

# FINDLAY

**THE UNIVERSITY OF FINDLAY**

**COLLEGE OF PHARMACY**

**STUDENT HANDBOOK**

Supplement to the University of Findlay Student Handbook

The most updated version of the Handbook will be found at:

<https://oilernation.findlay.edu/Academics/pharmacy/Pages/default.aspx>

Updated 25-Apr-17

This handbook supplements The University of Findlay Student Handbook. The University of Findlay handbook supersedes this one. The official, updated copy of this handbook is available on the College of Pharmacy website and should be the one used for official business.

The Student Affairs Committee of the College of Pharmacy is responsible for updating this handbook.

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## **Greetings from the Dean**

As Dean of the College of Pharmacy, I am pleased to greet you as a student in our program. You have chosen a great time to pursue a career in pharmacy!

Our program is strong. We capitalize on the combination of our faculty members' experiences and the "best practices" they bring with them from a variety of settings, and the youth and energy of a growing program. Each of our faculty and staff, and our college itself has been shaped by many thousands of people who have come before us in our profession. Likewise, we endeavor to help shape your future and your ultimate success by adding our expertise to the skills and knowledge already instilled in you by your families, teachers and friends. Our success will be measured by your success.

We will hold you to a high standard. This includes not only performing well academically, but behaving with the highest professional conduct. You were chosen to be in this program because we believe in you and in your ability to meet these expectations.

Everyone here wishes you well and are confident that, with hard work, you can succeed in this program.

When you leave us, we will welcome you to begin to "pay it forward" to students who come after you. Help them the in the same ways you will be helped. Although that may mean financial support (e.g. scholarships and donations), giving back in non-monetary ways is equally important. Provide encouragement, training, and job opportunities whenever you can.

You will have the opportunity to touch the lives of countless future students and patients, and we are pleased to be a part of your journey to doing just that. In the meantime, we (faculty, staff, alumnae, and your fellow students) welcome you and wish you much success.

Go Oilers!

Debra Parker, PharmD, BCPS  
Dean, College of Pharmacy

## **Introduction**

Welcome to the College of Pharmacy! All Doctor of Pharmacy students are carefully selected to be successful, but that is especially so at The University of Findlay since our space for students is so limited. If you do not succeed, we have not, because you are part of us now. Remember that; and remember that we cannot help you if we do not know you need the help. Almost all student problems have happened before to someone. Almost none can be solved by the student or the faculty member alone. Almost all of them can be solved if the student and the faculty work together. You are not alone in this effort to become a pharmacist, and we can and will help.

The University of Findlay's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500, Chicago, IL 60602-5109, 312/664-3575; FAX 312/664-4652, web site [www.acpe-accredit.org](http://www.acpe-accredit.org). If you have a concern about ACPE, our status with them, or a complaint concerning ACPE standards, you have several routes that you may pursue. You could see your advisor or the Dean of the College of Pharmacy. If you wish, you can contact the Student Affairs Committee of the College of Pharmacy. There is a student representative on that committee and it is charged with treating important information confidentially.

If you wish, you can contact ACPE directly. Their number is 312 664 3575, and their web site is <http://www.acpe-accredit.org/complaints/default.asp>.

ACPE's specific policy concerning complaints about ACPE standards is:

### **Complaints**

ACPE has an obligation to assure itself that any institution, which seeks or holds a preaccreditation or accreditation status for its professional program(s) conducts its affairs with honesty and frankness. Complaints from other institutions, students, faculty, or the public against a college or College of pharmacy, including tuition and fee policies, and as related to ACPE standards, policies or procedures, shall be placed in writing in detail by the complainant and submitted to the ACPE office. The complaint shall be submitted to the institution for response. Requests for confidentiality shall be respected to the extent any such information is not necessary for the resolution of the complaint.

The Executive Director shall, based upon the complaint, the response, and information from such further investigation deemed necessary, promptly determine the facts surrounding the issue, determine the validity of the complaint, and resolve the issue; provided, however, where the Executive Director deems it necessary or appropriate, the matter shall be considered at the next regular meeting of the Council. The time frame for resolution is generally within six months. A record of complaints regarding a specific college or College of pharmacy, including student complaints received or made available, is kept for consideration on file at the Council office. Such record of complaints are considered during scheduled evaluations, or a special evaluation, as the case may require.

The procedure shall provide for treatment of complaints in a timely manner that is fair and equitable to all parties. The complainant shall be advised of the decision or action as soon as possible. When ACPE has cause to believe that any institution with which it is concerned is acting in an unethical manner or is deliberately misrepresenting itself to

students or the public, it will investigate the matter and provide the institution an opportunity to respond to the allegations. If, on the basis of such investigation, after notice to the institution and opportunity for institutional response, ACPE finds an institution has engaged in unethical conduct or that its integrity has been seriously undermined, ACPE will either:

- a. request that the institution show cause, within a stated time period, why adverse action should not be taken, or
- b. in extreme cases, immediately discontinue its relationship with the institution by denying or withdrawing preaccreditation or accreditation status.

A complaint against a college or a College of pharmacy must be related to the standards or the policies and procedures of ACPE and must be submitted in writing to the Executive Director. Under existing practices, when a complaint is received, it is submitted to the college or College affected for response. If, thereafter, based upon the complaint and the response, the Executive Director determines that a complaint is not related to the standards or policies, the complainant is so advised in writing with a copy to the College or college, and the matter is treated as resolved.

Anonymous complaints pertaining to accreditation matters are retained and, depending on circumstances, may or may not be forwarded to the College or college involved, depending somewhat on the severity of the complaint. This decision is made by the Executive Director. Where a complainant has threatened or filed legal action against the institution involved, ACPE will hold complaints in abeyance pending resolution of the legal issues and the complainant is so advised.

If the Executive Director finds a complaint to be extremely serious in nature charging egregious conduct that may warrant adverse action by the Council, or involves an interpretation which the Executive Director believes should be made by the Council, the complaint will be submitted to the Council for determination at the next regular meeting. Extraordinary remedies available for complaints covering extreme cases are set forth in paragraphs (a) and (b) above.

ACPE has an obligation to respond to any complaints which may be lodged against it by any institution, student, faculty or third party in respect to the application of ACPE's standards, policies and procedures where the complaining party is directly affected thereby. Any such complaint shall be submitted in writing. The Executive Director shall promptly determine the facts surrounding the issues and shall attempt to resolve the matter in consultation with the Public Interest Panel established pursuant to Article V of the ACPE By-Laws. Complaints which cannot be resolved by the Executive Director shall be considered and resolved at the next regular meeting of the Council. The time frame for resolution is generally within six months.

**If you wish to file a complaint, please e-mail:**

[csinfo@acpe-accredit.org](mailto:csinfo@acpe-accredit.org) (regarding a professional degree program)  
[ceinfo@acpe-accredit.org](mailto:ceinfo@acpe-accredit.org) (regarding a continuing education provider)

## **Honor Code**

The College of Pharmacy holds students to the highest academic and professional standards. Therefore, we put this section at the beginning of the Student Handbook. We take this seriously and expect that you will as well.

### ***Statement of Philosophy***

The University of Findlay College of Pharmacy recognizes that honesty, truth, and integrity are values central to the College's mission as an institution of higher education. Therefore, the College of Pharmacy has assembled current policies and procedures involving academic integrity into its Honor Code. The code described in this document articulates the responsibilities of Doctor of Pharmacy students, faculty, and administration in upholding academic integrity, while at the same time respecting the rights of individuals to the due process offered by administrative hearings and appeals. All persons enrolled in any course or program offered by The University of Findlay College of Pharmacy, and all persons supervising the learning of any student are responsible for acting in accordance with the provisions of this policy.

Students are responsible for:

1. Understanding the types of conduct that are deemed unacceptable, and hence, are prohibited by this policy.
2. Refraining from committing any act of cheating, plagiarizing, facilitating academic dishonesty, abusing academic materials, stealing, or lying.
3. Reporting every instance in which the student has a suspicion or knowledge that academic conduct which violates this policy or its spirit has taken place to the faculty member responsible for instruction, or to a member of the College's Student Affairs Committee

Faculty members are responsible for:

1. Understanding the procedures of this policy relative to how faculty is to handle suspected instances of academic dishonesty.
2. Developing an instructional environment that reflects a commitment to maintaining and enforcing academic integrity.
3. Handling every suspected or admitted instance of the violation of the provisions of this policy in accordance with current College and University procedures.

### ***Academic Integrity***

In attempt to maintain academic integrity, the College of Pharmacy has outlined a code of conduct (an Honor Code), which describes acceptable behavior for students in all its academic settings. This code has been developed using University and College standards. The Honor Code says:

"I will not knowingly engage in any dishonorable behavior, cheat, steal, lie, or commit any act of plagiarism during my academic work, courses, or endeavors. If I observe an act which I believe

violates the University's Honor Code, I will, with discretion, report it to the appropriate personnel."

Elements of this code can be categorized into six broad areas.

## **Cheating**

Definition: Using or attempting to use unauthorized materials, information, notes, study aids or other devices, or obtaining unauthorized assistance from any source for work submitted as one's own individual efforts in any class, clinic, assignment, or examination. Examples of cheating include, but are not limited to, the following actions:

- a. Copying from another student's paper or test, or receiving assistance from another person during an exam or other assignment in a manner not authorized by the instructor.
- b. Possessing, buying, selling, removing, receiving, or using at any time or in any manner not previously authorized by the instructor a copy or copies of any exam or other materials (in whole or in part) intended to be used as an instrument of evaluation in advance of its administration.
- c. Using material or equipment not authorized by the instructor during a test or other academic evaluation, such as crib notes, a calculator, or recordings.
- d. Working with another or others on any exam, take home exam, computer or laboratory work, or any other assignment when the instructor has required independent and unaided effort.
- e. Attempting to influence or change an academic evaluation, grade, or record by deceit or unfair means, such as: (1) damaging the academic work of another student to gain an unfair advantage in an academic evaluation, or (2) marking or submitting an exam or other assignment in a manner designed to deceive the grading system.
- f. Submitting, without prior permission the same academic work that has been submitted in identical or similar form in another class or in fulfillment of any other academic requirement at the University.
- g. Permitting another to substitute for one's self during an exam or any other type of academic evaluation.
- h. Gaining an unfair advantage in an academic evaluation by receiving specific information about a test, exam, or other assignment.

## **Plagiarism**

Definition: Representing orally or in writing, in any academic assignment or exercise, the words, ideas, or works of another as one's own without customary and proper acknowledgment of the source. Examples:

- a. Submitting material or work for evaluation, in whole or in part, which has been prepared by another individual(s) or commercial service.
- b. Directly quoting from a source without the customary or proper citation. Note that quoting is rarely needed in professional writing. In addition, extensive quotations, even when placed in quotation marks and properly cited may be considered to be plagiarism.
- c. Paraphrasing or summarizing another's work without acknowledging the source.
- d. Using material from web sites without appropriate documentation.

### **Facilitating Academic Dishonesty**

Definition: Helping or attempting to help another person commit an act of academic dishonesty.

Examples:

- a. Providing assistance to another during an exam or other assignment in a manner not authorized by the instructor. This can include, but is not limited to, providing answers to exams or even copies of the exams, including photos taken by cell phone cameras.
- b. Acting as a substitute for another in any exam or any other type of academic evaluation.
- c. Providing specific information about a recently given test, exam or other assignment to another student who thereby gains an unfair advantage in an academic evaluation.
- d. Permitting one's academic work to be represented as the work of another.
- e. Preparing for sale, barter, or loan to another such items as unauthorized papers, notes, or abstracts of lectures and readings.

### **Abuse of Academic Materials**

Definition: Destroying or making inaccessible academic resource materials. Examples:

- a. Destroying, hiding, or otherwise making unavailable for common use library, computer, or other academic reference materials.
- b. Destroying, hiding, or otherwise making unavailable another's notes, experiments, computer programs, or other academic work.

### **Stealing**

Definition: Taking, attempting to take, or withholding the property of another thereby permanently or temporarily depriving the owner of its use or possession. Examples:

- a. Unauthorized removal of library materials, examinations, computer programs, or any other academic materials, including obtaining advance access to an examination through collusion with a University employee or any other means.

- b. The taking of another's academic work, such as papers, computer programs or files, equipment, laboratory experiments, or research results for any purpose.

## **Lying**

Definition: Making any oral or written statement that the individual knows to be untrue.

Examples:

- a. Making a false statement to any instructor or other University employee in an attempt to gain advantage or exception.
- b. Falsifying evidence or testifying falsely, such as in a Student Affairs Committee hearing.
- c. Inventing or counterfeiting data, research results, research procedures, internship or practicum experiences, or other information.
- d. Citing a false source for referenced material or data.

## ***Honor Pledge***

In order to address the first two areas, cheating and plagiarism, the College has developed an honor pledge statement that has been used by many faculties to reinforce the importance of academic integrity. This pledge statement will be used in the following manner: Work assigned for classes, clinics, internships, and all other types of instruction offered at the College of Pharmacy may be accomplished in either of two ways: (1) as "individual" work for which the student will sign a pledge statement indicating that the work was completed independently, without giving or receiving assistance from another; or (2) as "collaborative" work, which may be completed in collaboration with others as directed by the instructor and for which no pledge statement is required. All work is individual work unless the instructor specifies otherwise.

For all "individual" work, instructors may require students to sign the following pledge statement:

"I acknowledge that I have fully complied or will comply with all aspects of the University's Honor Code in submitting this work."

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Thus, students will state that the work that was submitted is their own and will be held accountable if evidence appears that is contrary to this statement. Students are reminded that neither the presence nor the absence of a signed pledge statement will allow students to violate established codes of conduct as described above.

## ***Disciplinary Procedures***

The College of Pharmacy's Student Affairs Committee will be responsible for implementing and monitoring aspects of this code for Doctor of Pharmacy students. The penalties and procedures will be used from The University of Findlay Faculty Handbook.

## **Implementation**

The Dean's office will be responsible for presenting the Honor Code to each class. Each incoming student as well as students presently attending the College of Pharmacy will do the following:

1. Receive a copy of the Honor Code.
2. Sign a document indicating that they have received, understand, and will abide by the Honor Code.
3. Keep a copy of the signed document in each student's file.

## **Admission Criteria, Policies, and Procedures**

Admissions decisions for The University of Findlay are in accordance with criteria and policies developed by the University. Admission to the College of Pharmacy, however, is a separate process after a student has been accepted by the University. The application and admissions policies and decisions are made by the College of Pharmacy's Student Affairs Committee; however, all admission recommendations must be affirmed by the Dean of the College of Pharmacy. In cases where the Dean disagrees with an admission recommendation made by the Committee, the Dean is required to formally notify the Student Affairs Committee in person or in writing to provide the reason(s) for not accepting the recommendation. However, the Dean makes the ultimate decision regarding the admission of any student.

Any person that wishes to apply to the College of Pharmacy must first be accepted to The University of Findlay. Potential applicants then are screened to insure that they meet the College's minimum application requirements:

1. The expected GPA for High School student applicants is 3.3 on a 4.0 scale. For admission to the pharmacy program, high school students must have a minimum overall high school GPA of 3.0 and a cumulative ACT score of at least 23 *with* a minimum score of 23 in all sections of the exam; or an SAT score of 1590 (based on the most current version of the SAT offered) *with* a minimum score of 530 in each subsection. This includes high school students who have taken post-secondary courses or who have received advanced placement credit; or,
2. For applicants who have obtained at least 12 semester hours from a college or university after high school graduation, minimum standards to receive an application to the College of Pharmacy include being in good standing at your former institution(s) and possessing a minimum 3.0 cumulative GPA, with no grade below a C (a C- is not acceptable) in any course that is a pre-requisite for entry into the professional portion of our curriculum. If applicants do not have at least 12 college/university semester hours, the criteria for high school students (listed under #1) are applicable. Transfer applicants must also submit to the University a transfer recommendation form. Applicants who believe they will qualify for admission as a P3 must apply through PharmCAS.
  - a. Students who have obtained at least 12 semester hours from a college or university after high school graduation and who have attained  $\geq 3.0$  GPA at The University of Findlay, however, their cumulative GPA from all institutions remains less than 3.0/4.0, may request a pharmacy supplemental application if all of the following conditions are met, as listed below. (Submission of the appeal letter does

not guarantee a pharmacy supplemental application or admission into the College of Pharmacy.)

- i. The student must have completed a minimum of two successful semesters as a full time student at The University of Findlay with a cumulative GPA of 3.0/4.0 or above.
3. High school or transfer students who do not meet the above minimum application requirements, but still feel that they would be successful in the pharmacy program, may appeal in writing for a supplemental application to the College of Pharmacy. The student must submit the appeal letter to the college's Student Affairs Committee requesting permission to apply to the College of Pharmacy. For high school students, the letter must include their transcripts and all ACT/SAT test results. For transfer students, the appeal letter must include all current UF transcripts (if applicable), all outside transcripts, and a transfer recommendation form.
4. For International Students either the TOEFL (iBT) or IELTS is a pharmacy school admission requirement for all international applicants and green card holders whose native language is not English. Applicants must have a verified minimum total score of 90 on the Test of English as a Foreign Language (TOEFL) Internet-based test (iBT) or a minimum overall score of 7.0 on the International English Language Testing System (IELTS), with a minimum score of 7.0 on each of IELTS subtests. Students who are not American citizens or permanent residents must provide an affidavit of financial support (original).

Students who meet the above listed admission criteria are forwarded an application that, upon completion, is reviewed under the direction of the Student Affairs Committee. In addition, these students are encouraged to schedule a site visit to the College and University in order to introduce themselves and their family to the facilities and faculty. At that time, an informational presentation is provided by the College of Pharmacy. The meeting at which this presentation takes place has no bearing on the actual admission decision. Based upon all application material submitted, the Committee decides which students will be interviewed for available openings. No student will be admitted without an official "blinded" interview. A "blinded" interview, as well as grading of a required essay is performed by the faculty. "Blinded" means that the faculty are unaware of the applicant's academic record prior to the interview and grading of the essay. This is done so as not to bias the interviewer. A standard interview format and scoring rubric is used. The combination of the student's personal history, academic record, performance on the essay, and the interview are all taken into account when the Committee makes admissions recommendations. The policy of the College of Pharmacy is to limit each incoming class to seventy students.

All applicants who have at least 12 semester hours from a college or university obtained after high school graduation (see section #2 above), must maintain a 3.0/4.0 GPA to the point of actual entrance to The University of Findlay. If an applicant is accepted for admission, but then allows his or her GPA to fall below 3.0 before actual entrance to the University, the student will not be allowed to enter the pharmacy program. In such situations, the applicant will be encouraged to continue at The University of Findlay and will receive guidance on course selection to improve his or her GPA. Students in this situation must reapply to the College of Pharmacy and their reapplications will be considered through the regular application process by the Student Affairs Committee.

**Finally, qualified applicants must meet administrative application deadlines, which are updated and published annually.**

## **Principles and Technical Standards**

Pharmacy College graduates must be prepared to meet the pharmacy-related needs of our society. The College of Pharmacy at the University of Findlay strives to prepare our graduates for competent and capable practice in all areas of pharmacy practice. Accordingly, certain standards have been established in order that our graduates are equipped to complete curriculum requirements and thereafter best meet societal needs.

### ***Principles***

The University of Findlay (UF) Doctor of Pharmacy program and subsequent eligibility for pharmacist licensure requires a certain level of cognitive, behavioral, and technical skills and abilities inherent to a professional education. It is to these principles and standards that Doctor of Pharmacy students are held accountable in order for admittance, progression, retention, and completion of the program to take place.

All students are expected to fulfill successfully the same core educational requirements. While the College will make reasonable efforts to enable students with disabilities to complete the Doctor of Pharmacy program, where possible and within the University of Findlay guidelines, some accommodations cannot be made. One example of an unacceptable accommodation is a trained intermediary. Professionals in a clinical setting who rely on intermediaries are subject to interpretation or filtering of information by this intermediary.

Students who graduate from the program will be eligible to take a general licensure exam, which presumes the capability to perform competently the required duties in any pharmacy practice setting; therefore, in our curriculum, students must be able to complete successfully the entire program without exception. In addition to meeting the following technical standards, pharmacy students are expected to 1) be able to acquire their Ohio intern license by the end of their first professional semester 2) maintain their Ohio intern license until graduation and pharmacy licensure examination and 3) complete the academic program within a reasonable amount of time. Finally, pharmacy students must, at all times, maintain their physical and mental health and conduct themselves socially in a manner that will contribute to, and never detract from, a safe patient environment.

The UF College of Pharmacy has the responsibility to protect the patients with whom our graduates will interact, directly or indirectly. In addition, the safety of the student in each of the potential practice environments in which they train must also be considered. It is with both the patients' safety and the students' safety in mind that our technical standards have been specified.

### ***Technical Standards***

While many of the skills required by these standards are expected to develop and/or improve during the course of training, the following criteria are considered essential for successful completion of this program. At the time of application to the UF College of Pharmacy, candidates must meet the following Technical Standards:

**Observation:** Students must personally be able to observe, evaluate, interpret, and apply information. This necessitates the functional use of visual, auditory, and tactile senses. Such senses are expected to be used in the classroom, the laboratory or in clinical practice training for the following: direct patient encounters (e.g. interviews and physical assessments), when evaluating drug information or orders for medications, or inspecting compounded or pre-manufactured medications.

**Communication Skills:** Student pharmacists must be able read and communicate effectively in written and spoken English. Additionally, students must demonstrate appropriate use and recognition of nonverbal communication cues. Finally, the student must be able to communicate clearly and effectively with faculty, staff, other members of the healthcare team, or with patients and their families.

**Motor:** Student pharmacists must have coordination and the functional use of both gross and fine muscular movement with reasonable accommodation in order to participate in pharmacy-related activities including, but not limited to use of a computer, compounding medications, use of diagnostic equipment for basic patient assessment, and delivery and administration of drug therapies.

**Intellectual, Conceptual, Integrative, and Quantitative Abilities:** Student pharmacists must demonstrate a fundamental and progressive ability to use problem solving, critical reasoning, and technology appropriate for their level of training in the profession of pharmacy. Such skills are expected to be used personally and in collaboration with peers and other healthcare professionals. Students must demonstrate that they can use these skills in incorporating new information learned in practice with that which was obtained during didactic training. Information must be obtained, measured, analyzed, and integrated in an efficient and timely manner. They must then demonstrate the ability to apply such information to provide optimal patient care.

**Behavioral and Social Attributes:** Student pharmacists must demonstrate appropriate mental and emotional health to allow them to practice and function in a variety of situations requiring good judgment and ethical decision-making. Student pharmacists must be able to demonstrate integrity, compassion, courtesy, and respect for the patients, families and other healthcare professionals with whom they interact. Students must be able to accept constructive criticism with maturity and modify future actions and behavior accordingly.

**Ethics and Professionalism:** Students must successfully complete a criminal background check according to College of Pharmacy policies. The student pharmacist must demonstrate both the ability and the willingness to adopt the recognized professional and academic standards of the College and University.

Submission of an application to the UF College of Pharmacy will serve as testimony that the prospective student pharmacist has performed a self-evaluation and does hereby consider him or herself to meet verifiably these technical standards. All students will be held accountable to these technical standards by the UF College of Pharmacy from application to the program through graduation.

Individuals with questions or concerns about their ability to meet these standards are encouraged to contact the Assistant/Associate Dean for Internal Affairs.

## **Policy on Chemically-Dependent Pharmacy Students**

The University of Findlay College of Pharmacy (“Findlay”) recognizes chemical dependency, defined as physical or psychological dependency to alcohol, prescription drugs, or illicit drugs, as a disease that can affect anyone, including pharmacy students. Findlay also recognizes that students suffering from a chemical dependency are reluctant to seek treatment due to fear of losing their professional standing in the Findlay academic program. To address these concerns, this policy is being implemented to protect students and the public by providing a confidential means for chemically-dependent pharmacy students to obtain treatment while continuing their Findlay education.

When evidence is found that a chemical dependency may exist (as defined below), students may seek assistance themselves or be confidentially referred by a peer, administrator, or an agent of law enforcement for a chemical dependency evaluation. Findlay pharmacy students that display the following behaviors may be referred for a chemical dependency evaluation: Continued or repeated:

- Behavior conflicts with their own personal values
- Declining study or work performance
- Poor interpersonal relations
- Marked changes in study patterns
- Diminishing lifestyle
- Defensive behavior such as withdrawal, blame, denial, hostility, aggression, grandiosity, etc.
- Legal difficulties concerning substance abuse
- Absenteeism
- Excessive absences for “illness”
- Monday and Friday absences
- Excessive tardiness
- Leaving classes early
- Peculiar and increasing improbable excuses for absences
- Higher absenteeism rate than for other students
- Frequent unscheduled short-term absences
- Frequent trips to water fountain or restroom
- Physical illness

The Assistant/Associate Dean for Internal Affairs or a designated faculty member will confidentially review the referral for Student Services and then will meet with the student and determine whether an evaluation by a chemical dependency health care provider is necessary. Denial and refusal of the evaluation or treatment when chemical dependency has been determined may result in expulsion from The University of Findlay.

A chemically-dependent student who agrees to comply fully with recommended treatment will be referred to the Ohio Pharmacist Recovery Network, Inc. (PRN) for assistance and oversight of the student’s treatment. During treatment, The University of Findlay will make reasonable efforts to assist in maintaining the student’s academic responsibilities, provided the student fully complies with all requirements of the treatment program. During treatment, the student may be required to sign a contract with PRN that would be effective for the remainder of the student’s education and after graduation as determined by PRN. Random urine, serum, hair, sputum, or

other samples may be required as part of the PRN recovery agreement. Compliance with PRNs requirements, along with maintaining Findlay's academic and ethical standards, will entitle the student to proceed in The University of Findlay's professional pharmacy program.

This policy is intended to provide chemically-dependent pharmacy students the opportunity to complete The University of Findlay's professional pharmacy program without penalty, provided the student satisfies the requirements stated herein.

## **Academic Rules for the College of Pharmacy**

Students are selected for admission to the Pharm. D. program because they have shown academic potential and readiness to handle the curriculum in a satisfactory manner, and because they are motivated to pursue that goal. Once admitted, students who experience persistent academic difficulties are encouraged to determine the nature and extent of the underlying problem(s) so that appropriate remedial steps can be taken as early as possible.

### ***Rank***

The College of Pharmacy advances students in rank according to the part of the curriculum they have completed. It is necessary for a student to have completed all of the courses for the P1 and P2 years to proceed to the P3 year, except in the case of the rare special exemption granted by the Student Affairs Committee for situations beyond the student's control. In order to proceed into the Advanced Pharmacy Practice Experiences (APPE) year, every student must pass all required didactic and other requirements, including the Capstone course and the comprehensive examination given as part of that course. A complete inventory of a student's academic performance will be undertaken before progressing to the P3 and P6 years in order to verify eligibility to progress.

An academic progress review conducted at the end of each semester will identify and assist students whose grade records reveal a pattern of academic problems. Directed counseling involving academic advisors and/or the Assistant/Associate Dean for Internal Affairs assures that these particular students take steps to evaluate their problems and formulate plans for remedial action. Students are encouraged to evaluate academic progress, seek out help for any developing problems, and develop self-discipline.

### ***Grade Point Averages***

The College of Pharmacy identifies a 2.0 on a 4.0 scale (2.0/4.0) or grade of "C" as the minimal acceptable grade in any course used to fulfill the requirements of the Pharm.D. degree. Subsequently, any course used to fulfill the requirements of the Pharm.D. degree in which the student receives a grade below 2.0 must be retaken.

Any course in which a grade less than 2.0 is received must be repeated in order to achieve an acceptable grade, but only a maximum of two additional times. If the student is unsuccessful after the second retake, the student is subject to suspension from the College of Pharmacy. In the case of general education requirements ("gen. eds."), the student may substitute another course that satisfies a requirement rather than repeat a course; however, the grade of the original course remains in the calculation of the GPA. For the purposes of the College of Pharmacy, the student's GPA is recalculated upon receipt of documentation of successful

completion (e.g. an official transcript) of an equivalent course at another institution used to satisfy the requirements of the Pharm.D. degree.

Each student during the P1 through P4 years will be required to maintain a cumulative grade point average (GPA) of 2.75/4.0. and a minimum GPA of 2.0/4.0 each semester. In addition, students must obtain a grade of 2.0/4.0 in any course used to fulfill the requirements of the Pharm.D. degree. Successful completion (grade of 2.0/4.0 or better) of a course approved for transfer credit from another university only results in transfer of the credit hours, but the grade is not calculated in The University of Findlay GPA. Likewise, successful completion of a course approved for transfer credit from another university results in removal of any previous lower grade for an equivalent course on the student's The University of Findlay record, and therefore is not calculated in the GPA. During the P5 and P6 years, each student will be required to maintain the standards set forth for Graduate GPA in the Graduate Catalog (Graduate Minimum Progress - <http://catalog.findlay.edu/en/current/Graduate-Catalog/Graduate-Policies>).

In addition to completing all other requirements, students must have a minimum cumulative GPA of 2.75 to remain in good standing within the pharmacy program. Students must have a minimum cumulative GPA of 2.75/4.0 to enter the P3 or P6 years, in addition to completing all other requirements. ***Additionally, please note that it is necessary to separately have a cumulative GPA of 2.75/4.0 for both undergraduate (course numbers <500) and graduate (course numbers ≥500) courses in order to progress on to the P6 APPE rotations.***

## ***Academic Warning, Probation, Suspension, Dismissal***

Definitions

Probation and suspension may be of two types:

**Academic** – failure to meet the academic standards as set forth by the College of Pharmacy.

**Professional** – failure to meet the professional standards as set forth by the College of Pharmacy.

**Academic Warning** is an official notice to a P1 through P4 student that they have earned a cumulative GPA of less than 3.0 but of at least 2.75.

This notification requires the student to meet with his or her academic advisor to craft a formal academic success plan, which is to be included in the student's academic file. As part of this academic success plan, each student will be expected to meet with his or her academic advisor at least once every two weeks to report graded events and discuss overall academic progress.

**Probation** is an official notice to a student that they have failed to meet the standards set forth by the College or University. The student will be subject to and must complete additional corrective action (i.e. remediation) in order to prevent suspension from the program. The student retains their academic rank.

Students on probation that successfully comply with the prescribed plan of remediation may be removed from probation status without further penalty, but continue to be subject to the policies of the College or University. Failure to comply successfully with the plan of remediation is grounds for suspension from the College of Pharmacy. In addition, other requirements set forth by the University may be grounds for suspension and/or dismissal.

**Remediation** is the plan of corrective action to be followed by the student in order to meet again the academic and professional standards of the College. This plan is initially developed by the student, but subject to revision and approval by the student's academic advisor.

**Suspension** herein is defined as when a student is no longer recognized as a Pharmacy major. The student then is subject to University policies regarding changing majors. The student may reapply for admission through the usual admission process of the College, provided that he or she is not suspended or dismissed by the University, but is not afforded any special consideration for readmission.

**Dismissal** herein is defined as when a student is disqualified from the College or University and is not eligible to be readmitted nor reapply in the future to the College. Dismissal is a terminal action.

Reasons for academic probation in the P1 through P4 years include:

A semester GPA below a 2.0/4.0

A cumulative GPA below 2.75/4.0 at the end of any semester in the P1-P4 years

A cumulative GPA below 3.0/4.0 at the end of any semester in the P5-P6 years

Please note: The University of Findlay treats graduate and undergraduate courses and programs separately. Therefore, the College also separately evaluates the above for graduate and undergraduate classes. For example, a student may have a cumulative GPA of 3.5 in undergraduate courses, but a graduate course GPA of 2.70 in the first semester of the P5 year. In these scenarios where a student is taking courses at both the undergraduate and graduate levels, the more stringent status will be applied with regards to standing.

Reasons for academic suspension in the P1 through P4 years include:

1. Two consecutive full-time (12 semester hours) semesters of coursework taken at The University of Findlay with a cumulative GPA below 2.75/4.0;
2. Failure to maintain two consecutive semester GPAs at or above a 2.0/4.0;
3. Failure to receive a 2.0/4.0 after three attempts in the any given required course in the Pharm.D. curriculum;
4. Suspension or dismissal from The University, regardless of academic status in the College of Pharmacy;
5. Failure to satisfy prescribed terms of probation in appeal of a previous suspension;
6. Failure to register as or remain a full-time student (minimum of 12 credit hours per semester, excluding summer semesters) ***without the permission of the Student Affairs Committee.***

For students in the P5 and P6 years, the Criteria for Probation and Suspension for the College of Pharmacy are the same as those for the entire University based on Academic Performance at a Graduate Level (please see the policy link for a quick reference – Graduate Minimum

Progress- <http://catalog.findlay.edu/en/current/Graduate-Catalog/Graduate-Policies>) and also include the following College-specific reasons listed below:

1. Suspension or dismissal from The University, regardless of academic status in the College of Pharmacy;
2. Failure to satisfy prescribed terms of probation in appeal of a previous suspension;
3. Failure to register as or remain a full-time student (minimum of 12 credit hours per semester, excluding summer semesters) **without the permission of the Student Affairs Committee.**

**In addition, failure to fulfill other requirements set forth by the University may be grounds for suspension and/or dismissal.**

## ***Appeals***

Any student who is suspended **from the College (Note: Consult the University Undergraduate and/or Graduate Catalogs for information regarding University suspension)** may immediately appeal their suspension **in writing** (typed hard copy or e-mail) to the Assistant/Associate Dean for Internal Affairs. The appeal and supporting documents must be received no later than the close of business – 4:00 PM Eastern Time– on the seventh calendar day after the first notification to the student of the suspension [by either registered mail or official University e-mail account (\_@findlay.edu)]. It is solely the student's responsibility to insure that the request for appeal and any supporting materials are received on time. Failure to comply within this period is considered a waiving of appeal.

Students who wish to appeal should contact their advisor (or the person who may be fulfilling that function during a time the student's advisor is unavailable) for information and advice prior to submitting an appeal. The request for appeal **must** include a rational defense as to why the appeal should be granted, a self-assessment as to why the student did not meet the prescribed standards of the College of Pharmacy (including the likelihood that those standards will be met by the student in the future), any supporting evidence, documentation, or relevant information to the appeal, and a suggested plan by the student to remediate the student's standing in the College.

The written appeal and supporting documentation will be provided to the College of Pharmacy Student Affairs Committee (SAC), which will reach a decision regarding the suspension and any prescribed terms of probation (if applicable) within 21 calendar days after the first notification of suspension is issued to the student. . Students who have submitted an appeal may contact the College of Pharmacy office for the determination after that time, however, the student will be officially notified of the Committee's determination by mail and e-mail.

In appeal, the student may only request reconsideration of the suspension and to be placed on probation for the following *relevant* semester **subject to terms defined by the SAC**. Any determination requires a simple majority vote of those voting members present.

If the appeal is granted, the student will be able to continue in the pharmacy program without interruption for that semester, but will be considered to be on probation and will remain subject to the terms of the probation as outlined by SAC, as well as all other policies and procedures of

the University and College of Pharmacy. The student would be provided with the terms of the probation. The student will be asked to sign a document regarding these terms; however, failure to sign the document for whatever reason does not absolve the student, wholly or in part, from the responsibility and consequences pursuant to the terms of the probation. The student could refuse the terms, in which case, the suspension would stand regardless of the Committee's determination. In addition, if the student fails to meet the criteria of probation, the suspension will be reinstated.

If the appeal is denied by the SAC, the student has 7 calendar days to request an appeal to the full faculty. The appeal will be heard as an agenda item at the next meeting of the faculty. The same materials provided to the SAC for appeal will be provided to a committee of the full faculty. No other materials may be offered, unless it relates to a breach of policy regarding the initial appeal decision. The student will be afforded 5 minutes to provide an *oral* presentation followed by a question and answer period afforded to the faculty. The student will be excused for faculty deliberations and vote. Again, any determination requires a simple majority vote of those voting members present. The student will be notified of the full faculty's decision immediately after the conclusion of the meeting, but will receive official notification by mail and e-mail. If the appeal is overturned, the student will be considered on probation and will remain subject to the terms of the probation. If the student fails to meet the criteria of probation, the suspension will be reinstated.

Students suspended from the College in accordance with these policies (and who remain in good academic standing per University's standards) may apply for transfer to another academic program. Students who are suspended may contact their pharmacy academic advisor for assistance with the procedure for changing majors within the University.

### ***Readmission***

Students who are suspended no more than one time may reapply for readmission through the usual admission process of the College, ***provided that they are not suspended or dismissed by the University.*** Suspended students may be required to be disenrolled from the College of Pharmacy for a designated period of time prior to readmission. Suspended students who do reapply will not be afforded any special consideration for readmission; however, in its readmission decision, the Student Affairs Committee and Deans may take into account any positive evidence of corrective measures completed and/or planned by the student.

Students who reapply following suspension must submit a thoughtfully prepared pharmacy readmissions application, including a plan on how the student plans to address the deficiencies that lead to suspension. After reapplication, members of the Student Affairs Committee, faculty, or administration may request additional interviews with suspended students before readmission.

During the period of suspension, students planning to apply for readmission to the pharmacy program are advised to take courses at The University of Findlay or at another institution in order to remedy academic deficiencies to improve their status for readmission. Although suspended students cannot normally take courses taught within the College of Pharmacy, they may take equivalent courses (approved by the established College procedure) at other institutions and receive credit in the College of Pharmacy should they be readmitted.

Students who are suspended from the College and are readmitted may have stipulations placed upon their readmission. These stipulations may include a requirement that a student repeat courses previously taken, regardless of the grades earned in the course(s). Other stipulations may include, but are not limited to regular follow-up with an advisor or faculty member, specific medical or psychological care, or participation in specified study or support groups.

## ***Dismissal***

Reasons for dismissal:

1. Dismissal from the University regardless of academic standing in the College of Pharmacy.
2. Two upheld suspensions (with no appeal or unsuccessful appeals) from the College of Pharmacy.
3. Any criminal or civil judgment or other professional misconduct that disqualifies a student from obtaining a State license to practice pharmacy.

Dismissal is a terminal action and not subject to appeal.

## ***Graduation***

Independent minimum cumulative GPAs of **2.75/4.0 in undergraduate courses and 3.0/4.0 in graduate courses** will be required of each student to be certified for graduation from the College.

## ***Notification***

Students placed on probation or subject to suspension or dismissal in accordance with these policies will be notified promptly in writing from the Dean's Office with copies sent to the appropriate academic advisors. These students are encouraged to utilize counseling services from the College and The University of Findlay.

## ***Appeals***

In administering the Academic Standards Policies, student appeals relating to grades received in a required course will be handled in accordance with the University Grade Appeal System; student appeals relating to administration of the policies themselves will be referred to the Office of the Assistant/Associate Dean for Internal Affairs, who will be guided by The University of Findlay Faculty Handbook.

## ***Change or Challenge of Final Grades***

After a final grade has been submitted to the Office of the Registrar, it usually cannot be changed unless there is evidence of an error in computation, transcription, or ethical misconduct (unjust or unfair treatment by a faculty member). The College of Pharmacy follows the University's relevant undergraduate or graduate policies and procedures for changes and challenges of final grades as set forth by the University's published policies. However, all final grade changes and challenges must first be reviewed and arbitrated by the Dean of the College

of Pharmacy before being referred to the appropriate University officer or Committee for further action.

## ***P-2 Interview Policy***

One of the responsibilities of the faculty at the University of Findlay (UF) College of Pharmacy is to assure that students are fully prepared to enter the professional portion of the Doctor of Pharmacy curriculum (P-3 – P-6 years). To help accomplish this goal, each student will be interviewed during the spring semester of the P-2 academic year to assess his/her readiness to enter the P-3 (or first professional) year of the Doctor of Pharmacy program.

In addition to the interview process described below, each P-2 student is required to take the Pharmacy Professional Development course (PHAR 251) during the spring semester. Within this course, each student will be required to write a paper related to the practice or role of a pharmacist. Using a standardized rubric, this paper will be graded by both the Course Coordinator for PHAR 251 and the student's adviser. This grading process must be completed by March 30th.

Each student will be interviewed by his/her adviser between February 15th and March 30th of the P-2 year. Each adviser will be provided instruction and a rubric to be used during the interview to assure fairness and consistency during the process. During the interview, each student will provide answers to a series of pre-determined questions, which will be scored based on the standard rubric. All interview rubrics must be turned in to the Pharmacy Admission Coordinator by the first Friday in April.

Each student who has a combined score of the written assignment and interview that is within two standard deviations of the mean class score will continue in the pharmacy program without further action. Any student whose combined written assignment and interview score is more than two standard deviations below the mean class score will be required to meet with the Assistant/Associate Dean of Internal Affairs (or designee), who will repeat the interview using the standardized rubric. This interview must be completed by April 15th. Following this interview, the Assistant/Associate Dean of Internal Affairs (or designee) and the student's advisor will discuss the potential for the student to progress in the Doctor of Pharmacy program and determine any remedial action that the student must complete prior to continuing to the P-3 year. The case will then be presented to the Student Affairs Committee for review. If it is determined by the Student Affairs Committee that the student is not a candidate for the practice of pharmacy, that student will not be permitted to continue to the P-3 year and will be referred to career counseling. Each student will be notified by the Assistant/Associate Dean of Internal Affairs (or designee) by May 15th as to whether he/she will be permitted to continue in the Doctor of Pharmacy program. Once the student can provide documentation that career counseling has been undertaken, he/she may appeal the decision to the full faculty of the College of Pharmacy. The decision of the full faculty will be final.

## ***University of Findlay College of Pharmacy Standards of Professional Conduct***

### **Philosophy**

The mission of The University of Findlay is "to equip our students for meaningful lives and productive careers." The College fulfills this mission by preparing ethical, entry-level

practitioners who are competent within and sensitive to the ever-changing health care environment as it relates to the collaborative provision of pharmacy care.

Students of the College of Pharmacy will acquire knowledge, skills, and wisdom to responsibly deal with and contribute to contemporary society in constructive ways. The College of Pharmacy has established Standards of Professional Conduct deemed necessary to not only achieve the missions of the University and the College, but to produce pharmacists that possess the characteristics and skills that make pharmacy a profession, and not merely an occupation.

If an individual's conduct does not meet University and College standards, the possibility of disciplinary action arises. The Standards of Professional Conduct attempt to establish the expectations that empower students to become accountable for personal behavior; to establish a personal code of conduct; and if need be, to redirect behavior in order to meet these expectations.

In enforcing the Standards of Professional Conduct, the College follows administrative procedures consistent with the fundamental principles of justice. In this regard, great care is taken to consider each situation individually, and fair consideration is given to all relevant factors in each case before a decision is rendered. The ultimate objective is a just outcome for all involved while upholding the prescribed standards of the University, the College, and the pharmacy profession.

## **Background**

Improper conduct, both personal and academic, is incompatible with a career in the healthcare field. Students in the College of Pharmacy are expected to adhere to The University of Findlay's policies and standards for academic honesty and integrity. It is the student's responsibility to become familiar with and abide by the University's policies and sanctions regarding academic and non-academic misconduct.

Furthermore, The University of Findlay College of Pharmacy is committed to promoting professionalism, compliance with legal standards, and a desire to uphold the high ethical principles of the pharmacy profession in all students. Students must adhere to the highest standards of professional conduct, avoiding not only impropriety, but even the appearance of impropriety. The College of Pharmacy has a responsibility to create an atmosphere in which professional attitudes can be cultivated; each student has a responsibility to adhere to the College of Pharmacy Standards of Professional Conduct.

## **Professional Conduct**

In addition to the College of Pharmacy standards of academic and professional conduct, students enrolled in the College of Pharmacy, as all students at The University of Findlay, are subject to the rules and regulations set forth by the University and to state and federal laws.

Anyone who acts or observes an act contrary to the Standards of Professional Conduct will report it to the appropriate personnel. Examples of activities that may violate the College of Pharmacy Standards of Professional Conduct include, but are not limited to:

- 1) Falsifying applications, forms, time sheets, or records used for admission or other purposes by the College of Pharmacy.

- 2) Failing to be cooperative and honest in any investigation or hearing conducted by the College or its Student Affairs Committee.
- 3) Threatening to or committing acts of violence.
- 4) Stealing, damaging, defacing, or diverting to personal use (without permission) any property belonging to others, the University, or the College.
- 5) Possessing or trafficking in illegal drugs or other pharmacologically active substance(s) of abuse, or participating in drug diversion.
- 6) Failing to report knowledge of an alleged failure to adhere to the Student Professional Standards Policy to appropriate administrators, faculty, professional practice faculty, or staff of the College of Pharmacy.
- 7) Engaging in any activity that may endanger the health and/or well-being of patients or other health care professionals.
- 8) Failing to maintain the confidentiality of professional matters related to education and/or training programs, including University and College committee meetings, when applicable.
- 9) Failing to respect each patient's and each fellow student's privacy and dignity.
- 10) Failing to be truthful and honest in all dealings with patients, the public, and members of health professions, including fellow students.
- 11) Failing to observe the rules and regulations of the pharmacy practice facilities used by the College of Pharmacy for education and/or training.
- 12) Failing to maintain one's own health and/or lifestyle in order to ensure that performance is not impaired. Conditions that may adversely affect performance shall be reported to the Assistant/Associate Dean of Internal Affairs or his/her designee.
- 13) Failing to observe and abide by the applicable dress code and conduct in professional practice settings. Students are expected to conduct themselves in a professional and responsible manner which reflects favorably upon themselves, the profession, and the College of Pharmacy.
- 14) Failing to respect the right of patients, other students, faculty, professional practice faculty, and staff to be free from illegal harassment and/or discrimination.
- 15) Engaging in the use of any psychoactive substance, legal or illegal, unless under the direction of a physician. For further information, refer to the Policy on Chemically-Dependent Pharmacy Students.

### **Failure to Adhere to the College of Pharmacy Standards of Professional Conduct**

The Standards of Professional Conduct apply to all students enrolled in or accepted for admission to the College of Pharmacy. The College's response to a failure to adhere to the Standards of Professional Conduct will be commensurate with the determination by the Student Affairs Committee of what the failure indicates about the student's ability to develop appropriately in the College of Pharmacy.

Failure to adhere to the Standards of Professional Conduct raises a serious concern about the student. This concern affects the College as a whole, rather than just the course or particular academic experience in which the failure arose. Therefore, these matters will be addressed in accordance with the policies set forth by the College.

- 1) Students, faculty, professional practice faculty, or staff who have reason to believe that a student has failed to adhere to the Standards of Professional Conduct should contact the Assistant/Associate Dean of Internal Affairs or his/her designee (herein known as "Associate Dean") as soon as is practically possible upon learning of the alleged failure. The Associate

Dean will advise the alleging party of the appropriate University and College of Pharmacy procedure that may apply to the situation. The alleging party should prepare a written statement describing the alleged failure to adhere to the Standards of Professional Conduct. This statement should be prepared as soon as is practically possible following notification by the Associate Dean.

- 2) Should the Associate Dean find the allegation sufficiently credible, he or she will notify the student (either in person, by letter, or by e-mail) of the alleged misconduct. The student will have five days following this notification to respond in writing and to provide any supporting materials to the Associate Dean. The Associate Dean may choose to meet with the student as part of the deliberative process. All information will then be turned over to the Student Affairs Committee for deliberation. If the Associate Dean believes the allegation to be of such a serious nature that the well-being of patients, other health care professionals, or the student may be threatened, the student may be suspended from classes or an experiential site at any time during the deliberative process.
- 3) The Student Affairs Committee will hold a meeting about the alleged failure to adhere to the Standards of Professional Conduct. Each party may make a presentation of no more than 10 minutes, and may present any supporting or corroborating documents, or materials, to the Committee. Each party must speak for him- or herself, even if counsel has been retained. The Committee will have access to all relevant College records.
- 4) Following this meeting, the Student Affairs Committee will determine whether the student failed to adhere to the Standards of Professional Conduct, and, if so, determine the response of the College of Pharmacy. Possible responses include, but are not limited to:
  - a) Modification of the grade for the course in which the failure to adhere to the Standards of Professional Conduct took place. Such action will be taken with the concurrence of the course instructor.
  - b) Placement of the student on Professional Probation. A student on Professional Probation who, in the future, is again found to have failed to adhere to the Standards of Professional Conduct may be suspended or dismissed from the College of Pharmacy.
  - c) Establishment of conditions for continued enrollment in the College of Pharmacy.
  - d) Suspension from the College of Pharmacy for up to one year, during which time remedial activities may be prescribed as a condition of later readmission. Students who meet these readmission conditions must apply for readmission to the College of Pharmacy Student Affairs Committee; such students will be admitted on a space-available basis.
  - e) Dismissal from the College of Pharmacy.
  - f) Withdrawal of an offer of admission.
- 5) A written report of the findings of the Student Affairs Committee will be provided to the student, the alleging party, and the Dean of the College of Pharmacy. For a student in a professional practice program, a written statement describing the basis for the committee's decision and instructions for correcting the behavior may be provided to:
  - a) The Ohio State Board of Pharmacy;
  - b) The Board of Pharmacy of the state to which the student will apply for licensure;
  - c) The student's future internship and advanced practice experience preceptor(s); or,
  - d) Any other authority required by law.

### **Appeal Rights of a Student Found to have Failed to Adhere to the Student Professional Standards**

A student found by the Student Affairs Committee (SAC) to have failed to meet the Standards for Professional Conduct may appeal to the full faculty of the College of Pharmacy consistent

with the procedure outlined for *Academic Misconduct* under *Appeals*. If the appeal is upheld, the recommendations of the full faculty will take precedence over the determination of the SAC.

## **Oath of a Pharmacist**

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

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

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

The revised Oath was adopted by the AACP House of Delegates in July 2007 and has been approved by the American Pharmacists Association.

## **Diversity**

The University of Findlay's College of Pharmacy supports an environment wherein individuals (students, staff, and faculty) can work as partners in achieving common goals. While in College for didactic learning or on experiential rotations, it is expected that students will act in a manner that is guided by a respect for other students, faculty, patients, and health care practitioners who may have differences that include (but are not limited to) the following:

- Religious beliefs and practices
- Socioeconomic status
- Ethnicity/Language
- Racial background
- Nontraditional medical beliefs and practices
- Sexual orientation
- Physical/emotional disabilities
- Intellectual capabilities

Respect is demonstrated by being considerate, courteous, and professional, and by maintaining confidentiality of patient information.

## **The Faculty and Staff**

During your program in the College of Pharmacy, you will come into contact with most of our faculty but you may not have the opportunity to meet everyone on the staff. Photos of the present faculty and staff are available on the web, through the directory. You are encouraged to get to know your instructors and take the initiative to meet with them if problems arise or to seek advice regarding various aspects of the professional program and your future career as a pharmacist.

## **Administrative and Professional Staff**

- Debra Parker, PharmD, BCPS, Dean, College of Pharmacy
- Patrick M. Malone, PharmD, FASHP, Associate Dean for Internal Affairs
- John E. Stanovich, RPh, Assistant Dean for External Affairs
- Lori Ernsthausen, PharmD, Chair, Pharmacy Practice
- Ryan Schneider, PharmD, PhD, Chair, Pharmacy Sciences

## **Mission of the College of Pharmacy**

The mission of the College of Pharmacy is to prepare ethical, entry-level practitioners who are competent within and sensitive to the ever-changing health care environment as it relates to the collaborative provision of pharmacy care. Furthermore, the College of Pharmacy endeavors to provide entry-level pharmacy education to traditional students within a diverse, supportive, student-centered environment. The curriculum emphasizes lifelong learning, critical thinking, evidence based medicine, collaborative interdisciplinary practice, and service to the community.

In support of this mission, our faculty and students pursue scholarly activity to advance the professional care of patients and provide teaching and learning environments for our students to develop critical thinking skills. Our faculty also participates in various service activities as part of their professional responsibilities and to provide role models for our students

By successfully completing the program's accredited curriculum, graduates become eligible to take the National Association of Boards of Pharmacy licensure examination and seek licensure in the state of their choice. This, in turn, allows them to embark on a productive career in pharmacy. In addition, students' general education course work and the program's emphasis on pharmacy's roles and service to the community assist in preparing graduates to meet the institution's mission in that they construct meaningful lives. As an example of student and alumni productivity and leadership, the College of Pharmacy expects students to present their research findings at national conferences. Some examples are the Midyear Clinical Meeting of the American Society of Health-Systems Pharmacists and the American Pharmaceutical Association Annual Meeting.

## **Curriculum**

### ***Basic Science and Liberal Arts Foundation:***

A foundation in the basic sciences and liberal arts is an essential component of pharmacy education. Basic sciences are needed to provide the background necessary for many of the pharmacy foundational courses. A broad base in the liberal arts is necessary to develop an understanding of the implications of citizenship in the world, United States, local community, and professional community. It also provides the basis for examining and restructuring one's beliefs, for developing reflective thinking, and for realizing the intrinsic value of learning and self-development. In support of this, students will be required to complete a number of prerequisites before entering the third year at the College of Pharmacy at The University of Findlay. These prerequisites include credits in the fine arts, humanities, social sciences, foreign language, reading, writing, speech, computer science, mathematics, zoology, genetics, anatomy and physiology, medical terminology, chemistry, and physics.

### ***Content Areas of Pharmacy***

There are five content areas of pharmacy. These are biomedical sciences, pharmaceutical sciences, behavioral, social and administrative pharmacy sciences, pharmacy practice and professional experience.

## **Biomedical Sciences:**

The foundation provided by the basic science prerequisites is further strengthened through courses in biomedical sciences that are closely linked to the practice of pharmacy. The courses include Cell Biology, Anatomy, Biostatistics, Biochemistry, Microbiology, and Immunology. Pathophysiology fits this category as well but it will be covered in an integrated fashion under the Pharmacy Practice heading.

## **Pharmaceutical Sciences:**

These courses build on the biomedical sciences and focus on drugs and drug action, dosage forms and drug delivery systems. Course titles include pharmaceutics, biopharmaceutics, and pharmacokinetics. All of these are covered in Introduction to Pharmacy 1 and 2 and Pharmaceutics. Medicinal chemistry and pharmacognosy, pharmacology, and toxicology fit this category as well but will be covered in an integrated fashion under the Pharmacy Practice heading.

## **Behavioral, Social and Administrative Pharmacy Sciences**

Topics in this heading include health care economics, pharmacoeconomics, practice management, communications applicable to pharmacy, the history of pharmacy, ethical foundations to practice, and social and behavioral applications and laws pertaining to practice. Courses under this topic include Introduction to Pharmacy 1 and 2, Pharmacy Administration and Pharmacoeconomics.

## **Pharmacy Practice**

These are courses with content area directly related to patient care. Patient care in pharmacy begins with a plan of care. This includes screening, examination, evaluation, prognosis, designing and implementing a plan of care and re-evaluation and adjustment of the plan of care. Maintenance of health and prevention of illness and injury would be expansions of this principle.

Carrying out the plan of care is practice application. Practice applications are defined as those areas of pharmacy care used to accomplish patient care goals. Pharmacy students will take integrated courses in the fourth and fifth years that will combine all pharmacy principles into a patient care whole. Therefore, the fourth and fifth years of the curriculum will consist of courses that incorporate all of the principles listed above as applied to the care of patients with diseases of a particular organ system. Also incorporated are opportunities to collaborate and learn with students from other health care disciplines in order to develop skills needed to effectively work in interprofessional teams and to develop the capacity to provide shared therapeutics decision-making for direct-patient care. The last course before clerkship rotations will be a capstone course representing an integration of all these pharmacy practice principles. Course topics include prescription processing, compounding and preparation of dosage forms, including parenteral products, drug distribution and drug administration, epidemiology, pediatrics, geriatrics, gerontology, nutrition, health promotion and disease prevention, physical assessment, emergency first-care, clinical laboratory medicine, clinical pharmacokinetics, patient evaluation and ordering medications, pharmacotherapeutics, disease-state management, outcomes documentation, self care/non-prescription drugs, and drug information and literature evaluation.

## **Professional Experience**

Clinical education is an integral component of the College of Pharmacy curriculum. There is clinical experience to be completed by the end of the each of the professional years to introduce students to practicing health care professionals, but the bulk of the clinical experience will be in the senior year. It will include a series of nine months of clinical experiences, either two or four weeks in length all in the sixth year of the program. The practicum sequence will be designed to provide the student with a supervised, concentrated course of study in which he/she is given opportunities to apply theory and practice learned skills in the clinic setting. It will also be designed to give students experience in a variety of clinical settings, with each student completing at least one experience in an outpatient and one in an inpatient setting.

## **Pharmacist Roles**

As stated in the program's philosophy statement, pharmacists may be called on to function in a variety of roles. The curriculum must prepare students to be administrators, advocates, consultants, scholars, and educators in addition to clinical practitioners. Classes such as Pharmacy Administration 1, the required research project in the sixth year, and Introduction to Pharmacy 1 and 2 are designed to prepare the student to assume any of these additional roles.

It should be noted that the College of Pharmacy intends that all the material necessary to a particular patient problem will be taught in an integrated manner. The Pathophysiology, Pharmacology and Therapeutics sequences will include material from all of the traditional disciplines of pharmacy. This will include pharmacokinetics from pharmacy, drug activity from pharmacology, disease state description from pathophysiology and the application of these disciplines to patient care from therapeutics.

## **Cornerstones**

The four cornerstones of the program's conceptual framework are lifelong learning, pharmaceutical care, a supportive environment, and service to the community. These cornerstones exemplify the unique features of the pharmacy program at The University of Findlay.

## **Lifelong Learning**

The faculty believe that in a society with rapid technological and knowledge expansion, lifelong learning skills are essential for all future practitioners. In support of this belief, the curriculum is designed to assist in the progressive development of self-directed lifelong learning skills. Merriam (1991)<sup>1</sup> discusses Grow's four stages to becoming a self-directed learner:

- learners of low self-direction who need an authority figure (teacher) to tell them what to do
- learners of moderate self-direction who are motivated and confident but largely ignorant of the subject matter to be learned

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1 Merriam SB, Caffarella RS. *Learning in Adulthood*. San Francisco, CA: Jossey-Bass Publishers, 1991.

- learners of intermediate self-direction who have both the skill and the basic knowledge and view themselves as being both ready and able to explore a specific subject area with a good guide
- learners of high self-direction who are both willing and able to plan, execute, and evaluate their own learning with or without the help of an expert.

Assignments that incorporate activities such as literature searches, self-evaluation, independent projects, learning contract development, and self-reflection are used to support the development of these skills.

## **Pharmaceutical Care Model**

Heppler and Strand<sup>2</sup> described a model of pharmacy practice that provides an ideal framework for defining the domain of pharmacy practice and a focus for pharmacy education. Therefore, it will be an integral part of the program's mission and philosophy. The steps include:

- collecting patient information
- identifying drug-related problems
- describing therapeutic goals and alternatives
- tailoring individual patient treatment plans
- implementing decisions about drug use
- sketching out a plan to achieve the desired therapeutic goals.

A key element of success in this model is for health care workers to cooperate with each other while striving to preserve some autonomy. Students will be introduced to this model early in the curriculum in Introduction to Pharmacy 1 and 2. Following introduction to the model, students will utilize the concepts of pharmacy care to organize material and approach patient problems in the Pharmacology, Pathophysiology and Therapeutics sequence.

## **Supportive Environment**

The University of Findlay takes pride in providing a supportive environment for the student. As such, a faculty member in the College of Pharmacy advises all students on a regular basis. The program also endeavors to treat students with respect and there is an attempt to create a "family" or "community" atmosphere on campus. The small size of the campus and friendly atmosphere provide for the student an environment conducive to learning.

## **Service to Community**

Because pharmacists practice within the context of their community and society as a whole, it is important that students and graduates understand their roles within that context and that they value a commitment to the overall health and welfare of the community. Therefore, all courses, but especially Introduction to Pharmacy will facilitate the development of these attributes. In

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<sup>2</sup> Heppler D, Strand L. Am J. Hosp Pharm 1990;47:533-43

addition, all students will demonstrate their achievement of objectives related to social responsibility through a portfolio process.

### ***Cross Curricular Content***

The areas of critical analysis and problem solving, professionalism, and a lifespan approach to patient management will be emphasized across the curriculum.

### **Critical Analysis and Problem Solving**

The Health Professions faculty at The University of Findlay developed a definition of critical thinking for use throughout the curriculum. This definition states that the graduate is able to use a purposeful, self-regulatory process that includes interpretation, analysis, evaluation, and inference, and can explain the evidential, conceptual, methodological, criteriological, or contextual considerations on which judgments are based.

There will be a unit on critical thinking in the Introduction to Pharmacy course in the first semester of the first professional year. This initial content will be reinforced and built upon throughout the curriculum through teaching and evaluation techniques such as literature critiques, problem-based case studies, analysis of guest lecturers and instructors, and evaluation of pharmacy literature. The process of critical analysis will be continued through the sixth year research. In addition, critical thinking is a component of the lab practical examinations.

### **Professionalism**

Professionalism will be formally introduced in the course Introduction to Pharmacy 1. Professional behaviors will be expected and evaluated throughout the curriculum through professional behavior check sheets and a portfolio process, lab practical examinations, written papers, oral presentations, and clinical education.

### **Lifespan**

Finally, all courses, which focus on any aspect of pharmacy practice, will emphasize a lifespan approach. Each course will include pediatric to geriatric considerations in drug regimen design issues.

### **Outcome**

The final outcome of the conceptual framework for the Pharmacy curriculum is a generalist practitioner who is able to effectively practice in a changing health care environment.

### **Program Objectives**

Following completion of the pharmacy program curriculum, the graduate pharmacist will be able to:

1. Evaluate drug orders or prescriptions, accurately and safely compound drugs in appropriate dosage forms, and package and dispense dosage forms;

2. Manage systems for storage, preparation, and dispensing of medicines, and supervise technical personnel who may be involved in such processes;
3. Manage and administer a pharmacy and pharmacy practice;
4. Apply computer skills and technological advancements to practice;
5. Communicate with health care professionals and patients regarding rational drug therapy, wellness, and health promotion;
6. Monitor and counsel patients regarding the purposes, uses, and effects of their medications and related therapy;
7. Design, implement, monitor, evaluate, and modify or recommend modifications in drug therapy to insure effective, safe, and economical patient care;
8. Identify, assess, and solve medication-related problems, and provide a clinical judgment as to the continuing effectiveness of individualized therapeutic plans and intended therapeutic outcomes;
9. Evaluate patients and order medications and/or laboratory tests in accordance with established standards of practice;
10. Evaluate patient problems and triage patients to other health professionals as appropriate;
11. Understand relevant diet, nutrition, and non-drug therapies;
12. Recommend, counsel, and monitor patient use of nonprescription drugs;
13. Use clinical data to optimize therapeutic drug regimens;
14. Administer medications;
15. Provide emergency first care;
16. Retrieve, evaluate, and manage professional information and literature;
17. Collaborate with other health professionals; and
18. Evaluate and document interventions and pharmaceutical care outcomes;
19. Identify, assess and promote the health needs of individuals, groups and communities, including screening, prevention and wellness programs that are appropriate to pharmacy;
20. Provide and manage care in a variety of care delivery systems by providing primary, secondary and tertiary care based on patient or client goals and expected outcomes and on knowledge of one's own and other's capabilities;
21. Demonstrate respect, empathy and understanding, personal responsibility and trustworthiness in interactions with others;

22. Display professional behaviors as evidenced by the use of time and effort to meet patient or client needs or by providing pro bono services;
23. Adhere to the standards of practice, state and federal laws;
24. Practice pharmacy in a manner congruent with the professional code of ethics;
25. Participate in peer assessment activities;
26. Participate in clinical education activities;
27. Critically evaluate and apply literature related to pharmacy practice, research, administration, consultation or education;
28. Formulate and implement a plan for personal and professional career development;
29. Demonstrate a basic understanding of the history, current status and future projections for health care delivery in the United States;
30. Participate in scholarly activities to contribute to the body of pharmacy knowledge;
31. Complete projects requiring selection of a topic and independent integration of information from a number of sources;
32. Understand the dynamic nature of the knowledge base of pharmacy and the need to stay current through practice, professional literature, and education;
33. Seek out new information regarding the practice of pharmacy;
34. Become involved in professional organizations and activities through membership and service;
35. Display good citizenship and advocacy, including participation in community and human service organizations and activities;
36. Effectively and humanely deal with errors caused by the pharmacist and others.

## Pharmacy Curriculum Sheet for up to Class of 2020

Fall	Hours	Spring	Hours
<b>Pharmacy First Year</b>			
BIOL 152 Intro to Cell & Molecular Biology	3	BIOL 310 Human Genetics & Lab	3
BIOL 152L Intro to Cell & Molecular Biology Lab	1	BIOL 310L Human Genetics Lab	1
*CHEM 130 Advanced General Chemistry I	3	CHEM 131 Advanced General Chemistry II	3
*CHEM 130L Adv General Chemistry I Lab	1	CHEM 131L Adv General Chemistry II Lab	1
*ENGL 106 College Writing 2	3	ENGL 272 Intro to Technical Communication	3
*MATH 141 Calculus I	4	MATH 142 Calculus II	4
HPE 100 Wellness	2	CSCI 150/190 or COMM 110/211 Course or Competency	3
PHAR 150 Oiler Pharmacy	1		3
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>18</b>
<b>Pharmacy Second Year</b>			
BIOL 322 Human Anatomy & Physiology I	3	BIOL 323 Human Anatomy & Physiology II	3
BIOL 322L Human Anatomy & Physiology I Lab	1	BIOL 323L Human Anatomy & Physiology II Lab	1
CHEM 310 Adv Organic Chemistry I	3	CHEM 311 Adv Organic Chemistry II	3
CHEM 310L Adv Organic Chemistry I Lab	1	CHEM 311L Organic Chemistry II Lab	1
MATH 223 Applied Statistics and Data Analysis	3	PHIL 221 Health Care Ethics	3
PHYS 260 Physics for Health Sciences	4	General Education	3
General Education	3	General Education	3
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>17</b>
<b>Pharmacy Third Year</b>			
BIOL 300 Immunology	3	BIOL 302 Cell Biology	3
CHEM 400 Biochemistry	4	BIOL 412 Microbiology	3
NSCI 323 Epidemiology	3	BIOL 412L Microbiology laboratory	1
PHAR 350 Intro to Pharmacy Practice 1	3	PHAR 351 Intro to Pharmacy Practice 2	3
PHAR 361 Pharmaceutics	4	PHAR 362 Pharmaceutics/Pharmacokinetics 2	3
PHAR 391 Intro to Pharmacy Pract Exp 1	1	PHAR 363 Pharmacy Practice Skills I	1
<b>Total</b>	<b>18</b>	PHAR 370 Physical Assessment for Pharmacy	3
		PHAR 392 Intro to Pharmacy Pract Exp 2	1
		<b>Total</b>	<b>18</b>
<b>Pharmacy Fourth Year</b>			
PHAR 463 PP&T Respiratory Diseases	4 or	PHAR 460 PP&T Immunol & Connective Tissue	4
**PHAR 463 PP&T Respiratory Diseases	2 and	PHAR 469 PP&T Infectious Diseases	4
**PHAR 482 Pharmacy Practice Skills II	1	PHAR 473 PP&T Endocrinology & Metabolism	5
PHAR 466 PP&T Cardiovascular Diseases	5	**PHAR 483 Pharmacy Practice Skills III	1
PHAR 476 PP&T Renal Diseases	4	PHAR 492 Early Practice Experience II	1
PHAR 491 Early Practice Experience I	1	Pharmacy Electives	3** or 4
Pharmacy Electives	4 or 5**	<b>Total</b>	<b>18</b>
<b>Total</b>	<b>18</b>		
<b>Pharmacy Fifth Year</b>			
PHAR 553 Pharmacoeconomics	3	PHAR 550 Pharmacy Administration	5
PHAR 560 PP&T Neurologic Diseases	4	PHAR 590 Pharmacy Research	2
PHAR 563 PP&T Hematology/Oncology	4	PHAR 592 Intermediate Practice Experience II	1
PHAR 569 PP&T Gastrointestinal Diseases	4 or	PHAR 599 Pharmacy Capstone	5
** PHAR 569 PP&T Gastrointestinal Diseases	3 and	Pharmacy Electives	4
** PHAR 584 Pharmacy Practice Skills IV	1	<b>Total</b>	<b>17</b>
PHAR 591 Intermediate Practice Experience I	1		
Pharmacy Electives	2		
<b>Total</b>	<b>18</b>		
<b>Pharmacy Sixth Year</b>			
***Advanced Experience Rotations	18	***Advanced Experience Rotations	18

\* Based on placement test. Should a student not place into this course, additional courses will be required.

\*\* The changes to include Pharmacy Practice Skills II, III and IV are implement in Fall 2018; if a student has completed a therapeutics course that was changed in length prior to that time, they do not have to take the new skills laboratories. If they complete the course during or after Fall 2018, they are required to take the associated skills laboratory in that semester along with any change in elective time noted.

\*\*\* During the sixth year, pharmacy students will NOT follow The University of Findlay academic calendar. All Advanced Experience Rotations must be completed by May 1. Rotations could start as early as July 1, depending on sites and availability. No additional fees will be charged.

## Pharmacy Curriculum Sheet Starting with the Class of 2021

Fall	Hours	Spring	Hours
<b>Pharmacy First Year</b>			
*CHEM 130 Advanced General Chemistry I	3	CHEM 131 Advanced General Chemistry II	3
*CHEM 130L Adv General Chemistry I Lab	1	CHEM 131L Adv General Chemistry II Lab	1
*MATH 141 Calculus I	4	BIOL 310 Human Genetics	3
BIOL 152 Intro to Cell & Molecular Biology	3	BIOL 310L Human Genetics Lab	1
BIOL 152L Intro to Cell & Molecular Biology Lab	1	ENGL 272 Intro to Technical Communication	3
*ENGL 106 College Writing 2	3	PHIL 221 Health Care Ethics	3
HPE 100 Wellness	2	PHAR 151 Oiler Pharmacy II	1
PHAR 150 Oiler Pharmacy I	1	CSCI 150/190 or COMM 110/211 Course or Competency	3
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>18</b>
<b>Pharmacy Second Year</b>			
CHEM 210 Adv Organic Chemistry I	3	CHEM 211 Adv Organic Chemistry II	3
CHEM 210L Adv Organic Chemistry I Lab	1	CHEM 211L Organic Chemistry II Lab	1
PHYS 260 Physics for Health Sciences	4	General Education	3
BIOL 302 Cell Biology	3	MATH 223 Applied Statistics and Data Analysis	3
General Education	3	PHAR 251 Professional Practice Development	1
General Education	3	BIOL 412 Microbiology	3
PHAR 250 Professional Practice Development	1	BIOL 412L Microbiology Lab	1
<b>Total</b>	<b>18</b>	BIOL 300 Immunology	3
		<b>Total</b>	<b>18</b>
<b>Pharmacy Third Year</b>			
BIOL 322 Human Anatomy & Physiology I	3	BIOL 323 Human Anatomy & Physiology II	3
BIOL 322L Human Anatomy & Physiology I Lab	1	BIOL 323L Human Anatomy & Physiology II Lab	1
CHEM 400 Biochemistry	4	PHAR 351 Intro to Pharmacy Practice 2	3
PHAR 350 Intro to Pharmacy Practice 1	3	PHAR 362 Pharmaceutics/Pharmacokinetics 2	3
PHAR 361 Pharmaceutics	4	PHAR 363 Pharmacy Practice Skills I	1
PHAR 391 Intro to Pharmacy Pract Exp 1	1	PHAR 370 Physical Assessment for Pharmacy	3
PHAR 411 Advanced Self-Care 1	2	PHAR 380 Intro Pharmacology & Med Chem	3
<b>Total</b>	<b>18</b>	PHAR 392 Intro to Pharmacy Pract Exp 2	1
		<b>Total</b>	<b>18</b>
<b>Pharmacy Fourth Year</b>			
PHAR 463 PP&T Respiratory Diseases	4 or	PHAR 460 PP&T Immunol & Connective Tissue	4
**PHAR 463 PP&T Respiratory Diseases	2	PHAR 469 PP&T Infectious Diseases	4
and		PHAR 473 PP&T Endocrinology & Metabolism	5
**PHAR 482 Pharmacy Practice Skills II	1	**PHAR 483 Pharmacy Practice Skills III	1
PHAR 466 PP&T Cardiovascular Diseases	5	PHAR 492 Early Practice Experience II	1
PHAR 476 PP&T Renal Diseases	4	Pharmacy Electives	3** or 4
PHAR 491 Early Practice Experience I	1	<b>Total</b>	<b>18</b>
Pharmacy Electives	4 or		
5**			
<b>Total</b>	<b>18</b>		
<b>Pharmacy Fifth Year</b>			
PHAR 553 Pharmacoeconomics	3	PHAR 550 Pharmacy Administration	5
PHAR 560 PP&T Neurologic Diseases	4	PHAR 590 Pharmacy Research	2
PHAR 563 PP&T Hematology/Oncology	4	PHAR 592 Intermediate Practice Experience II	1
PHAR 569 PP&T Gastrointestinal Diseases	4 or	PHAR 599 Pharmacy Capstone	5
** PHAR 569 PP&T Gastrointestinal Diseases	3	Pharmacy Electives	4
and		<b>Total</b>	<b>17</b>
** PHAR 584 Pharmacy Practice Skills IV	1		
PHAR 591 Intermediate Practice Experience I	1		

Pharmacy Electives	2		
<b>Total</b>	<b>18</b>		
<b>Pharmacy Sixth Year</b>			
***Advanced Experience Rotations	<b>18</b>	***Advanced Experience Rotations	<b>18</b>

\*Based on placement test. Should a student not place into this course, additional courses/semesters will be required. For scheduling purposes - many courses can be moved around.

\*\* The changes to include Pharmacy Practice Skills II, III and IV are implement in Fall 2018; if a student has completed a therapeutics course that was changed in length prior to that time, they do not have to take the new skills laboratories. If they complete the course during or after Fall 2018, they are required to take the associated skills laboratory in that semester along with any change in elective time noted.

\*\*\* During the sixth year, pharmacy students will NOT follow The University of Findlay academic calendar. All Advanced Experience Rotations must be completed by May 1. Rotations could start as early as July 1, depending on sites and availability. No additional fees will be charged.

**Pharmacy Curriculum Sheet Starting with Students Entering the Program During or After Fall 2017 Semester**

<b>Fall</b>	<b>Hours</b>	<b>Spring</b>	<b>Hours</b>
<b>Pharmacy First Year</b>			
*CHEM 130 Advanced General Chemistry I (C1)	3	CHEM 131 Advanced General Chemistry II	3
*CHEM 130L Adv General Chemistry I Lab	1	CHEM 131L Adv General Chemistry II Lab	1
*MATH 141 Calculus I (C2)	4	BIOL 310 Human Genetics	3
BIOL 152 Intro to Cell & Molecular Biology	3	BIOL 310L Human Genetics Lab	1
BIOL 152L Intro to Cell & Molecular Biology Lab	1	ENGL 272 Intro to Tech Communication (O2)	3
*ENGL 106 College Writing 2	3	PHIL 221 Health Care Ethics (C3)	3
HPE 100 Wellness (U2)	2	PHAR 151 Oiler Pharmacy II	1
PHAR 150 Oiler Pharmacy I	1	CORE+ O1 Outcome (O1)	3
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>18</b>
<b>Pharmacy Second Year</b>			
CHEM 210 Adv Organic Chemistry I	3	CHEM 211 Adv Organic Chemistry II	3
CHEM 210L Adv Organic Chemistry I Lab	1	CHEM 211L Organic Chemistry II Lab	1
PHYS 260 Physics for Health Sciences	4	CORE+ R or E Outcome (R1 or R2 or R3 or E1 or E2)	3
BIOL 302 Cell Biology	3	MATH 223 Applied Statistics and Data Analysis	3
CORE+ O3 Outcome (O3)	3	PHAR 251 Professional Practice Development	1
CORE+ R or E Outcome (R1 or R2 or R3 or E1 or E2)	3	BIOL 412 Microbiology	3
PHAR 250 Professional Practice Development	1	BIOL 412L Microbiology Lab	1
<b>Total</b>	<b>18</b>	BIOL 300 Immunology	3
		<b>Total</b>	<b>18</b>
<b>Pharmacy Third Year</b>			
BIOL 322 Human Anatomy & Physiology I	3	BIOL 323 Human Anatomy & Physiology II	3
BIOL 322L Human Anatomy & Physiology I Lab	1	BIOL 323L Human Anatomy & Physiology II Lab	1
CHEM 400 Biochemistry	4	PHAR 351 Intro to Pharmacy Practice 2	3
PHAR 350 Intro to Pharmacy Practice 1	3	PHAR 362 Pharmaceutics/Pharmacokinetics 2	3
PHAR 361 Pharmaceutics	4	PHAR 363 Pharmacy Practice Skills I	1
PHAR 391 Intro to Pharmacy Pract Exp 1 (U1)	1	PHAR 370 Physical Assessment for Pharmacy	3
PHAR 411 Advanced Self-Care 1	2	PHAR 380 Intro Pharmacology & Med Chem	3
<b>Total</b>	<b>18</b>	PHAR 392 Intro to Pharmacy Pract Exp 2 (U1)	1
		<b>Total</b>	<b>18</b>
<b>Pharmacy Fourth Year</b>			
PHAR 463 PP&T Respiratory Diseases	2	PHAR 460 PP&T Immunol & Connective Tissue	4
PHAR 482 Pharmacy Practice Skills II	1	PHAR 469 PP&T Infectious Diseases	4
PHAR 466 PP&T Cardiovascular Diseases	5	PHAR 473 PP&T Endocrinology & Metabolism	5
PHAR 476 PP&T Renal Diseases	4	PHAR 483 Pharmacy Practice Skills III	1
PHAR 491 Early Practice Experience I (U1)	1	PHAR 492 Early Practice Experience II (U1)	1
Pharmacy Electives	5	Pharmacy Electives	3
<b>Total</b>	<b>18</b>	<b>Total</b>	<b>18</b>
<b>Pharmacy Fifth Year</b>			
PHAR 553 Pharmacoeconomics	3	PHAR 550 Pharmacy Administration	5
PHAR 560 PP&T Neurologic Diseases	4	PHAR 590 Pharmacy Research	2
PHAR 563 PP&T Hematology/Oncology	4	PHAR 592 Intermediate Practice Experience II	1
PHAR 569 PP&T Gastrointestinal Diseases	3	PHAR 599 Pharmacy Capstone	5
PHAR 584 Pharmacy Practice Skills IV	1	Pharmacy Electives	4
PHAR 591 Intermediate Practice Experience I	1	<b>Total</b>	<b>17</b>
Pharmacy Electives	2		
<b>Total</b>	<b>18</b>		
<b>Pharmacy Sixth Year</b>			
**Advanced Experience Rotations	<b>18</b>	***Advanced Experience Rotations	<b>18</b>

\*Based on placement test. Should a student not place into this course, additional courses/semesters will be required. For scheduling purposes - many courses can be moved around.

\*\* During the sixth year, pharmacy students will NOT follow The University of Findlay academic calendar. All Advanced Experience Rotations must be completed by May 1. Rotations could start as early as July 1, depending on sites and availability. No additional fees will be charged.

## ***Curricular Explanation***

During the first two years of pharmacy education, the student will study basic sciences in depth and pursue a significant list of general education courses. The purpose of the science part of the curriculum is to provide the foundation for the pharmaceutical sciences to come in the upper years. The general education portion will prepare the student for the human and ethical challenges of the profession and provide a foundation for the student to live a meaningful life.

The third year is devoted to beginning courses in pharmacy. Once a student enters the first professional year (P3), he or she must complete all requirements for graduation with a Pharm.D. degree by the end of the sixth consecutive academic year; otherwise, the degree will not be conferred without remediation as determined by the College of Pharmacy Student Affairs Committee. These will prepare the student to understand the language of pharmacy as well as the thought processes involved in pharmacy practice. The general science material in the third year bridges the basic science of the first two years and the applied pharmaceutical science of the fourth and fifth years. Before the student enters the fourth year, 100 hours of shadowing a health professional are required.

The courses in the fourth and fifth years are the core of preparation for professional practice in pharmacy. For three semesters, the student will learn material from Pharmacy, Pharmacology, Pathophysiology, Therapeutics, Medicinal Chemistry, Kinetics, Herbal/Alternative Therapy and Over-the-Counter Therapies. Professors will cooperate to present the material to the student in an integrated way, organized around organ systems. During these years, the student will also begin the process of developing a specialty area in pharmacy by selecting an elective track from subjects such as geriatrics, Medication Therapy Management, diabetes management, advanced compounding, herbal medicines, and others. Before the student enters the fifth year, 100 additional hours of contact time with a health professional are required.

By the end of the fifth year, each student must complete a research project. Although the student formally enrolls in this course during the spring of the fifth year, work on the project will be carried out prior to that time. The student and professor may present the results of each project at an on campus symposium during the Spring of the fifth year, or at another acceptable venue as provided in the course description and syllabus. Those judged to be of high quality may be submitted for possible presentation at the American Society of Health-Systems Pharmacists Midyear Clinical Meeting or similar venues at a national level.

At the end of the fifth year, the student takes a course called Application of Pharmacy Practice. It is a review course of the entire curriculum up to the pharmacy practice experience rotations, and requires hands-on application of this material. This course assures the student of complete preparation for the rotations of the sixth year. Before the student enters the sixth year, an additional 100 hours of contact time with a health professional are required.

The sixth year is the pharmacy practice year. Rotations for the Pharmacy Practice Experience include required two month rotations for Advanced Institutional/General Medicine, Ambulatory/Advanced Community Pharmacy, and Special Populations rotations (e.g. geriatrics, pediatrics, critical care). In addition three, one month rotations are chosen from a list of electives. Some possibilities for the one-month elective rotations include nuclear pharmacy, toxicology, neonatology, cardiology, drug information, compounding and infectious disease.

For financial aid purposes the first four years of our program are considered undergraduate level courses. Years five and six are considered graduate. For the College of Pharmacy, year three is considered the first professional year. However, that will not change financial aid eligibility for years three and four.

### **General Education Requirements**

Fine Arts	3 hours
Social Science	3 hours
Foreign Language	3 hours
Natural Science	3 hours (Met from the required curriculum)
Mathematics	3 hours (Met from the required curriculum)
English	3 hours (Met with English 272)
Philosophy or Religion	3 hours (Met with PHIL 221 Health Care Ethics)

Other requirements that all UF students must complete in addition to the above general education courses include:

1. ENGLISH 106 or 107
2. HPE 100
3. Computer Science or Communications Competency – This is a competency that is required by the University for Graduation. A student can choose to take a proficiency examination or take the course.

There is the possibility of a student needing to attend summer College should a student choose to take the computer science or communications course **OR** not place into English 106, Chemistry 130, or Math 141 upon their arrival at The University of Findlay.

Should a pharmacy student wish to take a course away from the University, the student must first gain approval through the College of Pharmacy and the Registrar's Office to ensure the transferability of that course. It is recommended that all science courses be taken at Findlay to ensure content for upper level pharmacy courses.

Advance Placement information is listed on our website

<http://www.findlay.edu/offices/adminoffices/registrar/Transfer+and+Transient+Information/apclepproficiencyexaminationsinternationalbaccalaureate.htm>

with the **Current AP Policy** link highlighted in blue. This will tell a score in a given course equates to UF courses.

### **P2 Requirements to be Fulfilled Prior to P3 Year**

All students are required to complete specific requirements prior to starting the P3 year. It is important to make sure that all requirements to become a P3 are completed by the assigned

due date prior to the end of the P2 spring semester, so that the Intern License may be obtained soon after the end of the semester. Unless specific permission is granted, as may rarely be done in circumstances beyond the student's control (e.g., hepatitis B series needing to be repeated because of a negative titer), students are not allowed to progress to the P3 year without having completing all of the following::

- Complete all Pre-Professional Courses
- Earn a "C" or better in all courses, a "C-" is not acceptable
- Maintain a cumulative 2.75 GPA
- Be eligible for an Ohio intern license
- Completion of 30 hour service project
- Document completion of required immunizations
- Obtain American Heart Association Basic Life Support for Healthcare Providers certification
- Document completion of tuberculosis check
- Interview with advisor in Spring

**It is necessary that all but the American Heart Association Basic Life Support for Healthcare Providers Certification be completed prior to the end of the P2 academic year,** except for transfer students admitted too late to do so. In that latter case, the transfer students must complete the requirements as quickly as possible.

**In addition, according to information from the Ohio State Board of Pharmacy, students are not allowed to apply for a Pharmacy Intern License in Ohio until they are qualified to proceed to the P3 year.** Therefore, the Verification of Enrollment form that needs to be submitted with a Pharmacy Intern License application will not be given to students unless they meet the requirements.

The following schedule must be followed for completion of the non-academic items:

- **Document completion of 30 hour service project** – Must be **approved by your advisor by October 1 of the P2 year** and **finished with signed documentation submitted by April 15 of the P2 year.**
- **Document completion of required immunizations** – **Must be completed with a form approved as being completed by the Cosiano Health Center being submitted to the College no later than 4/15 of the P2 year.** Please note – the Hepatitis B series takes a minimum of 8 months to complete, so it needs to be started prior to the beginning of September in the P2 year.
- **Obtain American Heart Association Basic Life Support for Healthcare Providers certification** – This requirement must be fulfilled in the first two weeks of May following the end of the P2 academic year and be submitted no later than May 15<sup>th</sup> of that year. Students will be scheduled for the course offered through the College of Pharmacy during the week after final exams (exact dates to be announced separately). You will have already paid for this via fees. While you can take it elsewhere, please be aware that you will need to schedule that yourself, probably pay separately and will not receive any refund from the College of Pharmacy for the fee already paid.
- **Document completion of a tuberculosis check** – You must have a valid tuberculosis check at least once a year starting prior to your P3 year. If you plan to use the Cosiano Health Center (CHC), you must receive a two-step PPD test from them between 3/1 and 4/15 of the P2 year. Please note, this test requires four visits to the CHC over an approximately 2-3 week period of time. In all cases, a valid

tuberculosis test must be documented by the CHC (if you did it elsewhere, give the CHC your proof) and submitted to the College prior to 4/15 of the P2 year. You will then need to have an update during March/April. Please don't wait to do this.

- **Interview with Advisor** – You must be interviewed by your advisor between 2/1 and 3/15
- **White Coats** – Provide your lab coat size (S, M, L, XL, etc.) by 4/15 of the P2 year.
- **Orientation** – You are required to attend a **P3 orientation all day on the Friday before classes start** in the Fall. You cannot be excused for any reason other than medical problems or death in the immediate family. The White Coat Ceremony will be held that evening at 7 pm, with a reception following.

## **Elective Requirements**

Students admitted to The University of Findlay College of Pharmacy are required to take a minimum of 14 hours of pharmacy electives within the Pharmacy Curriculum. Generally, students will only be able to complete these electives during the P4 and P5 years. All pre-approved elective courses completed at The University of Findlay will be accepted regardless of year completed. All elective courses transferred from another college or university must be approved by the student's advisor and Assistant/Associate Dean for Internal Affairs. The following are pre-approved electives (excluding those courses used for General Education Requirements for the College of Pharmacy):

### **Pharmacy:**

- "PHAR" Electives Courses (all pharmacy specific electives)

### **Business:**

- "ACCT" Courses (Accounting)
- "BSAD" Courses (Degree Completion)
- "BUAD" Courses (Business Administration)
- "ECON" Courses (Economics)
- "FNCE" Courses (Finance)
- "MRKT" Courses (Marketing)
- "MBA" Courses (Masters of Business Administration)

### **Communication and Languages:**

- "BLMC" Courses (Bilingual Multicultural Courses)
- "SPAN" Courses (Spanish)
- "FREN" Courses (French)
- "GERM" Courses (German)
- "JAPN" Courses (Japanese)
- Any other foreign language
- "COMM" Courses (Communication)

- Excluding COMM 110 or COMM 211
- “ENGL” Courses (English)
  - Excluding ENGL 039, 048, 104, 105, 106, 107, 145, 272

### **Science:**

- “BIOL” Courses (Biology)
- “CHEM” Courses (Chemistry)
- “NSCI” Courses (Natural Sciences)

### **Health Care:**

- “GERN” Courses (Gerontology)
- “HEPR” Courses (Health Profession)
- “HINF” Courses (Health Informatics)
- “NMED” Courses (Nuclear Medicine)
- “PHAS” Courses (Physician Assistant)

### **Computer Science:**

- “CSCI” Courses (Computer Science)
  - Excluding CSCI 150 and CSCI 190

### **Other Courses**

- “ANSC” Courses (Animal Science).
- EQST102 (Equine Selection/Judging-Western)
- EQST104 (Equine Selection/Judging-English)
- EQST201 (Principles of Equine Nutrition)
- EQST202 (Physiology of Equine Reproduction)
- "HNRS" Courses (Honors) - for those in Honors program
- "PSYC" Courses (Psychology)

Students pursuing a dual major or certificate program may petition the Dean or Assistant/Associate Dean for Internal Affairs through the support of his or her academic advisor, for approval of dual major coursework completed as elective hours. Students may also petition for specific courses, in a similar manner, should the student believe that his or her elective course interests will foster direct pharmacy career enhancement.

## ***Course Descriptions***

### **PHAR 150 Oiler Pharmacy I**

This course is an introduction to campus life for P1 pharmacy students. This course will provide a venue for the student mentorship program in the College of Pharmacy, as well as introduce the student to concepts regarding the profession of pharmacy. Topics

include, but are not limited to, study skills, time management, health and wellness, pharmacy careers, service learning and professional communication.

### **PHAR 151 Oiler Pharmacy II**

This course is the second of two courses for Oiler Pharmacy. This course will provide a venue for the continuance of the mentorship for pharmacy students in the College of Pharmacy as well as cover several basic pharmacy concepts. Topics include, but are not limited to: assessments and reflection, basics of self-care medication, professional assessment, communication, and overview of various practice types of pharmacy.

### **PHAR 250 Professional Practice Development I**

This course is the first of two courses for pharmacy professional development. This course is designed to introduce pre-professional pharmacy students to social behavioral aspects and selected topics related to pharmacy professional development, professionalism, standards of practice, and to prepare students for experiential pharmacy practice experiences.

### **PHAR 251 Professional Practice Development II**

This course is designed to introduce pre-professional pharmacy students to selected topics related to professionalism and to prepare them for introductory pharmacy practiced experiences. This course focuses on professional communication and the social and behavioral aspects of pharmacy practice.

### **PHAR 350 Introduction to Pharmacy 1.**

This course will introduce the student to modern pharmacy practice. Topics covered include pharmacy calculations, the role of the pharmacist in the American health care system, communication, and an introduction to over-the counter medications. The course will also help the student to develop a plan of study to guide the selection of electives and rotations in pharmacy. Students will be required to obtain 100 hours of pharmacy experience with a pharmacist health care provider to expand their knowledge of the existing health care system during their first professional year (50 hours during PHAR 350 and 50 hours during PHAR 351).

### **PHAR 351 Introduction to Pharmacy 2.**

This is a continuation of PHAR 350, an introduction to modern pharmacy practice. Topics covered include pharmacy calculations, drug information, patient communication, ethics, drug abuse, and the top 200 drugs. Students will be expected to obtain 50 hours of experience with a pharmacist in a setting other than a community or hospital pharmacy to begin expanding the students' understanding of the breadth of pharmacy practice. The course will also help the student to develop a plan of study to guide the selection of electives and rotations in pharmacy.

### **PHAR 361 Pharmaceutics and Pharmacokinetics I**

This course introduces the student to the basic principles of dosage form design and preparation. The course integrates pharmaceutic and biopharmaceutic principles as well as product design and preparation, and begins the study of the scientific portion of pharmacokinetics.

### **PHAR 362 Introduction to Pharmacokinetics and Pharmacodynamics**

This course continues the study of the basic principles of dosage form design and preparation. The course integrates pharmaceutic and biopharmaceutic principles, product design and preparation, along with the scientific portion of pharmacokinetics.

### **PHAR 363 Pharmacy Practice Skills I**

This course prepares the student for prescription compounding skills required in the general practice of pharmacy. It also prepares the pharmacy student to take the elective course in advanced compounding.

### **PHAR 370 Physical Assessment for Pharmacy.**

This course prepares the first professional year student pharmacist to prepare and dispense compounded prescriptions. Students learn basic prescription compounding, dispensing and counseling skills required in the general practice of pharmacy including nonsterile and sterile techniques.

### **PHAR 380 Introductory Pharmacology and Medicinal Chemistry.**

This course introduces the student to the basic principles of pharmacology and medicinal chemistry. The course integrates concepts of cell biology, genetics, organic chemistry and basic biochemistry principles as well as product design and preparation, and provides a scientific foundation for the more advanced topics of pharmacokinetics and pharmacodynamics.

### **PHAR 391 and PHAR 392 Introduction to Pharmacy Practice Experience I & II**

Students involved in experiential education are engaged in structured, practice-related activities where knowledge gained from didactic education is coupled with a professional attitude and skills training resulting in the development of an entry-level pharmacist. PHAR 391 and PHAR 392 are designed to provide students with introductory experiences in community pharmacy settings. Students will be expected to observe and participate in the dispensing aspects of pharmacy. Students will be required to obtain 100 hours of pharmacy practice experience during their first professional year (50 hours during PHAR 391 and 50 hours during PHAR 392).

## **PHAR 400 & 500 Chemical Dependency and the Health Care Professional**

This course is a study in chemical dependency as a disease. It integrates fundamental concepts from chemistry, biology, sociology, and medicine. The course will be used to increase awareness of the risk of chemical dependency in health care professionals, its consequences, and the process of recovery. The student is also expected to be able to describe ways to avoid the disease and help colleagues who may be in recovery.

## **PHAR 401 and 501 Medicinal Herbs**

This course prepares the student to understand and recognize the popular herbs used by the general population. Student will learn the most common herbs, their pharmacological uses and the various formulations that are available. Specific emphasis will be placed on herbal-drug interactions. The course will involve lectures, both in class and online, and virtual or real visits to drug stores and botanical gardens.

## **PHAR 402 and 502 History of Pharmacy**

This course introduces the student to the history of pharmacy. It describes the roots of the profession but focuses on American pharmacy in the last century. It is especially concerned with the roots of the patient care initiative in pharmacy and the implications those ideas have for the future of the profession.

## **PHAR 403 and 503 Introduction to Hospital Pharmacy Practice**

This course introduces pharmacy students to hospital pharmacy practice. It specifically reviews the many roles that a hospital pharmacist may assume and is intended to prepare students for their required hospital-based clinical rotations, hospital-based clinical residencies, as well as potential careers in hospital pharmacy practice.

## **PHAR 406 and 506 Directed Research in Pharmacy**

This course allows faculty and students to explore topics in the field of pharmacy. Students will work independently with faculty guidance to achieve specific goals. The methods may include laboratory, survey, or clinical experiments.

## **PHAR 411 and 511 Advanced Self-Care Pharmacy 1**

This course is the first in a series of two that will prepare students to manage self-care therapies in patients including nonprescription medications, complementary and alternative therapies, nonpharmacologic treatments, diagnostic tests and medical devices. Through instruction, self-study, case studies and hands-on patient interview and assessment practice sessions, students will learn how to assess a patient's health status, determine whether self-care is appropriate, recommend appropriate self-care measures and counsel on the proper use of the therapy or device.

## **PHAR 412 and 512 Selected Topics in Self-Care**

This course will prepare students to manage self-care therapies in patients in the community setting. This will include non-prescription medications, complementary and alternative therapies, non-pharmacologic treatments, diagnostic tests and medical devices. Through various teaching methods and activities, students will learn how to assess a patient's health status, determine whether self-care is appropriate and recommend appropriate self-care measures to the patient. Students will also counsel on the proper use of the therapy or device. Topics will vary and may be a continuation of material covered in PHAR 411 or may be new.

## **PHAR 414 and 514 Tropical Medicine**

This course is an introduction to tropical medicine. In this course students will discuss tropical diseases commonly seen in large parts of the world, but not commonly seen in the United States.

## **PHAR 416 and 516 Introduction to Applied Toxicology**

This course is an elective for the 4<sup>th</sup> or 5<sup>th</sup> year student interested in developing an introductory knowledge in selected topics involving the acute or chronic toxicity of drugs and chemicals in humans and their clinical treatment. This course enhances student skills in patient assessment, laboratory interpretation, literature evaluation and pharmacotherapy. When properly mastered, the student will be able to integrate and utilize their knowledge of biochemistry, physiology, pathophysiology, and anatomy to design a patient centered care plan to treat the toxicities of the agents covered.

## **PHAR 417 and 517 Introduction to Pediatric Pharmacy Practice**

This course is an elective for the 4<sup>th</sup> or 5<sup>th</sup> year student interested in developing an introductory knowledge in selected topics in health maintenance, assessment, and specialized drug therapy in the pediatric patient. This course will enhance student skills in patient assessment, laboratory interpretation, literature evaluation and pharmacotherapy of the child. A focus will be on the role of multiple professional disciplines in the treatment and support of the child and applying the pharmacy patient-centered care plan to pediatric patients.

## **PHAR 419 and 519 Community Presentations on Chemical Dependency**

This course will give pharmacy students the opportunity to apply the knowledge, skills and background information they have obtained in PHAR 409 by developing community focused educational programs designed to increase public awareness of substance abuse disorders with emphasis on prescription medication abuse. In addition, students will be required to share their knowledge with fellow students by assisting in the teaching of PHAR 409.

## **PHAR 420 and 520 Comprehensive Diabetes Management for the Pharmacist**

This course provides an advanced understanding of the principles of diabetes management, moving beyond basic pharmacotherapy of this disease state to include management information from the disciplines of nursing, medicine, behavioral psychology, medical nutrition therapy, and exercise physiology.

## **PHAR 460 Pharmacology, Pathophysiology and Therapeutics of Immunology and Connective Tissue Disease**

This course prepares the student to manage the drug therapy of diseases covered under immunology and connective tissue disease. The course is taught in an interactive style and integrates pharmacology, medicinal chemistry, pharmacokinetics, pathophysiology, and therapeutics. Over the counter and herbal therapies are specifically included.

## **PHAR 463 Pharmacology, Pathophysiology and Therapeutics of Respiratory Disease**

This course prepares the student to assess and manage the drug therapy of diseases of the respiratory system. The course is taught in an interactive style and integrates pharmacology, medicinal chemistry, pharmacokinetics, pathophysiology, and therapeutics. Over-the-counter and herbal therapies are specifically included.

## **PHAR 466 Pharmacology, Pathophysiology and Therapeutics of Cardiovascular Disease.**

This course prepares the student to assess and manage the drug therapy of diseases of the cardiovascular system. The course is taught in an interactive style and integrates pharmacology, medicinal chemistry, pharmacokinetics, pathophysiology, and therapeutics. Over-the-counter and herbal therapies are specifically included.

## **PHAR 469 Pharmacology, Pathophysiology and Therapeutics of Infectious Diseases**

This course prepares the student to manage the drug therapy of diseases of infectious origin. The course is taught in an interactive style and integrates pharmacology, medicinal chemistry, pharmacokinetics, pathophysiology and therapeutics. Over the counter and herbal therapies are specifically included.

## **PHAR 473 Pharmacology, Pathophysiology and Therapeutics of Endocrinology and Metabolism**

This course prepares the student to manage the drug therapy of diseases covered under endocrinology and metabolism. The course is taught in an interactive style and

integrates pharmacology, medicinal chemistry, pharmacokinetics, and therapeutics. Over the counter and herbal therapies are specifically included.

### **PHAR 476 Pharmacology, Pathophysiology and Therapeutics of Renal Disease**

This course prepares the student to assess and manage the drug therapy of diseases of the renal system and to optimize drug therapy in patients with pre-existing renal dysfunctions. The course is taught in an interactive style and integrates pharmacology, medicinal chemistry, pharmacokinetics, pathophysiology, and therapeutics. Over-the-counter and herbal therapies are specifically included.

### **PHAR 482 Pharmacy Practice Skills II**

This laboratory course will reinforce the Pharmacists' Patient Care Process approach by preparing students to apply clinical assessment and therapeutic management skills in the treatment of one or more disease states, including the demonstration of medication administration and therapeutic monitoring techniques, assessment and management of comorbid conditions, effective sourcing, application and communication of drug information, and the development of the necessary soft skills for effective patient counseling and education. The course may also include case-based sessions, as well as the introduction of new material as appropriate to the learning session.

### **PHAR 483 Pharmacy Practice Skills III**

This laboratory course will reinforce the Pharmacists' Patient Care Process approach by preparing students to apply clinical assessment and therapeutic management skills in the treatment of one or more disease states, including the demonstration of medication administration and therapeutic monitoring techniques, assessment and management of comorbid conditions, effective sourcing, application and communication of drug information, and the development of the necessary soft skills for effective patient counseling and education. The course may also include case-based sessions, as well as the introduction of new material as appropriate to the learning session.

### **PHAR 491 Early Practice Experience I**

Students involved in experiential education are engaged in structured, practice-related activities where knowledge gained from didactic education is coupled with a professional attitude and skills training resulting in the development of an entry-level pharmacist. PHAR 491 and 492 are designed to provide students with introductory experiences in community and institutional settings. Students will be expected to observe and participate in the dispensing aspects of pharmacy. Students will be required to obtain 100 hours of pharmacy experience during their second professional year (50 hours during PHAR 491 and 50 hours during PHAR 492).

## **PHAR 492 Early Practice Experience II**

Students involved in experiential education are engaged in structured, practice-related activities where knowledge gained from didactic education is coupled with a professional attitude and skills training resulting in the development of an entry-level pharmacist. PHAR 491 and 492 are designed to provide students with introductory experiences in community and institutional settings. Students will be expected to observe and participate in the dispensing aspects of pharmacy. Students will be required to obtain 100 hours of pharmacy experience during their second professional year (50 hours during PHAR 491 and 50 hours during PHAR 492).

## **PHAR 507 Geriatrics in Pharmacists**

This course prepares the student to effectively manage the therapy of geriatric patients. Special attention is paid to the pharmacokinetics of the geriatric population and the drug delivery systems necessary to provide proper care to this population.

## **PHAR 510 Anticoagulation Management**

This course is intended to provide future practitioners with added exposure and practice in the realm of anticoagulation therapy management. It will provide a review of the most up-to-date medications and guidelines, as well as real life and mock application scenarios for further development of patient management of these useful but dangerous medications with an emphasis on patient monitoring and education.

## **PHAR 515 Community Pharmacy Leadership Development**

This course focuses on a semester-long experiential learning project designed to promote health improvement, wellness and disease prevention in cooperation with patients, communities, at-risk populations and other pharmacy students. Students will have the opportunity to develop leadership, communication, management, organization and presentation skills through the mentoring of younger pharmacy students and through the organization and implementation of a medication therapy management event for community members.

## **PHAR 521 Mental Health**

This is a highly interactive course designed to review therapeutic issues and advances that are pertinent to psychiatric pharmacy practice today and to develop skills in the psychopharmacotherapeutic management of person afflicted with mental illness. Students will also gain a greater awareness and appreciation for the stigma associated with mental illness and develop the skills necessary to avoid contributing to that stigma in their professional practice.

## **PHAR 522 Medication Therapy Management Services & Advocacy**

This is a highly interactive course designed to provide students with the skill set necessary to participate in medication therapy management services and complete a comprehensive medication review (CMR) according to the national standards. This course will review other practice models in which pharmacists can expand their role in developing consulting agreements for chronic disease state management. Students will gain a better idea of the importance of using clinical knowledge to maximize patient outcomes while balancing the feasibility of managing the cost associated with pharmacy services. Students will participate in a state-wide pharmacy advocacy forum to better understand how practice models can be accepted into laws.

## **PHAR 540 Pharma Industry**

This is a highly interactive course designed to build a foundation and knowledge base about the pharmaceutical industry and to review issues that are pertinent to the pharmaceutical industry today. It is the intent of this course that the student will also gain insights into how the pharmaceutical industry is structured, how it operates, what issues the industry faces now and into the future, and what opportunities exist for career development for pharmacists within the pharmaceutical industry.

## **PHAR 550 Pharmacy Administration**

This course acquaints the student with the policies and programs encountered in the practice of pharmacy. Special attention is paid to Ohio and federal law as it relates to the practice of pharmacy. This course also is an introduction to the business aspects of pharmacy and the American health care system. Details of health care financing schemes and issues of the provision of public health are presented.

## **PHAR 553 Pharmacoeconomics**

The course prepares the student for supporting the value of pharmaceutical therapies and services in the health care marketplace. Careful attention is paid to the evaluation of health care outcomes in the context of various cost-effectiveness analyses.

## **PHAR 560 Pharmacology, Pathophysiology and Therapeutics of Neurologic Disorders**

This course prepares the student to manage the drug therapy of diseases covered under neurological disorders. The course is taught in an interactive style and integrates pharmacology, medicinal chemistry, pharmacokinetics, pathophysiology and therapeutics. Over-the-counter and herbal therapies are specifically included.

### **PHAR 563 Pharmacology, Pathophysiology and Therapeutics of Hematology/Oncology**

This course prepares the student to manage the drug therapy of diseases covered under hematology and oncology. The course is taught in an interactive style and integrates pharmacology, medicinal chemistry, pharmacokinetics, pathophysiology and therapeutics. Over-the-counter and herbal therapies are specifically included.

### **PHAR 569 Pharmacology, Pathophysiology and Therapeutics of Gastrointestinal Disease**

This course prepares the student to manage the drug therapy of diseases covered under Gastrointestinal Diseases. The course is taught in an interactive style and integrates pharmacology, medicinal chemistry, pharmacokinetics, pathophysiology and therapeutics. Over the counter and herbal therapies are specifically included.

### **PHAR 584 Pharmacy Practice Skills IV**

This laboratory course will reinforce the Pharmacists' Patient Care Process approach by preparing students to apply clinical assessment and therapeutic management skills in the treatment of one or more disease states, including the demonstration of medication administration and therapeutic monitoring techniques, assessment and management of comorbid conditions, effective sourcing, application and communication of drug information, and the development of the necessary soft skills for effective patient counseling and education. The course may also include case-based sessions, as well as the introduction of new material as appropriate to the learning session.

### **PHAR 590 Pharmacy Research Course**

This course requires the student to develop a research project in concert with a member of the College of Pharmacy faculty. The students will examine any valid pharmacy question. Each student will be required to submit his or her research project for poster presentation, podium presentation or written publication in a professional recognized venue.

### **PHAR 591 Intermediate Practice Experience I**

Students involved in experiential education are engaged in structured, practice-related activities where knowledge gained from didactic education is coupled with a professional attitude and skills training, which results in the development of an entry-level pharmacist. PHAR 591 is designed to build upon the early practice experiences in the community and/or institutional settings. Students will be expected to participate in the dispensing and clinical aspects of pharmacy practice with an integration of patient problem-solving and analysis.

## **PHAR 592 Intermediate Practice Experience II**

Students involved in experiential education are engaged in structured, practice-related activities where knowledge gained from didactic education is coupled with a professional attitude and skills training, which results in the development of an entry-level pharmacist. PHAR 592 is designed to build upon the early practice experiences in the community and/or institutional settings. Students will be expected to participate in the dispensing and clinical aspects of pharmacy with an integration of patient problem-solving and analysis.

## **PHAR 599 Application of Pharmacy Practice**

This course requires the student to apply the material from previous courses to describe, optimize and critique drug therapy. The student will present this information in writing and verbally. Activities include case presentations, reviews of the literature, literature critiques and other formats. Students will also be required to demonstrate proficiency in medication history, patient counseling and communication skills. Students must demonstrate a good working knowledge of material required for completion of rotations and the NAPLEX exam. The final examination covers the entire curriculum. Passage is required for entry into the senior year.

## **PHAR 701 – 709 Advanced Pharmacy Practice Experience (APPE) Rotations**

A student is required complete six (6) one-month core advanced practice rotations and 3 elective months as follows:

Advanced Community Pharmacy / Ambulatory Medicine 1
Advanced Community Pharmacy / Ambulatory Medicine 2
Advanced Institutional Pharmacy / General Medicine 1
Advanced Institutional Pharmacy / General Medicine 2
Special Populations 1 (e.g. Geriatrics, Pediatrics, Critical Care, Hospice)
Special Populations 2 (e.g. Wound Care, Palliative Care, Diabetes clinic,)
Elective 1 (e.g. any special population, mail order, PBM, or management)
Elective 2
Elective 3

## **College of Pharmacy Governance**

Faculty within the College of Pharmacy will be responsible for the execution of programmatic policies and procedures, design and delivery of the curriculum, and assessment of curricular outcomes. The Dean of the College of Pharmacy will direct and guide the faculty in this area.

The College of Pharmacy will have three standing faculty committees. There will be a Curriculum committee, a Pharmacy Student Affairs Committee, and a Pharmacy Faculty Affairs committee. Each will have three faculty members, one of whom will chair the committee. The Curriculum committee will have a pharmacy practitioner not teaching at the College of Pharmacy. Each committee will have an administrative liaison person who will not have voting privileges on the committee. The Curriculum committee and the Pharmacy Student Affairs Committee will have a voting student member.

One student per class (P3-P5) selected by their respective class in a manner of their choosing, will be represented on the Students Affairs and Curriculum Committees for a term of one academic year. Only the most senior student present will have a vote. Students will not be represented on the Faculty Affairs Committee (FAC) or at meetings of the Full Faculty. Students will have the ability to propose or redress issues at the SAC or CC through their respective representatives. The senior representatives (or another pharmacy student designee) will be afforded agenda time at the Full Faculty meetings when they request in order to propose or redress issues.

Should a student representative be suspended, dismissed, or otherwise unable to continue as a representative, an alternate from that student's class may be chosen by that class to complete the remainder of the term. A student on probation may continue as a representative.

The charge of the Curriculum committee will include all curricular matters. The Pharmacy Student Affairs Committee will consider all matters affecting pharmacy students including academic actions. During committee or faculty meetings involving individual academic or disciplinary matters, the student member will be excused. The Faculty Affairs committee will be charged to consider all faculty issues, including promotion and tenure, faculty development and research. Any item considered to be under the purview of any one of these committees must be considered by the committee before it can come to the entire faculty for decision. Faculty meetings are conducted by an elected president of the faculty.

Faculty meetings will be held at least monthly from September to July during the academic year. During monthly meetings there are standing committee reports provided by the Curriculum, Faculty Affairs and Pharmacy Student Affairs Committees in addition to discussion of ongoing University, College, Program, and Student issues. An annual retreat will be held in the spring of the academic year. The retreat focuses on a review of assessment materials, programmatic curricular issues, faculty research updates, and planning sessions for the upcoming academic year.

The College of Pharmacy Advisory Board is composed of prominent pharmacists, pharmacy educators and pharmacy organization persons; this group will continue to exist after approval of the proposed program. When they meet, they will interview students.

## **Assessment**

Ongoing assessment and evaluation of the program will occur through various means.

Faculty will be evaluated by students upon the completion of each academic term through a formal process consistent with other faculty on the campus.

A student representative, the respective faculty member, and the Dean of the Pharmacy College will assess the course evaluations and other areas of the recently completed course. That information will be used by the Dean and the faculty through the committee structure to determine if there is need for curricular change.

Students will complete a comprehensive examination in the spring term of their third year in the professional program. Information obtained from this measure will be compared to course evaluations and post-term meetings to determine if there is need for curricular change.

Students will also be evaluated on their clinical affiliations and the results of this information will be compiled and compared to the above mentioned measures.

Graduates from the program and their employers will be surveyed to determine if there is need to address areas in the curriculum formerly not assessed.

All of the information collected will be reviewed and discussed by the faculty and Pharmacy Dean to determine if there is need for curricular change. Should it be determined through this process that change is needed then the College curriculum committee will explore options and make recommendations to the faculty prior to initiating the university process for program/curricular changes.

Other methods of assessing specific aspects of the program may be designed and implemented when necessary, under the direction of any of the committees or the College administration.

## **Academic Advising and Counseling**

An important factor in a pharmacy student's success in college is the help he or she has available from advising and counseling, and the degree to which such services are used. Every pharmacy student has an assigned academic advisor during the entire college program. The advisor must be a member of the faculty of the College of Pharmacy. This is different from other programs on campus. You are encouraged to get to know your advisor and to use that person's experience and advice in planning your college progress.

The Office of Student Services serves as a valuable resource for students. Printed and video materials are available on a wide variety of subjects, including pharmacy career options, post-graduate opportunities, other Colleges on campus, and student services available on campus.

Once a student is admitted to the College, he or she is assigned an individual academic advisor. Advisors help in planning schedules and must approve the courses, which each student selects at registration. They advise on electives and assist in determining the best schedule for a student to take. The advisor is the first person to go to when a student is having academic or personal problems, and should be considered a personal friend. Remember, your advisor is interested in you, and has the experience and ability to give you help when you need it.

Other counseling resources include mature and qualified faculty and staff. Older undergraduate students who are employed on the men's and women's residence halls' counseling staffs and live in the halls can assist the students with their personal and scholastic problems. Staff members of the Office of the Dean of Students are available to advise you about matters of personal or general concern. They can, for example, offer assistance or refer you to specialized help in such areas as career options, study habits, housing, scholarships, financial aid, part-time employment, campus activities, and home and community relationships. Support services that may be called upon for specialized help include the Cosiano Health Center and staff psychiatrists, the Bucher Center/Counseling Services Center, and the Office of Disability Services. Part of your growth process is recognizing a problem exists and learning to seek and accept help when it is needed.

## **Grade Appeals**

The College of Pharmacy has a grade appeals system as a part of the University-wide system. In cases where a student has evidence or believes that evidence exists to show that an inappropriate grade has been assigned as a result of prejudice, caprice or other improper conditions such as mechanical error or assignment of a grade inconsistent with those assigned other students. Additionally, a student may challenge the reduction of a grade for alleged scholastic dishonesty.

Before an appeal is filed, informal attempts must be made to resolve grade grievances and appeals at the lowest level - course instructor, department head, etc. The initiation of a formal grade appeal must be made within 30 days after the start of the regular semester following the one in which the questioned grade was given. The initial step is to file a notice of intention to appeal with the chairperson of the Pharmacy Student Affairs Committee. The name of this person can be obtained from the Assistant/Associate Dean for Internal Affairs. The student will then have a maximum of another 30 days to resolve the situation with the instructor, department head, etc.

If a mutually acceptable decision is not reached, the student must file a detailed written statement of allegations, facts, and circumstances with the committee chairperson within the 30 day limit. After receipt of the student's statement, the Pharmacy Student

Affairs Committee must hear the case in not less than five days and, whenever possible, in not more than ten days.

If the results of the hearing are still not acceptable, a further appeal may be made to the University Grade Appeals Committee. In appealing a grade, the burden of proof is on the student, except in cases of alleged academic dishonesty, where the instructor must support the allegation. Materials are available to the student appealing a grade to aid in the preparation of a statement and case for a hearing.

## **Procedures for Handling Problems Dealing with the Curriculum**

### ***Introduction***

Curricular requirements approved by the faculty for the Doctor of Pharmacy specify the required courses, their sequencing and prerequisites, which in the faculty's judgment represent an optimal educational plan for students to develop the capabilities expected of our College's graduates. Individual aspects of the student's background, current academic progress and/or career plans may lead him/her to inquire if an individual exception or modification of this general curricular plan might provide an acceptable alternative means of achieving the College's educational intent for that particular student. The Dean of the College, or his/her designee, with advisory input from the faculty, is responsible for administering the College's professional programs and thus, ultimately, approving or disapproving individual student requests for exceptions to the curricular requirements. For such decisions to be made consistently, with the student's educational and personal circumstance interests in mind, guidelines and procedures for students, academic advisors and administration to follow in dealing with student requests have been developed. Procedures established by the Faculty for handling student problems and/or requests for exceptions to the curricular requirements:

### ***Prerequisites for required courses***

- 1) Monitoring student satisfactory completion of prerequisite courses. As a matter of routine, at the time grades are submitted to the Registrar, instructors of required courses should also submit to the Assistant/Associate Dean for Internal Affairs a list of those students failing that course. Prior to the beginning of the next semester, the Office of Student Services will work with those students who have not passed courses that are stated prerequisites of a required course to ensure the students are enrolled in the appropriate course work.
- 2) Student request for waiver of prerequisite to a required course. Requests to obtain a waiver of prerequisite(s) for a required course must first be submitted by the student to his/her advisor. If that individual approves, the request is forwarded for approval to the course instructor, and then to the Assistant/Associate Dean for Internal Affairs. No waivers may be granted unless each of these approvals is obtained and a document testifying to this fact has been deposited in the student's permanent file.

## ***Substitution of an "equivalent" or higher-level course for a required course.***

A student desiring to substitute for a required course in the curriculum another "equivalent" or higher-level course (taught on this campus or another campus) should receive prior approval from the Assistant/Associate Dean for Internal Affairs that the course will be accepted in lieu of the College-taught courses. In reaching this decision, the Assistant/Associate Dean for Internal Affairs will consult with the instructors of the required course, or if a required, non-major course is involved, the faculty liaison for that course, to determine the "equivalency" of the proposed course substitution. The course instructor should sign a suitable note to be placed in the student's permanent file. The Registrar's office must be notified.

Please note: A student enrolled in pharmacy at The University of Findlay who elects to take a required course elsewhere and transfer it to The University of Findlay must meet the B average requirements of The University of Findlay College of Pharmacy.

- Chemistry Transfer Rules – for those taking chemistry prior to Summer 2008 semester

Students who transfer in from other Colleges and have completed either freshman chemistry or organic chemistry at the other College and it is sufficient to transfer as 130 or 310 will be allowed to substitute that for 140 or 320.

If the student was at UF in some other major than pharmacy and took 130 or 310 before the higher numbered courses existed, they will be allowed to substitute those courses for the 140 or 320.

Students who are at UF must take 140 or 320. We will not accept an equivalent to 130 or 310 in transfer for them.

## ***Establishing credit by examination.***

- 1) To establish credit in a pharmacy required course, the student should petition the instructor of the course who will present this petition with his recommendation to the Dean for consideration and action.
- 2) To establish credit in a non-required course, the student should petition the instructor of the course. Upon approval, the petition will be forwarded to the Dean of the College for approval. The instructor will develop and administer the examination.

## ***Academic difficulty in a required course***

- 1) A student in academic difficulty in a given required course should take responsibility to discuss the difficulty with the course instructor and, identify approaches to improve performance.

- 2) The student should then confer with the advisor to assess underlying reasons as the student understands them and determine a suitable course of action.

### ***Dropping a course***

In the event of a voluntary or required decision to drop a course, the student should see his/her advisor to discuss the reason for dropping.

### ***Out-of-phase***

A student who becomes out-of-phase with the required curriculum should meet with the advisor as soon as possible to develop an alternate plan of study which, in the absence of course scheduling conflicts, indicates the most efficient sequence of courses to complete the curriculum. This alternate plan of study agreed upon by the student and advisor should be signed by both with a copy sent to the Assistant/Associate Dean for Internal Affairs for placing in the student's file.

### ***Remediation Policy***

This policy applies only to certain required PHAR courses, including PHAR150, PHAR151, PHAR250, PHAR251, PHAR350, PHAR351, PHAR361, PHAR362, PHAR380, PHAR411, PHAR460, PHAR463, PHAR466, PHAR469, PHAR473, PHAR476, PHAR550, PHAR553, PHAR560, PHAR563, and PHAR569. Due to the substantial laboratory nature of Pharmacy Practice Skills I (PHAR363) and Physical Assessment for Pharmacy (PHAR370), these courses would not be eligible for remediation, nor would Application of Pharmacy Practice (PHAR599) nor other courses with significant professional experience assignments (PHAR391, PHAR392, PHAR491, PHAR492, PHAR590, PHAR591, PHAR592, and all PHAR700-level courses).

Students who earn no less than a D+ in an applicable course are permitted to enroll in that course during the summer, provided that they have not earned more than two deficient course grades (C- or lower) in any required PHAR courses for that academic year. These summer remediation opportunities are offered as independent study courses, thereby enabling the students to specifically address their academic deficiencies without the need to repeat the course(s) in the following academic year and potentially delaying graduation. Students who have not completed the course(s) with at least a D+ grade, however, are ineligible for summer independent study remediation.

Remediating students would register for independent study during a summer session using the same course number and credit hours, securing permission of the instructor and other required individuals, and appropriately executing the required University Independent Study Application form (<https://www.findlay.edu/offices/academic/registrar/shared%20documents/independentsudyapplication.pdf#search=independent%20study%20application>). The instructor coordinating the summer session remediation course would typically be the instructor-of-record from the student's previous course attempt. However, faculty whose material was particularly challenging to the student, should be consulted to tailor the summer

learning assignments. Whatever grade the student earns in this summer session course becomes the recorded grade for the course (in accordance with University policy), and the student must understand that is possible to earn a LOWER grade than the one earned previously.

The method(s) of remediation will be left to the discretion of the respective instructor-of-record, but identical intended course outcomes must be assessed, albeit perhaps by different methods. In certain cases, it may be appropriate for the student to concentrate on specific areas of weakness, but it is expected that the student will be required to demonstrate sufficient mastery of all aspects of the course (i.e. successful completion of a cumulative final examination or other comprehensive assessments).

### **Guidelines for Resolving Student Professor Conflicts**

At times during the course of a semester, problems, conflicts, and crises may develop between students and instructors. These issues range from questions about course material and problems with grading to suggestions for possible course improvements. The following information presents the guidelines in use by the College of Pharmacy.

SUMMARY - Student-instructor crisis can take several forms.

1. Problems with grading.
2. Questions about course material.
3. Suggestions for course improvements.
4. Problems with instructional format.
5. Personal/Family problems.
6. Personality conflicts between student and instructor.

Guidelines for students to follow when confronted with one of these situations.

DO

1. Seek help as soon as possible.
2. Seek help on an individual basis.
3. Speak with the instructor about the problem, questions, or crisis.
4. Be open to the instructor's point of view.
5. Meet with the course coordinator if you feel that your crisis was not resolved by the instructor.
6. Ask questions in class.
7. Give constructive criticism that will aid instructors in their efforts to help students understand.

DON'T

1. Ignore the situation.
2. Form a lynch mob.
3. Go over the instructor's head until you have sought the help of the instructor without avail.
4. Be hypercritical of the instructor.
5. Expect the instructor to change his/her personality.
6. Wait until the last minute.
7. Rely on others to take care of your problems.

## **Instructor Evaluation**

At the University of Findlay, instructors are evaluated for promotion based on their performance in three areas, teaching, research, and service. Assessment of teaching is conducted in a variety of ways, including:

Student evaluation of lectures for the teaching process (organization of the course or instructor for class), learning outcomes (whether or not students learned or interest was stimulated through the course), and the ability of the instructor to facilitate learning for a diverse student population. Some examples of the type material asked on these evaluations include

- Instructor seems well prepared for lecture,
- Displays a clear understanding of the material
- Has an effective teaching style
- Stresses practical application of the material
- Handout materials are valuable and complement lecture material

Small group discussions are conducted by the Dean of the College of Pharmacy through semester-end discussions with students and professors. Peer assessment is done by a senior faculty member including observation and feedback on classroom performance as well as a review of handout (objectives, clarity, content, and references) and examination material. Honest evaluation of teaching by students is very important to the individual instructor for his/her own development. When you are given a teaching evaluation for an instructor, please assess every characteristic fairly based upon the instructor's performance. When you give written feedback, please include specific suggestions for improvement, not just criticism. This will both aid in instructor improvement and will assure that those deserving recognition receive it.

## **Career Days**

Career Days bring us directly into the intentional job search season. Below are some reminders and tips to students who are seeking either full-time professional positions or

part-time, summer, or seasonal opportunities. Keep in mind some basic etiquette and professional standards.

A. **Communication** – coherent, meaningful communication whether written or verbal – from letters to applications to interviews, all tell “on” you or about you. Have someone else proofread written work and practice interviewing with friends or colleagues. Know what you want to learn from the interview and the message you want to share.

B. **Appearance and manners** – create that very lasting, first impression. After that, you can validate the positive, but it is very difficult to overcome the negative. The appearance of correspondence and applications is as important as matching socks and professional dress. Practice your handshake to make it comfortable and sincere as a professional greeting.

C. **Courtesy** – be timely and responsive in all interactions: individualized follow-up letters and thank-you notes. Request any offer to be made as a written offer, even though it may originally be made verbally. Acknowledge, in writing, all offers and conditions of those offers, as you understand them. Meet the employer’s deadline or ask early for an extension.

D. **Responsibility** – accepting a position should come with full consideration of the ethical and professional obligations and responsibilities concomitant with agreeing to an offer of employment or opportunity. If you are feeling pressure from an employer for a decision or if you are uncomfortable with some uncertainty, talk with your advisor or a faculty member BEFORE you accept. After you accept, the employer expects you to come to work! This is a critical decision on your professional career path. In the grand scheme of personal and professional development, those capabilities reflected above are continuing validation of the “outcome abilities” identified by the College of Pharmacy: critical thinking and decision-making, communication, and responsible use of values and ethical principles. From the classroom to the workplace, all factors facilitate your successful pursuit of your professional goals.

## **Experiential Program Requirements**

In order to safeguard the student and patients, and to comply with the demands of institutions and other healthcare practice sites where the student may participate in experiential activities, it is necessary for students to meet a variety of requirements. These can be divided into various areas, including:

- Cardiopulmonary Resuscitation (CPR)
- Criminal Background Checks
- Drug Testing
- Health Insurance

- Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy Compliance Training
- Immunizations
- Intern Permit(s)
- Insurance
- Physical Examination
- Tuberculosis Testing
- Universal Precautions (OSHA Requirements)
- Immunization Certification

Except where otherwise indicated, students must provide official documentation that they meet these requirements prior to the beginning of the semester in which they begin their first professional classes (i.e., the P3 year). For CPR, immunizations and tuberculosis testing it will be necessary to provide official evidence that the materials are up-to-date no later than May 15<sup>th</sup> of the P2 year, with the exception of students who transferred in too late to complete the requirement or students required to get a second hepatitis B series. Students in those two situations will have an appropriate due date set to complete the requirements and will work with experiential personnel to minimize their possible exposure to hepatitis B until completion of the immunization series. If students do not do so, they will normally find that their registration in didactic and experiential components of the curriculum will be cancelled (i.e., they will be withdrawn from any courses with an experiential requirement) and they will not be able to participate in any training whatsoever. Failure to comply may delay and/or prevent a student's planned graduation date.

Each of the requirements will be dealt with separately below. Please note, most of these will have an associated cost that will be paid by the student, although some are covered by University fees.

### ***Cardiopulmonary Resuscitation (CPR)***

Students are required to have continuous certification as having completed a Healthcare Providers Basic Life Support Course by the American Heart Association. More advanced certification by that organization is also acceptable. Such certification is only good for up to a two-year period. Therefore, students are required to take the course during the first two weeks of May prior to the P3 year and be recertified during the first two weeks of May prior to the P5 year. Transfer students admitted after May 1 of the P2 year will have to take the CPR course within one month of admission and will not be able to participate in experiential until that requirement is completed. In cases where students are delayed in completing the curriculum, they will have to change their

recertification schedule to remain current and will likely be required to take one or more additional recertification courses. This requirement cannot be met by completing courses offered by other organizations, such as the American Red Cross or National Safety Council CPR.

P5 students are required to obtain an American Heart Association Advanced Cardiac Life Support certification during the P5 year and are required to keep that certification current throughout the P6 year.

The College of Pharmacy will arrange for these courses to be offered, although students can take them elsewhere.

### ***Criminal Background Checks***

The University of Findlay College of Pharmacy requires students to have a background check between March 15 and May 15 before beginning P6 professional year. Failure to submit to this check will prevent entry into that year. This check is necessary because of requirements by experiential sites and accrediting agencies. You may be required to do additional criminal background checks by either the College of Pharmacy or experiential site(s).

You will be required to provide identifying information, and a payment for this service (payment is your responsibility and not of the University of Findlay or College of Pharmacy). The results will be provided to The University of Findlay College of Pharmacy, with a copy remaining in your permanent record. You will also receive your own copy of the report.

A criminal background check must be obtained from Verified Credentials (<http://www.myvci.com/findlay>) during March 15 to May 15 of the P5 year in preparation for advanced experiential rotations. This is different from that required by the State of Ohio for initial licensure. This is done online (<http://www.myvci.com/findlay>), and requires a credit card. The current cost is \$55, which may change without notice. There is an additional charge for non-U.S. citizens.

### ***Drug Testing***

Although not required for the College of Pharmacy, it is important to note that individual experiential sites may require testing for students to participate in activities at their location. Student may be required to pay for drug testing; the college will not pay for the cost associated with drug testing. Students are required to comply with these requirements. Experiential assignments will not be changed in order to avoid such requirements.

## ***Health Insurance***

Students are required to obtain and maintain health insurance while actively enrolled in the P3-P6 years of the pharmacy program and while completing experiential rotations, patient screenings, and/or service-learning through the College of Pharmacy.

The University of Findlay automatically provides health insurance to undergraduate students. Students in the College of Pharmacy may choose to opt out of this insurance only if they are covered through an outside provider. Health insurance is *not* automatically provided to graduate students (P5 and P6 students), but it is available to them. Graduate students must opt-in to this health care coverage. To opt-in, students must contact the Business Office during open enrollment. Please refer to the Business Office webpage for details regarding student health insurance: (<http://www.findlay.edu/offices/businessaffairs/businessoffice/Pages/Student-Health-Insurance.aspx>).

Students are not required to purchase health insurance through The University. However, all students, including those covered by an outside insurance provider, must be able to provide documentation of coverage.

## ***Health Insurance Portability and Accountability Act of 1996 (HIPAA) Privacy Compliance Training***

HIPAA mandated regulations to protect the privacy of information that is in electronic form. Students are required to satisfactorily complete requirements for this training. The College will provide this training prior to the beginning of obtaining experiential training.

## ***Immunizations***

Students are required to have successfully completed immunizations or immunization series, as recommended by the Centers for Disease Control and Prevention, prior to the matriculation in the College of Pharmacy. The following immunizations are required of all students, except in those with documented contraindications (e.g., allergy):

- Diphtheria, Pertussis and Tetanus (Tdap)– please note that the pertussis component was not approved for adults until 2005. Also, this immunization is good for a maximum of ten years. If it has been at least ten years since a previous booster (either Tdap or Diphtheria/Tetanus [Td]), a booster must be obtained. If a booster is due, the student must get a Tdap, unless Tdap has previously been administered. Also, if the student did not complete the primary series for children, they must have a three immunization series with the Tdap for one of the series and diphtheria-tetanus for the other two.
- Hepatitis B, recombinant series (note, this consists of a minimum three injection series over at least six months), followed 6-8 weeks later by a blood antibody titer. Please note, if the titer is negative, according to CDC recommendations, the

entire series and titer must be repeated. This should start immediately and students will automatically receive the necessary extension of the deadline of this requirement, provided they continue to pursue it as scheduled. If this extension is beyond the beginning of the P3 year, it may be necessary to change experiential sites. Also, students who have a negative titer after a second series may have their experiential sites adjusted to help protect them, but students must be aware that if they have negative titers they may be susceptible to the disease and are responsible for taking personal safety precautions.

- Influenza – must receive seasonal influenza vaccine each year in Fall semester. Please note: documentation of this must be provided to Cosiano Health Center by November 15<sup>th</sup> of each year.
- Measles (except in those individuals born before 1957) – Must have two doses after their first birthday. The second dose must have been received after December 31, 1979.
- Mumps (except in those individuals born before 1957)
- Polio – The student will have received the normal four doses of poliovirus vaccine at 2 months, 4 months, 6-18 months, and 4-6 years, which is adequate, or unvaccinated individuals must receive a three dose series of inactivated poliovirus vaccine with the second dose administered 4-8 weeks after the first dose and the third dose administered 6-12 months after the second dose.
- Rubella (except in those individuals born before 1957) – Immunization must have occurred after the student was 15 months of age.
- Varicella – Requires documentation of two doses, at least 4 weeks apart

In the cases of each of these, exceptions are allowed for physician-diagnosed illness, with record including month and year (except rubella) or a report of an immune titer sufficient to provide immunity. Immunizations may be delayed due to pregnancy.

In some cases, additional immunizations may be required for specific experiential sites (e.g., hepatitis A, smallpox, anthrax, malaria, meningococcal).

It is necessary for you to obtain information regarding the immunizations you currently have received. If you do not already have some of this information, your parents/guardian may have some information that may be of help. However, you need to get the official information from a physician, hospital, medical clinic or other healthcare facility. Your health care provider (not you) should record the information on the form approved by the Cosiano Health Center (available through the College of Pharmacy) and submit it with the official documentation to the Cosiano Health Center. They will be collating the data and letting us know what students have not met the requirements.

Students not meeting immunization requirements are not eligible for progression to the P3 year without approval of the Student Affairs Committee. Deadlines are automatically extended by an appropriate length of time for transfer students admitted with insufficient time to complete these requirements prior to the P3 year, but this is overseen by the Assistant/Associate Dean of Internal Affairs, or his/her designee, who must be shown

progress in this area. Also, it may be necessary to change experiential sites, depending on the site immunization requirements until immunizations are completed.

If you find that you need to have some immunizations, the Cosiano Health Center can provide them, which may result in substantial savings to the student. Also, please realize that you may be able to get immunizations for little or no cost through your physician (i.e., paid for by your insurance) or possibly health departments where you live. You certainly should investigate what will be best for you.

### ***Intern License(s)/Permit(s)***

Students are required to obtain pharmacy intern license as soon as possible in the State of Ohio (application must be within the first month of the P3 year) and any other states in which they may be active in a pharmacy practice situation. In the latter situation, some states may have other requirements for practice, such as having a technician certificate. Normally, this will be at the beginning of the first professional year, however, some states have other requirements, such as waiting until after the first professional year. Students will not be eligible to receive their Certificate of Enrollment for their Intern License until after they have completed all of the P2 requirements that must be fulfilled prior to the P3 year. It is important to complete these requirements by their assigned due dates at the end of the P2 semester, so that the Intern License may be obtained soon after the end of the semester. That will allow introductory experiences to be completed during the summer prior to the P3 year and avoid any delay in processing of the license during the P3 fall semester. The College of Pharmacy will provide information to the State of Ohio at appropriate times showing that you are a continuing student. The College will verify your Ohio permit via the Ohio State Board of Pharmacy website prior to you obtaining your experience. In addition, students obtaining experience outside of Ohio must submit to the College copies of intern license(s)/permit(s) from the appropriate government agencies. Please note, all students must have a State of Ohio intern license, even if they do not ever plan to practice in the state. Failure to obtain an Intern License prior to or within the first few weeks of classes can result in failure of PHAR 350.

### ***Malpractice Insurance***

All students who will be enrolled in practical experience programs are required to have malpractice insurance. This coverage is provided by The University of Findlay for all full time pharmacy students. In addition, an individual student professional liability insurance policy is purchased through the College of Pharmacy. Students will have to fill out an enrollment form for this policy.

### ***Physical Examinations***

A physical examination is required during the period of March 1 to April 15 prior to the beginning of advanced clinical experiences. The record of this exam must be given to the Cosiano Health Center. Specific clinical sites may also require separate examinations. Students must comply with their requirements.

## ***Tuberculosis Testing***

Students are required to be tested at least annually for tuberculosis, starting during the spring prior to their first professional year. This must be done during the period of March 1 to April 15. This is normally accomplished using a two-step tuberculin skin test (not the Tine test), but may be satisfied by a test performed using the QuantiFERON-TB Gold Test. Students with a previous positive to either of these tests, including those who have received the BCG vaccine, will be required to have a chest x-ray or QuantiFERON-TB Gold Test, as recommended by the Centers for Disease Control and Prevention (<http://www.cdc.gov>). Students exposed to a known tuberculosis patient may be required to be tested more frequently. Also, individual practice sites may have more stringent requirements, which must be met.

Compliance with this requirement will be monitored by the Cosiano Health Center. Students can either get the test there during the scheduled timeframe or may submit medical documentation that they received such a test and the results during that timeframe.

## ***Universal Precautions***

Students are required to obtain College-approved training in Universal Precautions for prevention of infectious disease transmission. Students will receive this training during the P3 year and must satisfactorily complete the requirements for certification in that subject.

## ***Immunization Certification***

Students are required to obtain College of Pharmacy approved immunization training prior to giving any immunizations.

## ***Withdrawal from Experiential Courses***

A student who wishes to withdraw from an experiential course (i.e. PHAR 391, 392, 491, 492, 591, 592, 7XX) after the beginning of the course must appeal to the instructor of record. The student's appeal will be approved if the student has not met the course prerequisites, is encountering abuse or harassment at the experiential-learning site, has had or has adopted a child, has to care for an ill family member and/or has developed a serious health condition. In any of these confirmed cases, the student's appeal will be approved and he/she will receive a non-punitive "W" on his/her official transcript. A student whose appeal has been denied will receive the grade he/she earns for the course. If a student discontinues his/her work in an experiential course without approval of the instructor of record, he/she will automatically receive a failing grade for the course.

Students wishing to withdraw from an experiential course should refer to the experiential handbook for detailed information on how to do so.

## **Student Complaints**

Student complaints about any aspect of the College's programs should be discussed with the Assistant/Associate Dean for Internal Affairs. Any student complaint filed in writing will be promptly responded to by the College. Processes are in place through the College committee structure to review and act upon complaints.

There are three standing committees, the Curriculum Committee, The Pharmacy Student Affairs Committee and the Pharmacy Faculty Affairs Committee. The Curriculum Committee and the Pharmacy Student Affairs Committee each have a student member. The Assistant/Associate Dean for Internal Affairs can advise students on the appropriate procedures to follow in resolving complaints related to the above committees or complaints that do not specifically fall under the responsibilities of the committees listed above. The Assistant/Associate Dean can also explain the appeal processes that are associated with decisions that are made with respect to student complaints.

Students having a complaint regarding College compliance with accreditation requirements should follow the procedure found in the Introduction on page 2.

## **Activities and Organizations**

Whenever possible, students are encouraged to develop some outside interest or activity in addition to academic study. A well-balanced college career includes extracurricular involvement as well as classroom and laboratory work. Students have opportunities to join social and honorary fraternities, sororities and clubs; participate in intercollegiate and recreational sports; the Findlay Bands and Musical Organizations; and a number of honorary societies. Both men and women students engage in the social activities centered in the Alumni Memorial Union, participate in broadcasting over Findlay Stations, take part in the University Theatre, do staff work and writing for student publications, and enter into all the various extracurricular affairs of the campus. Examples of organizations within the College of Pharmacy that are available or might be founded are:

- **American Pharmaceutical Association, Academy of Students of Pharmacy (ASP)** is the student branch of the American Pharmaceutical Association. It provides an opportunity for students to become involved with pharmacy on a national level.
- **Alpha Zeta Omega** is a pharmaceutical Fraternity composed of Pharmacists and Undergraduates in Pharmacy, selected on the basis of character, fellowship, and scholarship. The objectives of the Fraternity are to promote the profession of Pharmacy; to develop high standards of Scholarship; to inculcate a spirit of Fellowship amongst its members; to bring together a body of men and women who, by the diligent maintenance of ethical ideals and faithful service, have proven a credit to their chosen profession; to honor achievement in others; to

commend all worthy deeds; to build within our Fraternity a triangle composed of three supporting sides which are peace, friendship, and brotherly love.

- **Kappa Epsilon** is a national professional fraternity. Members are chosen based on scholarship, character, and leadership. The object and purpose of this professional fraternity is to promote women in pharmacy and to foster professional consciousness. Membership provides opportunities for leadership development, community service, and fellowship.
- **Kappa Psi Pharmaceutical Fraternity** is a professional fraternity. Each year a new group of men and women is pledged from the sophomore, junior, and senior classes in the College of Pharmacy. The pledges are selected by the members based on character, leadership, scholarship, and interest in furthering the profession of pharmacy. The various activities encountered through Kappa Psi offer the active member fellowship with their College colleagues and an opportunity to become involved in community projects, both socially and professionally.
- **National Community Pharmacists Association** is an organization for individuals interested in future practice in community pharmacy.
- **Pharmacy Student Leadership Council.** The Pharmacy Student Leadership Council (PSLC) serves as a communication resource between students and the faculty. It consists of one representative from the P1 and P2 class, as well as P3, P4 and P5 student representatives from each College of Pharmacy faculty committee, and one representative from each student organization within the College.
- **Phi Delta Chi** is America's first professional fraternity in pharmacy. It is a co-ed fraternity and annually pledges both men and women who either are 2nd year pre-pharmacy students or enrolled in the College of Pharmacy. Phi Delta Chi, a lifelong experience, promotes scholastic, professional, and social growth in its Brothers. We strive to provide quality service to our patients, thereby advancing public health and strengthening ourselves as health professionals. Phi Delta Chi encourages Brothers to develop as leaders, as excellent pharmacists, and as well-rounded citizens. Excellent pharmacists are the most important product of Phi Delta Chi.
- **Phi Lambda Sigma** promotes and recognizes the development of leadership qualities in pharmacy. The Society encourages participation in all pharmacy activities; members are selected by peer recognition. Students considered for membership must have completed 90 hours of scholastic work and have attained a scholastic grade point average of 2.50. Members have demonstrated dedicated service and leadership to the advancement of pharmacy. Faculty, professional staff, and alumni are also eligible for membership.

- **Rho Chi** is a national honorary pharmaceutical society. Eligibility for membership is limited to upper class professional and graduate students in pharmacy and is based on high attainment in scholarship, character, personality, and leadership - being limited to a maximum of 20% of each class. The initiation banquet for new members is held annually in the fall, while each spring Rho Chi sponsors an honors convocation to recognize scholastic achievement among all classes of pharmacy.
- **Rho Pi Phi International Pharmacy Fraternity** is another pharmacy fraternity.
- **Student College of Clinical Pharmacy (SCCP)** – SCCP is a student chapter of the American College of Clinical Pharmacy (ACCP). The ACCP's purpose is to advance human health by extending the frontiers of clinical pharmacy. The mission of SCCP is to orient students to the practice of clinical pharmacy by: providing information to students about careers and opportunities within the field of clinical pharmacy, promoting dedication to excellence in patient care, research, and education, encouraging skill development necessary to function within an interdisciplinary team, advocating the role of clinical pharmacists within healthcare, and encouraging participation in the American College of Clinical Pharmacy at the national level and/or the local/regional chapters.
- **Student National Pharmaceutical Association (SNPhA)**. The Findlay student chapter of the National Pharmaceutical Association (SNPhA) extends membership to all undergraduate and graduate students enrolled in pharmacy programs. Its main objectives are to provide mechanisms by which minority pharmacy students may participate in shaping their professional curricula; to develop within minority communities, a positive image of black, Latino, and other minority health professionals; and, to inform pharmacy students of opportunities and obligations as future health care professionals. To attain its purposes and objectives, SNPhA develops, conducts, and coordinates programs that provide services, research, and training in areas directly affecting the health care or minority population.
- **Student Society of Health-System Pharmacists**. This organization provides an opportunity for students to become knowledgeable about providing pharmaceutical care in hospitals and other institutions. In addition, students have the opportunity to observe pharmacy practice in an organized health care setting. Membership and participation in the Ohio Society of Hospital Pharmacists and the American Society of Health-System Pharmacists is encouraged both as a student and upon graduation.

## **Financial Assistance**

All financial aid for students at Findlay is processed through the Division of Financial Aid, located in Morey Hall. Most types of aid are based upon financial need and satisfactory academic progress.

## **Library**

Opened in 1968, Shafer Library contains more than 130,000 volumes and more than 1,000 current periodical subscriptions. The library has been a selective depository for U. S. government documents since 1969.

An online catalog system allows quick access to books, videos and other materials in Shafer Library as well as those in more than 80 other academic institutions statewide through both the OPAL and OhioLINK consortiums. Students can request and renew items by computer from any location.

More than 7,000 journals and approximately 100 research databases are also available on the Web. These include periodical indexes (some with full text articles), dictionaries, encyclopedias, directories, statistical sources, selected literary texts, photos, e-books, newspaper articles and more.

Within Shafer Library, students may relax, study in groups or watch TV in Guyer Lounge. Food and beverages are permitted in this area.

All students at The University of Findlay use the library and pharmacy students will also. During the first two years of the program, training in the use of the library facilities will be the responsibility of the various science and general education courses taught on campus. At the beginning of the third year, pharmacy focused training will begin in the course, Introduction to Pharmacy I. Use of drug information sources will be required in all subsequent courses, most especially the organ system based courses of the fourth and fifth years. The use of technology is so ingrained in the experience of students at The University of Findlay that even after they leave campus for clerkships, they will be comfortable with accessing information sources over the web.

## **Safety Information**

### Emergency Numbers

Campus Security                      419-434-4799

Emergency                              911

Sexual Harassment Hotline   419-434-6777

## ***Personal Safety & Crime Prevention***

Personal safety is increased by following common sense guidelines which limit or reduce the possibility of becoming a victim of crime. Ninety percent of campus crimes are crimes of opportunity.

### **In on-campus housing facilities:**

1. Always lock the door to your room—day and night.
2. Don't let strangers, or someone with whom you are not well acquainted, into the building or your room.
3. Don't lend your keys to anyone.
4. Don't prop open the exterior doors of the residence halls. They are locked for your safety.
5. Engrave your valuable possessions with identifying information or leave things of great monetary or sentimental value at home.
6. Don't leave your books, backpack or purse unattended.
7. Know where to find residence life staff, phones or other safe areas.
8. Report any suspicious person or activity to residence life staff or campus Security.

If you are a victim of crime, call campus Security immediately. They can assist you.

### **On campus and other places:**

1. At all times, be aware of your surroundings and of people approaching or following you.
2. Don't go out at night alone. Always go with a friend, a group or call for a campus escort (x4799).
3. Use well-lit, public walkways. Avoid shortcuts that take you through dark or secluded places.
4. Know the locations of campus and public telephones. Keep a quarter available in case of an emergency.
5. Always lock your bike to a secure object. A U-shaped lock is best.
6. Always lock your car and keep valuables out of sight. Lock your case of CDs in the trunk.
7. Never leave your keys or your purse/wallet in your car while it is unattended, even for a few moments.
8. Never hitchhike, pick up hitchhikers or ride alone with someone you do not know well.

9. Never drink and drive or ride with someone who has been drinking.
10. Report suspicious or criminal activity to campus Security. If you are off campus, call the local police.
11. If you are a victim of a crime, call campus Security immediately, or if off campus, call the local police.

### ***Tornado Warning***

- Siren is sounding or tornado is visually observed:
  1. Go to an interior hallway on a lower floor, preferably a basement, and sit down.
  2. Please close residence hall doors on your way out of the room. Take your room key with you.
  3. Stay away from windows and doors.
  4. Avoid auditoriums with large, unsupported roof areas and high walls.
  5. Take cover under heavy furniture in the center of the building if there is no basement.
  6. Cover head with available cushioning or with arms.
  7. If caught out in the open far from a building, lie in a ditch or ravine.
  8. Remain in shelter or safe area until all clear sirens are sounded.

### ***Medical Emergency***

1. Check the scene. Do not place yourself in a life-threatening situation.
2. Call x4799 (campus Security). Give description and location of incident.
3. If you are trained in CPR and/or first aid, assess the need for assistance and act if needed.

### ***Fire Safety Rules***

- If fire or smoke is observed:
  1. Sound alarm by using the fire alarm pull station.
  2. Security will respond to the building once the alarm is sounding.
  3. Calmly and safely evacuate the building.

4. Do not use elevators—use stairways only.
  5. If you are trained to use a portable extinguisher on small fires, attempt to extinguish the fire.
  6. Never re-enter a burning building for any reason. Security and/or the Fire Department will announce when the building is safe to enter.
- If the fire alarm is activated:
    1. Calmly and safely evacuate the building.
    2. Take your room key with you, and close all doors between you and the fire.
    3. Know two ways out of the building.
    4. Do not use elevators—use stairways only.
    5. If you can't get out because of heat and/or smoke, stay in your room and wait for rescue. Hang a sheet or blanket out of the window to show the Fire Department you need help.
    6. Once outside, go to a pre-designated assembly point and stay there until instructed to enter the building.
    7. Security will respond and inspect the evacuated building for signs of smoke and/or fire.
    8. Do not re-enter the building until the alarm is silenced by Security.

### ***Crime in Progress***

- Make a report:
  1. Call 911 (local police).
  2. Give description and location of incident.

### ***Hazardous Materials***

- Leak or spill:
  1. Evacuate to a safe distance.
  2. Call x4799 (campus Security). Give description and location of material.
  3. Prevent access to area until response team arrives.
  4. Seek medical attention if necessary.

5. Do not return to area until given clearance by campus Security or response team supervisor.

### ***Utility Emergencies***

- Gas leak, flooding, power failure, elevator failure, etc.:
  1. Call x4799 (campus Security). Give description and location of incident.
  2. Security will inspect the problem, evacuate the area if needed and inform maintenance or emergency personnel if needed.

### **Other Policies and Procedures**

#### ***Service Project***

Students are required to perform a service project prior to starting their P3 (first professional) year. There are some rules that you must keep in mind when proposing the project. They are:

- You must do something to give to the community
- The project(s) should usually take approximately 30 hours to accomplish (more is fine).
- You must be an active participant. Just going to observe something is not acceptable (e.g., job shadowing).
- Working in a pharmacy (even for no money) or doing research does not count.
- Projects supported by Campus Compact (<http://www.findlay.edu/offices/adminoffices/campuscompact/default.htm>) are acceptable and you are encouraged to work with them to accomplish a project.
- You must have a supervisor in this project to oversee the project and to verify your participation, including the number of hours. This supervisor cannot be a family member, friend, friend of the family or anyone else with a potential conflict of interest.

This project must be submitted on the appropriate approval form. Continued community service is expected in the P3, P4, and P5 years with related activities coordinated by the experiential program as service learning in PHAR 350, 351, 491, 492, 591 and 592, with a minimum of 24 hours completed by each student prior to the P6 year.

#### ***Computer Requirement***

The UF College of Pharmacy Faculty requires students going into the P3 year to have a Windows (current version) notebook computer that has the current version of Microsoft Office (e.g., Word, Excel, PowerPoint, Access) installed on it. The computer must be capable of running at least 2-3 hours on a battery charge and be able to access the wireless computer network on campus.

The College does not require any specific manufacturer's product, but it must meet the recommended requirements listed at <http://www.findlay.edu/offices/informationtechnology/Computer-Recommendations>

## ***Leave of Absence***

A leave of absence is defined as a pre-approved leave from the College of Pharmacy that interrupts a student's course of academic and/or clinical study for a defined period of time. The amount of leave time granted depends largely on the personal needs of the student and the timing of the withdrawal within the academic program. Leaves of absence usually are for only one (1) semester and generally do not exceed one (1) academic year. Circumstances necessitating a leave of absence may include, but are not limited to, short or long-term personal illness, military training or obligations, jury duty, maternity/paternity and infant care, and serious illness or death of an immediate family member.

A student requesting a leave of absence for any reason during or at the end of an academic year must adhere to the following general procedure:

1. The student must meet personally with their advisor and the Assistant/Associate Dean for Internal Affairs or his/her designee to discuss the reason for the leave and its effects on his or her academic progress and any other considerations (e.g. tuition, readmission). A mutual decision is reached after careful consideration is given to personal and professional circumstances.
2. The student must then petition the College of Pharmacy Student Affairs Committee (SAC) in writing. The petition must include the time frame expected, the reason(s) and supporting documents, and that it has been discussed with the student's advisor and Assistant/Associate Dean for Internal Affairs or his/her designee.
3. The SAC's determination, along with any stipulations, will be made as a recommendation to the Dean of the College of Pharmacy who will make the final decision whether to endorse (approve) the Committee's decision.
4. The student will be sent an official letter to the student regarding the decision. If the leave of absence is approved, a copy of this letter will be sent to the affected administrative offices within the University.

Provided that the leave is approved, the official start and end dates of the leave of absence will be determined by the SAC. Any tuition adjustments will be in accordance with the University's withdrawal policy. Any requested changes in the terms of the leave of absence should be relayed to the Assistant/Associate Dean for Internal Affairs or his/her designee as soon as possible, but are subject to approval by the SAC and the Dean of the College of Pharmacy.

Students must contact the Assistant/Associate Dean for Internal Affairs or his/her designee at least 4 weeks prior to the expiration of a leave of absence to coordinate their reentry into the program. If a student does not return at the end of the approved leave or comply with any stipulations in the leave of absence, they will be considered to have withdrawn from the College of Pharmacy and must apply for readmission and comply with readmission rules.

### **Military Leave**

The University of Findlay College of Pharmacy is committed to supporting students called to active military duty. Students called to such duty will be considered on military leave.

Students called to active duty should immediately notify the Assistant/Associate Dean for Internal Affairs or his/her designee and provide all their pertinent call-up papers. Depending on at what point in the curriculum the military leave affects, the course coordinators may offer to make special arrangements for the completion of coursework or the student may need to retake courses upon return.

Students returning to the University from active duty will be eligible for reinstatement as a full-time student once they have notified the Assistant/Associate Dean for Internal Affairs or his/her designee and have supplied any pertinent military papers requested. Every effort will be made to allow a student returning to the College to be reinstated as closely as possible to his/her previous point of progress. Any tuition or fee adjustments will be made in accordance with University policy.

### ***Eating and Smoking in Buildings***

In accordance with University regulations, drinking of beverages, eating of food, or smoking is not permitted at any time in the classrooms or laboratories.

### ***Student Housing During the P6 Year***

The University of Findlay College of Pharmacy does not provide housing for students during their P6 year.

### ***Assistance for Non-native English Speakers***

The College of Pharmacy has arranged assistance for students whose native language is not English. Advanced communication and comprehension skills are required in a rigorous science-based curriculum such as Pharmacy. Each student must meet in person with his or her faculty adviser at least two times during the first academic year. As part of this meeting, the faculty advisor will assess the student's communication and comprehension skills. If concern is expressed by the student's advisor, or any University or College faculty member, regarding a student's communication or comprehension skills, then the student will be required to set up an appointment for an assessment of communication skills, as outlined in the paragraph below. The student

will be required to follow any remedial recommendations made by the Intensive English Language Program (IELP).

For assistance with your communication skills in English (speaking and/or listening), please contact **Erin Knoche Laverick**, Assistant Director of the Intensive English Language Program (IELP) at Ext. 4831 [(419)434-4831] or [knoche@findlay.edu](mailto:knoche@findlay.edu). You will need to set up an appointment, so she can assess your communication skills and decide whether you would benefit from taking English language classes. This assessment will consist of an interview and brief listening activity. It will only take 30 minutes of your time.

The IELP offers several classes that can help you improve your speaking and listening skills. These courses include:

**American Culture and Conversation:** This one credit course is designed to introduce students to American culture and conversation by matching them with American partners. Students practice their conversational skills and develop a greater understanding of American culture. Documented meetings with one's partner and a final project are required. This course may be repeated for a total of three semester hours and is graded S/U.

**Pronunciation Workshop:** This one credit course is designed for students who want to do more intensive work on their pronunciation of English. It provides in-depth practice with sounds, rhythms, and intonation patterns of the language. Class meets one hour weekly and is graded S/U.

**Communication Skills for Non-native Speakers of English:** This course offers general education credit (foreign language) and is designed for high-advanced students to develop communication skills for academic presentations and in-class discussions. Guidelines for organizing and developing various types of speeches are presented and practiced.

**Advanced Listening for Specific Purposes:** This course is designed for high-advanced students. Students are exposed to typical, field-specific lectures in order to learn appropriate note-taking strategies as well as questioning and summarizing techniques. Attending University-sponsored presentations and using a variety of authentic materials is also included.

### ***Non-Pharmacy Students Registering for Pharmacy Classes***

If non-pharmacy students, including former pharmacy students, wish to register for PHAR classes, they must have the approval of the Dean of the College of Pharmacy or his/her designee. If such permission is granted, the Dean or his/her designee will inform the UF Business Office and all pharmacy faculty. Those students who are registered for 12-18 credit hours of any courses at the University will have a tuition surcharge equal to 1 credit hour of pharmacy tuition. Those students who are taking less than 12 or greater than 18 credit hours of any courses at the University that

semester will be charged the same as a part-time pharmacy student for the PHAR class.

## ***Bloodborne Pathogens Exposure Procedure***

### **Background:**

Bloodborne pathogens are infectious microorganisms present in blood that can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV), the virus that causes AIDS. Student and Health Care Providers (HCP) exposed to bloodborne pathogens are at risk for serious or life-threatening illnesses. All healthcare providers and students should use appropriate practices for handling and disposing of contaminated sharps or specimens. In the event an exposure does occur, the following should be followed.

### **Purpose:**

To establish a clear set of directives in the event a student or faculty/staff member is exposed to a possible bloodborne pathogen (BBP) and to provide the proper precautions and steps to be carried out if exposure to any BBP occurs to any student or faculty/staff member.

### **Procedure:**

1. Treat Exposure Site
  - a. The student or faculty/staff member should take immediate action to clean the affected area following any needle stick, injury, or other incident that causes the student or faculty/staff member to be exposed to a source patient's blood or other body fluid.
    - i. Skin exposures
      1. The area should be washed thoroughly with soap and water
      2. Wounds or punctures may be cleaned with an antiseptic such as an alcohol-based hand hygiene agent
    - ii. Mucosal surfaces (mouth, nose and eye exposure)
      1. These areas should be flushed with large amounts of water or normal saline for at least 10 minutes
  - b. Follow the site's policy, if applicable, to obtain care as soon as possible
    - i. Employee or student to seek medical attention within the first hour of exposure to a potential BBP
2. Report and Document Exposure
  - a. Students should inform their clinic supervisor/preceptor of the incident immediately as well as The University of Findlay Experiential Director.

Faculty/staff should notify their Department Chair, Dean, and Human Resources. Faculty members may seek care with their person healthcare provider or with Cosiano Health Services on campus.

- b. Source to complete the "Source Individual Consent Form"
    - i. This can be performed by clinic supervisor or other qualified HCP
  - c. Source to have testing at site (if hospital) or other medical facility agreed upon
  - d. The following information should be documented regarding the recipient and incident using the "Bloodborne Pathogen Exposure Documentation" form:
    - i. Date and time of exposure
    - ii. Details of the procedure being performed, including where and how the procedure was performed
    - iii. Details of the exposure, including the type and amount of fluid or material and the severity of the exposure
    - iv. Details about the infection status of the source (i.e. HIV positive, hepatitis B,, hepatitis C or unknown.
      - A note should also state if the source status is unknown
    - v. Details about the recipient's health including: hepatitis B vaccination response status, medical conditions, allergies, pregnancy or breastfeeding etc.
  - e. Faculty /Staff must provide documentation of any counseling, post-exposure management and follow-up to The University.
3. Determine Need for Post exposure Prophylaxis (PEP)
- This will be determined by your medical provider as he or she will have the most up-to-date information regarding the following:
- a. The need for PEP is determined by the type of injury and the status of the recipient
    - i. Type of exposure
      1. Percutaneous injury
      2. Mucous membrane exposure
      3. Non-intact skin exposure
      4. Bites resulting in blood exposure to either person involved
    - ii. Type and amount of fluid/tissue
      1. Blood
      2. Fluids containing blood
      3. Potentially infectious fluid or tissue (semen; vaginal secretions; and cerebrospinal, synovial, pleural, peritoneal, pericardial, and amniotic fluids)
      4. Direct contact with concentrated virus

- iii. Infectious status of source
    - 1. Presence of HBsAg
    - 2. Presence of HCV antibody
    - 3. Presence of HIV antibody
    - 4. In the instance of an unknown source, evaluate the likelihood of exposure to a source at high risk for infection. Collect information about where and under what circumstances the exposure occurred to be assessed epidemiologically for the likelihood of transmission of HBV, HCV, or HIV.
  - iv. Susceptibility of exposed person
    - 1. Hepatitis B vaccine and vaccine response status
    - 2. HBV, HCV, and HIV immune status
  - v. If any party is unsure whether to start PEP or not, they may call the PEPline for up-to –the-minute advice on managing occupational exposures to bloodborne pathogens at 888-448-4911.
- b. According to the CDC, HBIG, hepatitis B vaccine and HIV PEP are most likely to be effective if administered as soon after the exposure as possible.
- i. HBIG – within 24 hours
  - ii. HBV vaccine – within 24 hours
    - 1. Can be administered simultaneously with HBIG at different site
  - iii. HIV PEP
    - 1. The interval within which PEP should be initiated form optimal efficacy is not known.
    - 2. Animal studies suggest that PEP is less effective when started more than 24-36 hours after exposure; however, the interval after which no benefit is gained from PEP in humans is undefined. Therefore, PEP should be started even if the interval since exposure exceeds 36 hours.
    - 3. Exact regimens and recommendations for disease- specific PEP management should are provided by the CDC and are available at Updated U.S. Public Health Service Guidelines for the Management of Occupation Exposures to HBV, HCV, and HIV and Recommendations for Postexposure Prophylaxis.  
<http://www.cdc.gov/niosh/topics/bbp/>

#### 4. Financial Responsibility

- a. When a student is exposed to a potentially infectious agent during the course of regular educational activities for the University, the University will not be responsible for costs incurred by the student for treatment and follow-up of this exposure.
- b. The “source” testing will be paid for by the college.
- c. Any personal financial obligation incurred by an exposure is the student’s responsibility.

Please refer to the most current information located on the Center for Disease Control and Prevention website: <http://www.cdc.gov/niosh/topics/bbp/guidelines.html>.

**Resources:**

CDC. Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Postexposure Prophylaxis. MMWR: Recommendations and Reports; June 29, 2001 / 50(RR11);1-42.

CDC. Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HIV and Recommendations for Postexposure Prophylaxis. MMWR: Recommendations and Reports; September 30, 2005 / 54(RR09);1-17.

Source Individual's Consent Form  
HIV, HBV, and HCV Testing  
The University of Findlay – College of Pharmacy

The "Source Individual" is the person whose blood or body fluids were exposed to the healthcare provider/student.

Source Individual's Information

Name (please print): \_\_\_\_\_

Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Exposure Date: \_\_\_\_\_

Source Individual's Statement of Understanding

I understand that employers/sites are required by law to attempt to obtain consent for HIV, HBV, and HCV testing each time an employee or student is exposed to the blood or bodily fluids of any individual. I understand that a University of Findlay employee or student has been accidentally exposed to my blood or bodily fluids and that testing for HIV, HBV, and HCV is requested. I am not required to give my consent, but in doing so I am allowing the healthcare provider to receive proper preventative care. I recognize my blood will be tested for these viruses at no expense to me.

I understand that the results of these tests will be kept confidential and will only be released to medical personnel directly responsible for my care and treatment, to the exposed healthcare provider for his or her medical benefit only, and to others only as required by law.

Please INITIAL next to the appropriate line:

I hereby consent to:

HIV Testing\_\_\_\_

HBV Testing\_\_\_\_

HCV Testing\_\_\_\_

I hereby refuse consent to:

HIV Testing\_\_\_\_

HBV Testing\_\_\_\_

HCV Testing\_\_\_\_

Source Individual's signature: \_\_\_\_\_

Legal guardian name (please print): \_\_\_\_\_

If source is under 18 years of age

Legal guardian signature: \_\_\_\_\_

If source is under 18 years of age

Date: \_\_\_\_\_

Name of Medical Facility/ER where the source individual will receive testing:

Contact information of testing site: \_\_\_\_\_

Bloodborne Pathogen Exposure Documentation  
The University of Findlay – College of Pharmacy

The recipient is the employee or student exposed to a potential bloodborne pathogen. The source is the person whose blood or body fluids were exposed to the healthcare provider/student.

Recipient Information

Name: \_\_\_\_\_

UF Department or Program: \_\_\_\_\_

Recipient Health Information

Hepatitis B vaccination response status: \_\_\_\_\_

Current medical conditions: \_\_\_\_\_

Allergies: \_\_\_\_\_

Incident Information

Date of Exposure: \_\_\_\_\_

Time of Exposure \_\_\_\_\_

Detail of procedure being performed at the time of exposure (including where and how the procedure was performed) \_\_\_\_\_

Type (blood, plasma, etc) and amount (in mL) of fluid or material exposed: \_\_\_\_\_

Area exposed (skin, eyes, mucosal, etc.): \_\_\_\_\_

Severity of exposure: \_\_\_\_\_

Provide a brief description what occurred: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Treatment Information

• For Skin Exposure:

Was the site thoroughly washed with soap and water? Circle one: Yes / No

Were wounds and punctures cleaned with an antiseptic agent? Circle one: Yes / No

• For Mucosal Exposure:

Was the site flushed with water for at least 10 minutes? Circle one: Yes / No

• Did the recipient receive medical attention within the first hour of exposure?

Circle one: Yes / No

If no, please describe why not and when medical attention was obtained and where it was obtained \_\_\_\_\_

If yes, please describe when and where medical attention was obtained \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Testing

Did the source know details of their infection status (HIV, HCV, HBV)? Circle one: Yes / No

If yes, what was the status? \_\_\_\_\_

Was the source asked for testing? Circle one: Yes / No

If so, did they consent to testing? Circle one: Yes / No

If not, why was the source not asked for testing? \_\_\_\_\_

Where did the source individual seek medical attention? \_\_\_\_\_

Exposed/injured Individual's signature: \_\_\_\_\_ Date: \_\_\_\_\_

UF Supervisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## ***Social Media Policy for The University of Findlay College of Pharmacy Students***

The following are guidelines for The University of Findlay College of Pharmacy students who participate in social media. Social media includes personal blogs and other websites, including Facebook, LinkedIn, Twitter, YouTube, Google+, Yik Yak or others. These guidelines apply whether students are posting to their own sites or commenting on other sites:

1. Follow all applicable University policies. For example, you must not share confidential or proprietary information about the University or experiential sites and you must maintain patient privacy.
2. Where your connection to The University of Findlay or an experiential site is apparent, make it clear that you are speaking for yourself and not on behalf of the University or experiential site. In those circumstances, you should include this disclaimer: "The views expressed on this [blog; website] are my own and do not reflect the views of \_\_\_\_\_." Consider adding this language in an "About me" section of your blog or social media profile.
3. If you identify your affiliation to The University of Findlay, your social media activities should be consistent with The University's high standards of professional conduct.
4. If you communicate in the public internet about The University of Findlay or University-related matters, you must disclose your connection with The University and your role as a student.
5. Be professional, use good judgment and be accurate and honest in your communications; errors, omissions, unprofessional language or behavior, or unlawful acts reflect poorly on you and The University, and may result in liability for you or The University. Be respectful and professional to fellow employees, business partners, competitors and patients.
6. Ensure that your social media activity does not interfere with your commitments as a student.
7. The University of Findlay strongly discourages associating with patients on social media websites. Students in patient care roles generally should not initiate or accept friend requests of patients except in unusual circumstances such as the situation where an in-person friendship pre-dates the treatment relationship.
8. In the event that an IPPE or APPE site or the IPPE or APPE manual has a social media policy that is more strict than this policy then that policy must also be followed without exception.
9. Failure to abide by this policy can and likely will result in further disciplinary action by The College or The University as outlined in the Standards of Professional Conduct.

### **What You Should Do**

10. Be smart. Be respectful. Be human.

11. Be authentic. When you post or comment in social media always state your name.
12. Be transparent. State that it is your opinion.
13. Be careful. Protect what personal information you share online.
14. Be responsible and act ethically. When you are at an experiential site your primary responsibility is the work of the experiential site.

### **What You Should Never Disclose:**

15. Confidential information: If you find yourself wondering whether you can talk about something you learned -- don't.
16. Patient information: Do not talk about patients or release patient information.
17. Personnel Information: Do not refer to your co-workers in an abusive or harassing manner.
18. Legal Information: Do not disclose anything to do with a legal issue, legal case, or attorneys.

### **Conclusion**

Many of the ideas in this book were taken in whole or part from other readily available sources. Those include other handbooks on this campus, but also Ohio Northern University and Purdue University. The Pharmacy Student Affairs Committee is responsible for its update.

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