligation of a pharmacist is to individual patients. However, the obligations of a pharmacist may at times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.

VIII. A pharmacist seeks justice in the distribution of health resources.

When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.

Statements of Understanding



**Idaho State
University**

**College
of Pharmacy**

HANDBOOK UNDERSTANDING

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

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

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

Student's Signature

Date

Student's Name (Print)

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



CONFIDENTIALITY UNDERSTANDING

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

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

Student’s Signature

Date

Student’s Name (Print)

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



FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA) AUTHORIZATION

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

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

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

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

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

Student's Signature

Date

Student's Name (Print)

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



CLINICAL EDUCATION INFORMED CONSENT / RELEASE FOR CRIMINAL BACKGROUND INVESTIGATION, IMMUNIZATIONS AND DRUG SCREENING

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

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

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

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

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

I hereby release those individuals or agencies from any liability or damage in providing such information. I agree that a photocopy of this authorization may be accepted with the same authority as the original.

I hereby further release the State of Idaho, the University, its agents, officers, board, and employees from any and all claims, including but not limited to, claims of defamation, invasion of privacy, wrongful

dismissal, negligence, or any other damages of or resulting from or pertaining to the collection of this information.

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

Student's Signature

Date of Birth

Date

Student's Name (Print)

Print other names used in the past

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



MEDIA RELEASE

Instructions: Please review and indicate your agreement to this Release by signing below.

I hereby grant permission to Idaho State University (Idaho State) to use my name, image, voice, and likeness in all forms of physical and digital media for Idaho State’s educational, marketing, and promotional purposes in perpetuity. Idaho State shall have the right to photograph, record, publish, re-publish, adapt, exhibit, perform, reproduce, edit, modify, make derivative works, distribute, display or otherwise use or reuse my name, image, voice and likeness in all markets, media, and technology now known or hereafter developed. Idaho State may exercise any of these rights itself or through any assignees, licensees, or other parties including other Universities.

I acknowledge that I will not be compensated for these uses, and that Idaho State exclusively owns all rights to the images, videos, recordings, and any derivative works created by Idaho State or its employees. I waive the right to inspect or approve of these uses. I hereby release Idaho State, its assignees, and its licensees from any claims that may arise from these uses, including without limitation claims of defamation, invasion of privacy, or copyright.

This Release is binding on me, my heirs, assigns, and estate. I understand Idaho State is not obligated to use any of the rights granted under this Release.

FULL NAME (PRINTED)		SIGNATURE	
ADDRESS (STREET)	(CITY)	(STATE)	(ZIP)
EMAIL ADDRESS	TELEPHONE NUMBER	DATE	

If you are under eighteen (18) years of age, your parent or guardian must sign below:

I represent that I am a parent/guardian of the minor who has signed the above release and that in that capacity Idaho State has my consent and authorization to use the name, voice and/or likeness as described above.

Parent/Guardian:

FULL NAME (PRINTED)		SIGNATURE	
ADDRESS (STREET)	(CITY)	(STATE)	(ZIP)
EMAIL ADDRESS	TELEPHONE NUMBER	DATE	

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



**Idaho State
University**

**College
of Pharmacy**

CLINICAL EDUCATION INFORMATION and ASSUMPTION OF RISK

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

I freely and voluntarily accept the health risks and potential facility requirements described above to complete my clinical educational requirements. I also understand that COVID-19 vaccination is recommended, but not required by Idaho State University. I understand that COVID-19 vaccination may be required by some health facilities or clinical sites to participate in certain aspects of clinical education. If I choose NOT to be vaccinated for COVID-19, I may be required to adhere to additional guidance based on CDC recommendations. Before engaging in clinical education, please read, initial, and sign the following:

Initials

- ____1. I will not participate in clinical education if I exhibit any signs/symptoms of infection, including but not limited to: runny nose, fever, cough, shortness of breath, head or body aches, sore throat, loss of smell, or nausea/vomiting/diarrhea. If I exhibit any of these signs/symptoms, I will notify the appropriate person(s) at my clinical site and my designated program contact person for instructions.
- ____2. If I am exposed to COVID-19, and NOT up to date on COVID-19 vaccinations, I will immediately notify the appropriate person(s) at my clinical site and my designated program contact person. I will complete a self-reporting form and may be required to quarantine. I understand that required quarantine time will need to be made up to complete program requirements.
- ____3. I will comply with masking and physical distancing requirements, including on lunch, breaks, or when occupying shared workspaces. I will wear facial coverings in accordance with CDC, program, and health facility policy.
- ____4. I will comply with clinical site policies related to facial covering/glove wearing and handwashing and disinfecting procedures before and after all patient encounters and at other times as specified. I will complete any required infection control or personal protective equipment (PPE) training by my program or the clinical facility.
- ____5. I will follow all infection control guidelines, policies, and procedures of the clinical facility, program, and/or university. Such guidelines are subject to change as more information becomes available.
- ____6. I recognize the dangers to myself and others of acquiring infectious diseases during clinical education, including the possibility of health-related consequences of such diseases. I recognize that vaccination for COVID-19 and other infectious diseases is recommended to decrease the risk of these consequences.
- ____7. I have the right to feel safe during clinical education. I have the ability to talk to my clinical instructor regarding any concerns I may have related to breaches in infection control measures or public health recommendations at any clinical education site.
- ____8. I recognize I have the right not to participate in clinical education because of potential risks to myself and/or members of my household. I recognize that any missed clinical education time due to lack of participation will need to be made up to complete program requirements and may delay my graduation.
- ____9. If I test positive for COVID-19, I will notify my program's clinical coordinator and complete the self-report form.

____ 10. I will follow all ISU or health facility-related screening requirements.

____ 11. Vaccination status. Please initial one of the following and provide dates if applicable:

____ I have been fully vaccinated* with an FDA-approved COVID-19 vaccine. Date(s): _____, _____

____ I have been fully vaccinated* with an FDA-approved COVID-19 vaccine, including being up to date with the recommended boosters. Date(s): _____, _____, _____, _____

____ I have received at least one dose of an FDA-approved COVID-19 vaccine and intend to receive the second dose (as appropriate). Date(s): _____

____ I have not received an FDA-approved COVID-19 vaccine, but will be fully vaccinated* within 6 weeks.

____ I will not be receiving an FDA-approved COVID-19 vaccine.

* Fully vaccinated means that you have (1) received a primary series of an FDA-approved COVID-19 vaccine and (2) have waited a 2- week period following the last injection for full protection. NOTE: Some facilities may require booster dose(s) to be considered fully vaccinated.

Documenting Exemptions:

Students may request an exemption to a clinical facility or site’s vaccination requirement for valid medical or religious reasons. If a student chooses not to be vaccinated for a medical or religious reason and seeks an exemption from the vaccination requirement imposed by a clinical site, further documentation may be required by the site. Some sites may facilitate the religious exemption request themselves and the student will need to complete the site’s appropriate form. Other sites may ask the university to help facilitate this process. Decisions to accept an exemption request are generally up to the clinical site.

Medical exemption requests: Students should work with the ISU Office of Disability Services for disability accommodations. Students can fill out a Student Request for Services Form or call (208) 282-3599 (Pocatello), (208) 373-1723 (Meridian), or email disabilityservices@isu.edu. Upon the conclusion of the accommodation process, the Office of Disability Services will email a letter to the student with the decision of the medical exemption request for submission to any requesting clinical site.

Religious exemption requests: Students should work with the Office of Equity and Inclusion for a religious exemption request by completing the Religious Exemption Request Form. The Office of Equity and Inclusion will email a letter to the student with the decision of the religious exemption request for submission to any requesting clinical site. Students can reach the Office of Equity and Inclusion at (208) 282-3964 or email taysshir@isu.edu to request the form.

Opt-out Guidelines:

In general, satisfactory progression through professional curricula requires that students complete clinical and didactic course requirements in the semester in which they are enrolled. Programmatic requirements are based on professional accreditation standards and licensing board requirements, and include clinical education activities. Should a student be unable to complete requirements due to illness or CDC-recommended isolation/quarantine, make-up work may be allowed if congruent with programmatic or university policies for other medically-related absences. Should a student choose not to complete any course or program requirement related to clinical education, the student is responsible for contacting the course instructor and providing a rationale for “opting out.” Opt-out policies may vary between programs; students should contact their individual programs for specifics on process. Delays in progression and/or graduation may occur due to quarantine time and/or if a student chooses to opt-out of any aspect of required coursework or clinical education.

Student Signature

Date

Student Printed Name

This assumption of risk is in effective for the course of the program of study or until a new document is signed, whichever is greater.

Updated 6/14/22 CTO

Reviewed by ISU General Counsel

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

[Insert cardstock back cover for printing.]