



The James L. Winkle College of Pharmacy
**College Bulletin and
PharmD Student Handbook**

Contents

History.....	3
Mission Statement.....	3
Vision Statement.....	3
Accreditation.....	4
Contact Information	4
Opportunities in Pharmacy	5
PharmD Program Overview.....	6
Student Support Services	7
Admission To The PharmD Program	8
Technical Standards	9
Pre-Pharmacy Curriculum Requirements	12
Application Information.....	15
Student Health.....	20
Immunizations and Medical History.....	21
Professional Expectations	22
PharmD Educational Outcomes	24
PharmD Curriculum.....	27
Pharmacy Practice Experiences in Experiential Education	40
Co-Curriculum Activities.....	41
Certifications/Training.....	41
Grading	43
Exams.....	45
Attendance	46
Academic Status.....	49
Academic Probation, Suspension, and Dismissal Policy.....	49
Academic Advising and Faculty Mentors.....	53
Registration and Accommodations	54
Complaint Policy	55
Tuition, Fees & Financial Aid	56
Information And Technology Services.....	60
Student Organizations.....	63
Institutional Rules, Policies And Procedures.....	65
Campus Resources	68

THE JAMES L. WINKLE COLLEGE OF PHARMACY

History

The Cincinnati College of Pharmacy was granted a charter by the Ohio Legislature in 1850. It operated as a private college until July 1954 when it became an integral part of the University of Cincinnati. It was the first college of pharmacy established west of the Alleghenies. In 1967 the College of Pharmacy became a unit of the University of Cincinnati Academic Health Center, along with the College of Medicine, College of Nursing, University Hospital, Christian R. Holmes Hospital, and the Health Sciences Library.

In 2000 a fourth College, the College of Allied Health Sciences joined the University of Cincinnati Academic Health Center.

On June 6, 2007, the University of Cincinnati (UC) College of Pharmacy changed its name to the James L. Winkle College of Pharmacy. The college is only the second in UC's history to be named.

The name change honors Winkle's pledge of \$10 million to his alma mater from his estate or trust. Winkle is a Hamilton, Ohio resident who graduated from the college in 1958. The College of Pharmacy occupies newly remodeled space in the Health Professions Building and Wherry Hall.

Mission Statement

The University of Cincinnati, College of Pharmacy will:

Contribute to the health of our community and nation through the development of graduates and faculty who will be leaders in pharmacy practice and the pharmaceutical sciences.

Be widely recognized for our research programs and continuous innovations in education.

Vision Statement

Our Vision for 2016: The James L. Winkle College of Pharmacy will be widely recognized as a premier college of pharmacy for the excellence of its academic, research, practice programs and scholarly activity, led by our expert faculty. Our outstanding students, educated in an interprofessional environment, will become leaders in the practice of pharmacy and pharmaceutical research. Our college will be . . .

- Led with vision and strategic planning
- Proactive in the face of challenges
- Financially viable, entrepreneurial, and growing
- Known for innovation, scholarship, and collaboration

- Committed to meeting the needs of a diverse society
- Dedicated to life-long learning

Vision 2016 core values:

- Student centered learning
- Collaborative discovery
- Health care improvement
- Strength in diversity
- Real world experience
- Community engagement

Accreditation

The University of Cincinnati Doctor of Pharmacy is accredited by the Accreditation Council on Pharmaceutical Education (ACPE), 135 S. LaSalle Street, Suite 4100, Chicago, Illinois 60603, Phone (312) 664-3575; (800) 533-3606; Fax (312) 664-4652; Web site: www.acpe-accredit.org

Contact Information

The James L. Winkle College of Pharmacy is located on the University of Cincinnati's Academic Health Center (East Campus) in the Health Professions Building, Room 136. Regular business hours are Monday – Friday, 8 a.m. – 5 p.m. The College is closed on all University holidays.

The James L. Winkle College of Pharmacy
3225 Eden Avenue
University of Cincinnati Academic Health Center
PO Box 670004
Cincinnati, OH 45267-0004
(513) 558-3784 (DRUG)
(513) 558-4372 (fax)
Email: pharmacy@uc.edu
College: <http://pharmacy.uc.edu>
University: <http://www.uc.edu>

Note: This publication is up-to-date at the time of printing. The college reserves the right to make changes subsequent to publication.

Opportunities in Pharmacy

The profession of pharmacy offers excellent opportunities to men and women interested in science and health care. Registered pharmacists find careers in community pharmacy, hospital pharmacy, consulting, managed care, pharmaceutical manufacturing, scientific research, medical liaison, and education.

Pharmacists are experts in medication therapy management. They provide information to patients about their medications to ensure that they receive the maximum benefits associated with their treatment. The field of community pharmacy affords men and women an opportunity to become owners of their own professional businesses or managers of corporate chain stores and thus play an essential role in the life of their community.

Pharmacy has become an important part of institutional health care systems and long-term care. Pharmacists are an integral part of the health care team in hospitals and there continues to be a significant demand for hospital pharmacists. Additional employment opportunities for pharmacy practice are available in a growing number of areas including home health care, managed care, and consulting services.

Owing to the care and accuracy required to research, develop and deliver a product to the market, scientific skill is necessary. Many excellent employment opportunities are available in this field. Pharmaceutical corporations also employ pharmacists as medical service representatives who provide drug, clinical, and other information to health professionals.

The advancement of medicine and pharmacy depends upon research, and the amount of original investigation continually in progress is enormous. Although post-graduate education is usually required, this field is open to pharmacists who are interested in scientific achievement.

For more information about the opportunities in pharmacy, visit these related sites:

[American Association of Colleges of Pharmacy \(AACP\)](http://www.aacp.org/Pages/Default.aspx)

<http://www.aacp.org/Pages/Default.aspx>

[American Pharmacists Association \(APhA\)](http://www.pharmacist.com/)

<http://www.pharmacist.com/>

[American Society of Health-System Pharmacists \(ASHP\)](http://www.ashp.org/)

<http://www.ashp.org/>

[Ohio Pharmacists Association \(OPA\)](http://associationdatabase.com/aws/OPA/pt/sp/Home_Page)

http://associationdatabase.com/aws/OPA/pt/sp/Home_Page

Post-Graduate Residencies

Graduates from the College of Pharmacy are eligible for residency training after graduation. These residencies include general and specialty programs. For additional information regarding residency training, students are encouraged to visit the American Society of Health System Pharmacists

(www.ashp.org/menu/Residents/GeneralInfo.aspx). Additional information can be found at <http://www.pharmacist.com/why-community-practice-residency>

Fellowships for Graduates

Graduates from the College of Pharmacy are eligible for fellowships and scholarships sponsored by the American Foundation for Pharmaceutical Education. These fellowships are in graduate work leading to advanced degrees in pharmacy, pharmaceutical sciences,

and pharmaceutical administration. For full information, write to the Secretary of the American Foundation for Pharmaceutical Education, Radburn Plaza Building, 14-25 Plaza Road, Fairlawn, N.J. 04710.

PharmD Program Overview

The nationally recognized PharmD program at the University of Cincinnati (UC) engages students in a rigorous curriculum that includes didactic coursework and experiential learning that begins in the first professional year. Small class sizes allow students to learn from our expert faculty who have received education and training in the pharmaceutical sciences and pharmacy practice. Pharmaceutical Science faculty have successful research endeavors in areas such as drug metabolism, cancer, molecular pharmaceutics and neuropharmacology. Pharmacy Practice and Administrative Science faculty have active practices in the specialty areas of cardiology, family medicine, geriatrics, oncology and psychiatry; and have research interests in health and medication outcomes. The strong academic foundation our students receive is proven by the fact that our students consistently score above the national average among those who take the NAPLEX examination to become a licensed pharmacist.

Outside of the classroom, our students are committed to their communities and the profession through the College of Pharmacy's ten student organizations. Students volunteer their time and expertise to several local community service organizations providing outreach services to the underserved in the Greater Cincinnati area. In addition, many of our students are involved in national student organizations, and several hold positions on the governing boards of national pharmacy associations.

Equal Education and Employment Statement

The James L. Winkle College of Pharmacy is committed to providing equal educational and employment opportunities to all qualified students, employees, and applicants, without discrimination on the basis of race, color, national or ethnic origin, religion, sex, age, or disability, as a matter of policy and as required by applicable state and federal laws.

Student Support Services

The College Office of Student Affairs serves as the resource for student life at the college.

Services

Academic Performance

Admissions

Alumni Affairs

Career counseling

Centralized Academic Advising

Correspondence to financial and scholarship institutions

Elective Tracking

Notary services for Intern Licenses

Resources for counseling services

Support to student organizations and their advisors

Tutoring

Verification of Enrollment and Certificate of Graduation for Licensing Boards

The College Office of Professional Education and Assessment is responsible for the academic integrity of the college and its programs.

Services

Accreditation

Assessment

Curriculum

Courses and Scheduling

Centralized Academic Advising

Course and Teacher Evaluations

Completion of Degree Requirements

Experiential Education

Grades and Grade Changes

Information Technology

Admission To The PharmD Program

Overview

Education for the Doctor of Pharmacy PharmD degree program includes pre-pharmacy education at the undergraduate level followed by four years of professional pharmacy education at the graduate level. The pre-pharmacy curriculum combined with the four years of professional pharmacy curriculum provides a student the education necessary to be competent to practice pharmacy as well as the skills to participate in continuous life-long learning.

Pre-pharmacy coursework can be completed at the University of Cincinnati, or at any accredited college or university. Students wishing to complete their pre-pharmacy curriculum at another college or university may do so by selecting the proper courses with the assistance of an academic advisor at that institution. Admission into, and successful completion of, a pre-pharmacy curriculum does not guarantee admission into the James L. Winkle College of Pharmacy. Pre-pharmacy students typically apply to the PharmD program when they are completing the last of the required courses in a pre-pharmacy curriculum.

Admission to the PharmD program is competitive. Students admitted to the PharmD program are evaluated using a holistic review process. Qualified applicants should have a strong academic background, a demonstrated history of leadership and involvement in community service, strong essays and personal statement and a broad knowledge of the pharmacy profession.

The PharmD program is offered in a full-time, day-time format only. Students attend three years of didactic coursework in the professional program, and the fourth professional year consists of 9 one-month experiential rotations, which include summer semester enrollment.

Technical Standards

(adapted from University of Cincinnati Academic Health Center and College of Medicine Technical and Health Standards)

In the Doctor of Pharmacy program students are not only required to be successful in a rigorous academic program but must also be able to meet technical standards that are essential to practicing in the profession of pharmacy. The technical standards include the following skills and abilities:

- Cognitive ability
- Oral and Written Communication Skills
- Behavioral and Social Skills
- Physical Capability
- Motor Coordination and Sensory Abilities
- Observation and Sensory Skills

Cognitive Ability

The student must demonstrate the ability to assimilate large amounts of detailed information, integrate that information and be capable of utilizing it for problem solving. He/she must be able to process information and demonstrate the ability to reason, comprehend, measure, calculate, analyze, memorize, organize, and synthesize complex information. In order to appreciate experiences in the laboratory and clinical settings, the student must perceive and understand visual spatial relationship structures and three dimensional relationships.

Oral and Written Communication Skills

The student must be able to demonstrate and use (in English) the knowledge acquired during the pharmacy education process to elicit, convey, clarify and transmit information (both in oral and written form) effectively, accurately, efficiently and sensitively to patients, their families and or care givers and other members of the health care team. Communication and transmission of information includes reading, writing, hearing and speech.

For example, students must be able to present legible and accurate information in oral and written form to a preceptor, professor, teammate, patients, families and other members of the health care team. Students must also be able to effectively and efficiently participate in sometimes fast paced small group discussions/interactions and in patient care settings where clinical decisions may depend on rapid communication.

Behavioral and Social Skills

The student must possess the emotional stability and the maturity necessary to interact with others in a responsible manner, to use sound judgment and to use ethical and clinical reasoning. The ability to make decisions appropriate to the care of patients; to function in a stressful and demanding environment; to adapt to new and changing situations and to cope with ambiguity is essential to the development and performance of future pharmacists. The student must be prompt in completion of all responsibilities with regard to providing pharmaceutical care to their patients. The possession of human relations

skills is equally important. The student should demonstrate compassion, empathy, a caring attitude, tolerance, an acceptance of diversity and differences, personal generosity toward others, thoughtfulness and a general concern and respect for other individuals.

Physical Capability

The pharmacy education process is both demanding and challenging. The student must have sufficient emotional and physical stamina to acquire the knowledge and skills required in the classroom, to perform the duties in the basic science and practice laboratories, to participate in activities on clinical rotations, to tolerate physically and mentally taxing workloads and function independently, competently and effectively under stress. The student must be able to complete the curriculum within the maximum time period specified by the faculty.

Motor Coordination and Sensory Abilities

Sufficient motor function, tactile ability and sensory abilities are required to attend and participate effectively in all classroom, laboratories, conferences, clinical settings, and activities that are part of the curriculum. Students must be able to remain fully alert and attentive at all times in clinical settings. Students must be able to perform some physical assessment of their patients including measurement of blood pressure using a stethoscope and blood pressure cuff, perform fingersticks for the purpose of measurement of glucose for blood glucose monitoring or measurement of lipids for cholesterol screening, and subcutaneous injection, intramuscular injection or intranasal administration for the purposes of administering immunizations.

Students must be able to use fine motor skills to perform the functions necessary to compound sterile preparations in a laminar airflow hood using aseptic technique and compound non-sterile medications. Students must have sufficient motor skills to execute all aspects of the prescription process. Students must have the ability to safely and effectively operate appropriate equipment used in the laboratory and practice settings such as computers, and medical devices used in assessing a patient's health status or for use in administering medications.

Observation and Sensory Skills

Through independent observation, the student must be able to acquire information in the PharmD curriculum, including that obtained from lectures, demonstrations, experiments and experiential education activities. Students must not lack any of the senses to the point that they cannot recognize normal versus abnormal and cannot acquire or perceive sufficient factual material to accurately assess a patient's prescription or health information.

Meeting Technical Standards

The determination of whether an applicant or current student meets the technical standards will be done on an individual case by case basis. Upon request, qualified students with documented disabilities will be provided with reasonable accommodations to assist in learning, performing and satisfying fundamental standards of the program.

Accommodation may involve an auxiliary aid but none that substitute for an essential technical skill or supplements clinical and ethical judgment.

Although technological compensation and accommodations can be made for some disabilities in some of the technical areas, a student should be able to perform in a reasonably independent manner without a trained intermediary or auxiliary aid. The use of a trained intermediary by a student means that a student's judgment must be mediated by someone else's power of selection, observation, perception or cognitive support.

Pre-Pharmacy Curriculum Requirements

All students who wish to be considered for admission into the PharmD program at UC must first complete (or be in the process of completing) the pre-pharmacy curriculum. Students are not admitted as freshmen into the PharmD program.

For students applying to the PharmD program for fall 2017
--

The pre-pharmacy curriculum at UC consists of 56 semester hours of required courses and at least 12 semester hours of elective courses. The curriculum takes approximately two years to complete and prepares students for entry into the Doctor of Pharmacy program. Pre-pharmacy coursework must be completed before beginning the PharmD program and all coursework must be completed within the last seven years.

Pre-pharmacy courses cannot be taken on a pass/fail basis, and must have a grade of "C" or better. Survey courses, courses listed for non-science majors, and courses in which a grade of "C-" or below was earned are not acceptable. The minimum cumulative college GPA accepted is 3.0 (average GPA for admitted students is 3.5). Grade replacements are not honored, and the original grade received will be calculated into the cumulative college GPA to determine admission eligibility.

All or part of the pre-pharmacy curriculum can be completed at the University of Cincinnati or at another accredited college or university. Students who are not completing the pre-pharmacy curriculum at the University of Cincinnati are encouraged to work with an academic advisor at their college/university to ensure they are enrolling in courses that are equivalent to UC's pre-pharmacy curriculum. Students completing the pre-pharmacy curriculum at select colleges or universities in Ohio or Kentucky can use the <https://www.transfer.org/uselect/> website to determine which courses are equivalent to UC's pre-pharmacy curriculum.

Pre-Pharmacy Curriculum

UC Course Number	Course	Credits
ENGL 1001, ENGL 2089	English Composition Sophomore English	3 semester hours 3 semester hours
MATH 1044, 1045	Calculus	6 semester hours
CHEM 1040, 1041	General Chemistry	1 year
CHEM 1040L, 1041L	General Chemistry Lab	1 year
BIOL 1081, 1082	Biology	1 year
BIOL 1081L, 1082L	Biology Lab	1 year
CHEM 2040, 2041	Organic Chemistry	1 year
CHEM 2040L, 2041L	Organic Chemistry Lab	1 year
PHYS 1051, 1052	General Physics	1 year
PHYS 1051L, 1052L	General Physics Lab	1 year
STAT 1034	Statistics	1 term
BIOL 2031 or 2041	Microbiology	1 term

General Education Elective Courses

A minimum of 12 semester hours of general education elective courses are required as part of the pre-pharmacy curriculum. These courses prepare graduates to contribute and thrive in a global, diverse and technological society. General education credit will be granted for courses completed in the Arts & Humanities and Behavioral & Social Sciences. At least 6 semester hours must be completed in the Arts & Humanities and 6 semester hours must be completed in the Behavioral & Social Sciences. In addition, at least one course in Arts & Humanities and one course in Behavioral & Social Sciences must focus on diversity and culture and/or social and ethical issues.

Humanities & Arts

Examples include but are not limited to classics, literature, foreign languages, philosophy, linguistics, rhetoric, dance, drama, music, visual arts, and history. At least one course must focus on diversity and culture and/or social and ethical issues.

Behavioral & Social Sciences

Examples include but are not limited to communication, cultural anthropology, economics, human geography, planning, political science, psychology, and sociology. At least one course must focus on diversity and culture and or social and ethical issues.

To graduate from the College of Pharmacy, students must have completed at least 16 semester hours of general education electives. Credit hours earned during the pre-pharmacy curriculum will count towards this requirement.

For students applying to the PharmD program fall 2018 and beyond

UC Course Number	Course	Credits	
		<u>F</u>	<u>S</u>
ENGL 1001	English	3	
MATH 1044 & 1045	Applied Calculus	3	3
CHEM 1040 & 1041	General Chemistry I & II	4	4
CHEM 1040L & 1041L	General Chemistry Lab I & II	1	1
BIOL 1081	Biology I	3	
BIOL 1081L	Biology I Lab	1	
BIOL 2031C	Microbiology for Health Professionals		4
CHEM 2040 & 2041	Organic Chemistry I & II	4	4
CHEM 2040L & 2041L	Organic Chemistry Lab I & II	1	1
PHYS 1051 & 1052	College Physics I & II	4	4
PHYS 1051L & 1052L	College Physics Lab I & II	1	1
ENGL 2089	Intermediate Composition		3

STAT 1034	Statistics	3	
BIOL 2001C & 2002C	Anatomy & Physiology I and II	4	4
CHEM 3040	Biochemistry	3	

General Education Elective Courses

To be considered for admission to the College of Pharmacy, you must have completed at least 15 semester hours of General Education credit by the start of the first professional year.

General education credit will be granted for courses completed in the Arts & Humanities and Behavioral & Social Sciences. At least 6 semester hours must be completed in the Arts & Humanities and 6 semester hours must be completed in the Behavioral & Social Sciences. In addition, at least one course in Arts & Humanities and one course in Behavioral & Social Sciences must focus on diversity and culture and/or social and ethical issues.

Transfer credit policy

The college works closely with the UC Center for Credit Evaluation in making determinations regarding evaluation and transfer of credits. The college office of student affairs will make the final determination for credit transfer.

Transferring Credits to the College of Pharmacy

A student wishing to transfer to the James L. Winkle College of Pharmacy from another accredited college or university should use the following guidelines:

1. Credits are accepted from institutions currently accredited by any of the six regional accrediting agencies.
 - Middle States Association of Colleges and Schools
 - North Central Association of Colleges and Schools
 - New England Association of Schools and Colleges
 - Northwest Association of Schools and Colleges
 - Southern Association of Colleges and Schools / Commission on Colleges
 - Western Association of Schools and Colleges

You can check your school's accreditation online at <http://www.chea.org>.
2. Students who have completed equivalent pre-pharmacy courses at a non-US institution should have foreign transcripts evaluated by World Education Services (WES) in order to determine if credits can be used toward transfer credit.
3. The College of Pharmacy will only accept grades of C or better for transfer credit and/or advanced standing credit.
4. Credits earned through Advanced Placement (AP) or Post-Secondary Enrollment Options Program (PSEOP) will be evaluated for determination of transfer credit. http://admissions.uc.edu/highschool/adv_placement.html

5. During the credit evaluation process, if there is a difference between the equivalencies at the University of Cincinnati and the other institution, the student has not fulfilled the requirement. As an example, the college requires 6 semester credits of Calculus to fulfill our Pre-Pharmacy requirement. If a student takes one 4 credit hour Calculus course at another institution and the equivalency (curricular content) does not match that of the two required Calculus courses at UC, the student will need to take an additional course to fulfill the requirement. Students can check u.select at <https://www.transfer.org/uselect/login.htm> to determine if the courses are equivalent
6. The maximum of elective hours granted to a transfer student will be equal to the elective hours required for graduation plus any deficiency in hours which has been caused by the transfer process when appropriately earned credits are available for transfer.
7. Students, who present credit for work done in a school of pharmacy accredited by the Accreditation Council of Pharmaceutical Education or other accredited academic institutions, may be given advanced standing credit for courses which correspond in length and content with those required for the PharmD program. The student assumes all responsibilities for providing the college with the appropriate records for evaluation by faculty and administration within the time limits set by the college.
8. There is a 7-year expiration limit for acceptance of transfer credits.
9. For all situations not covered by the above, the decision will be referred to the office of student affairs for additional review and determination of credit transfer.
10. Students transferring to the University of Cincinnati to complete pre-pharmacy requirements prior to applying to the Doctor of Pharmacy program should consult the University webpage for information. www.admissions.uc.edu/transfer

Application Information

General application information (see College and pharmCAS webpages for specific deadlines)

Applications for admission will be accepted from July to January of the year prior to enrollment.

The PharmD program is offered full-time, day-time only and admission is highly competitive. To be considered for admission, students must:

1. Complete (or be in the process of completing) an undergraduate pre-pharmacy curriculum that is equivalent to [UC's pre-pharmacy curriculum](#). The minimum cumulative college GPA considered is 3.0.
2. Complete the PharmCAS application at www.pharmcas.org. There is a \$150 fee for this application. Additional fees may apply, depending on the number of designated colleges.
3. Complete the University of Cincinnati application online. A new application must be completed each time. There is a \$65 application fee for the University of Cincinnati application.
4. Take the Pharmacy College Admission Test (PCAT). The minimum PCAT composite percentile is 40.

The application deadline is the January deadline as established by PharmCAS. Late or incomplete applications are not considered. No exceptions are made.

PharmCAS

The James L. Winkle College of Pharmacy participates in PharmCAS, a centralized application service for students applying to colleges of pharmacy. By midnight on the selected annual deadline as established by PharmCAS, you must e-submit your PharmCAS application and arrange for PharmCAS to receive all official college transcripts. PharmCAS will not release applicant information to the James L. Winkle College of Pharmacy until all transcripts, from each and every institution attended, are received and verified by PharmCAS. Your transcripts do not need to arrive to PharmCAS by December deadline as established by PharmCAS; however it is highly recommended that you have arranged for PharmCAS to receive transcripts by December deadline as established by PharmCAS. From the time PharmCAS receives your college transcripts, it can take up to 5 weeks to process and release your application to The James L. Winkle College of Pharmacy. We suggest e-submitting your PharmCAS application by November 1.

It is the applicant's responsibility to follow all PharmCAS application instructions, the PharmCAS Applicant Code of Conduct and to provide information as requested. The academic update window to send updated transcript information is established on an annual basis by PharmCAS. Follow the directions as outlined on the updating transcript information at pharmcas.org. Transcripts for subsequent spring and summer terms must be sent directly to the University of Cincinnati Winkle College of Pharmacy.

PCAT

The Pharmacy College Admissions Test (PCAT) is a specialized test that helps identify qualified applicants to pharmacy colleges. It measures general academic ability and scientific knowledge necessary for the commencement of pharmaceutical education. The PCAT is constructed specifically for colleges of pharmacy based upon pre-pharmacy requirements.

Students typically take the PCAT in the summer prior to completing the application for admission. Scores should be submitted directly to PharmCAS (code: 104). Check annual admissions requirements for eligible and valid PCAT test dates. Students cannot take the PCAT more than five times.

The James L. Winkle College of Pharmacy has a minimum PCAT score requirement of 40 composite. The average composite score for admitted students is between the 65th and 70th percentiles. If a student submits more than one PCAT score, the best composite score will be used for admission purposes, although all test attempts are reviewed in the admission process.

For more information and to register for the PCAT, visit www.pcatweb.info.

International Applicants

The James L. Winkle College of Pharmacy welcomes international applicants. International applicants must have foreign transcripts evaluated by [World Education Services](#) (WES) and arrange for the evaluation to arrive to PharmCAS before the December deadline as established by PharmCAS. International students who are non-native English speakers must demonstrate English proficiency by submitting a [TOEFL](#) score to PharmCAS before selected application deadline as established by PharmCAS. To be considered for admission, international students must achieve a TOEFL score of 100 internet-based. International students may also demonstrate English proficiency by earning a degree (bachelor's or master's) from an accredited college or university in an English speaking country.

International students who are non-native English speakers must demonstrate English proficiency by submitting a [TOEFL](#) score to PharmCAS before **January 4, 2016**. To be considered for admission, international students must achieve a TOEFL score of 100 (internet-based).

In accordance with rules 4729-3-02, 4729-3-03, 4729-5-31, 4729-5-32 and 4729-5-34 of the Ohio Administrative Code: International applicants must establish spoken English proficiency by completing the TOEFL IBT with the following minimum scores or higher:

- (A) Writing: twenty-four;
- (B) Speaking: twenty-six;
- (C) Listening: eighteen; and
- (D) Reading: twenty-one.

International students who are admitted to the University will be contacted after admission with instructions on obtaining an I-20. Contact UC's International Student Services Office only after you are admitted. Do not contact them before you receive an admission letter.

Selection Process

The James L. Winkle College of Pharmacy will begin to review complete applications as they are verified and completed. All applications that are complete and received by the selected deadline as established by PharmCAS will be carefully reviewed for admission consideration. The Winkle College of Pharmacy uses an holistic review process. To be considered a qualified candidate, applicants should have a strong academic background (as demonstrated by cumulative college GPA and PCAT scores); a demonstrated history of leadership and involvement in community service, student affairs, and professional affairs; strong essays and personal statement; favorable recommendations from a variety of references; and a broad knowledge of the pharmacy profession. Qualified candidates will be invited to campus for an interview.

Interviews

Interviews are invitation-only and are conducted by College of Pharmacy faculty and community partners including preceptors and alumni. Interviews are usually 30-45 minutes in length. The interview day includes an information session about the University and the College, student life session and a tour of the Academic Health Center. The applicant assumes all expenses for attending the interview. While we make reasonable efforts to schedule the interview at a convenient time, applicants are expected to make arrangements to participate in the interview.

University of Cincinnati students who have a 3.5 cumulative college GPA or above (as calculated by PharmCAS) and score a 70 or better on the PCAT, and a C or better in core required courses will be guaranteed an interview.

Notification of Admission

Students will receive one of three letters: selected for admission (admitted), not selected for admission (denied), or placed on the alternate list. A rolling admissions process is used and applicants may receive an email after their interview up until April 1.

Conditional and Unconditional Admission

All offers of admission are considered conditional until students successfully complete the pre-pharmacy requirements including:

- Completion of pre-pharmacy curriculum with a C or better in core required courses
- A clean background check
- Good academic standing in the last term prior to beginning the PharmD program
- Have all official college/university transcripts from every institution attended sent to the College of Pharmacy

Please note: We do not require transcripts from the University of Cincinnati. If you have only taken courses at the University of Cincinnati you will not be required to submit any transcripts.

Once the college verifies that the student has completed all pre-pharmacy requirements and complied with other pre-admission requirements, their acceptance becomes unconditional. If a conditionally-admitted student does not complete the pre-pharmacy requirements before professional pharmacy classes begin, they forfeit their admission to the College.

Background Checks

The University of Cincinnati James L. Winkle College of Pharmacy participates in the Centralized Criminal Background Check Program with AACP and PharmCAS. Once you have been admitted by UC you will receive notification through PharmCAS regarding the process for completion of the necessary forms for the initiation of the Criminal Background Check.

Alternate List

Students who are placed on the alternate (waiting) list will be assigned a number or section (“second tier”), which represents the place they are on the alternate list. If, before classes begin, an accepted student decides not to attend the James L. Winkle College of Pharmacy, we replace them with the next available student on the alternate list. Students who are placed on the alternate list are encouraged to make alternate plans for the academic year, in the event they are not admitted into the PharmD program.

Once classes begin, applications for students who remained on the alternate list are cancelled. The alternate list is for the current admission cycle only. If a student wishes to re-apply in subsequent years, they must complete and submit their entire application again.

Student Health

University Health Services

University Health Services (UHS) is the home of two campus health clinics, an on campus pharmacy, Employee Disability Management Services, Student Health Insurance (SHI), and Environmental Health and Safety.

UHS provides comprehensive health services to employees, staff, faculty and students of the University. University Health Services also has primary care services available for all students.

The medical staff consists of full-time and part-time board certified physicians and consultants in various specialties. The UHS nurse practitioners, nurses, medical assistants, X-ray technicians, and pharmacists are all licensed professionals. UHS offers the following services:

- Allergy Injections
- Clinical Laboratory
- Dermatology Clinic
- Mental Health Clinic
- Pharmacy
- Therapy
- Women's Health Clinic
- X-ray service

The east campus health clinic is located in Holmes Clinic, first floor, adjacent to the college of pharmacy. The west campus health clinic is located at the Richard E. Lindner Center, third floor, a short shuttle ride from the college of pharmacy.

HOLMES CLINIC (East Campus)
Phone: 513-584-4457
Medical Records Fax: 513-584-2222

LINDNER CLINIC (West Campus)
Phone: 513-556-2564
Medical Records Fax: 513-556-1337

For urgent physician consultation after hours: Call 513-584-7777; for emergency call 911
If you are a student with insurance other than UC Student Health Insurance, please note that although you can be seen at UHS, your insurance company may not cover the expenses. UHS has no providership agreements with any insurance company other than Student Health Insurance. Students covered by insurance other than SHI are responsible for any charges not covered by their specific health insurance plan.

The University of Cincinnati requires that you be insured for health care either under the available UC Student Health Insurance plan or a comparable policy of your own choice. As a full-time student you will be automatically enrolled in and billed for the insurance plan. If you have equal or better insurance and would like to waive the coverage, you

must waive online by the deadline (www.onestop.uc.edu/). The coverage required for you to waive the UC Student Health Insurance Plan can be found at: <http://www.uc.edu/uhs> by choosing the Student Health Insurance at the top of the left of the page and then reading the bottom of the Insurance page. Failure to waive by the deadline will result in a non-refundable charge to your tuition account. Please call the Student Health Insurance Office at (513) 556-6868 if you have any questions.

UC Bloodborne Pathogen Exposure Insurance will be required for any student who does not have UC Student Health Insurance. The premium is automatically assessed to the tuition bill. More information regarding this insurance can be found at: http://www.uc.edu/uhs/student_health_insurance/bloodborne_pathogenexposureinsurance.html

Immunizations and Medical History

All students admitted into The James L. Winkle College of Pharmacy are required to submit a Medical History Report and documented proof of immunization against certain vaccine preventable diseases. In addition, each student must submit on an annual basis the results of a tuberculin skin test given within the last twelve months. All students are required to have received the full series of Hepatitis B vaccine. In addition, all students must be insured for "needle stick" injury.

Detailed information regarding annual immunization and health requirements can be found at <http://med.uc.edu/uhs/students/med-health-requirements> and <http://med.uc.edu/docs/default-source/Univ.-Health-Services/college-of-pharmacy-immunization-and-testing-requirements.pdf?sfvrsn=2>

HIPAA and BBP Training

All students are required to have Health Information Privacy training (HIPAA) prior to the start of their first professional year. Blood Borne Pathogen (BBP) training occurs in the second professional year and is renewed on an annual basis.

For more information regarding UHS, refer to the UHS website at:

<http://www.uc.edu/uhs.html>

Professional Expectations

Definition of Professionalism in Pharmacy

A pharmacist's behavior is professional when he/she takes a responsibility to provide optimal drug therapy for his patient. Students become a member of the pharmacy profession at the commencement of the P1 Year. The profession recognizes these students as "student pharmacists," in accordance with the American Pharmacists' Association (APhA). As such, student pharmacists are expected to meet the same standards of professionalism as licensed pharmacists.

Professionalism in pharmacy requires the pharmacist to serve the interests of the patient above his or her self-interest. Professionalism aspires to altruism, accountability, excellence, duty, service, honor, integrity and respect for others. These elements of professionalism are further defined below.

Altruism is the essence of professionalism. The best interest of patients, not self-interest, is the rule.

Accountability to the individual patient, society, and the profession is required. Pharmacists are accountable to their patients for fulfilling the implied contract governing the patient/pharmacist relationship. They are also accountable to society for addressing the health needs of the public and to their profession for adhering to enduring moral and ethical precepts. In the classroom, this means that you are accountable to faculty and to your fellow students to follow directions, meet deadlines, and to fulfill commitments.

Excellence entails a conscientious effort to exceed ordinary expectations and to make a commitment to life-long learning. Commitment to excellence is an essential goal for all pharmacists. In the classroom, this means that you do more than minimum by demonstrating curiosity and studying for the patient, not just the exam.

Duty is the free acceptance of a commitment to service. This commitment entails accepting inconvenience and enduring unavoidable risk to oneself when a patient's welfare is at stake. Duty requires the pharmacist to advocate the best possible pharmaceutical care, seeking active roles in professional organizations, and volunteering one's skills and expertise for the welfare of the community.

Honor and integrity are the consistent regard for the highest standards of behaviors and refusal to violate social and professional codes of behavior. Honor and integrity imply being fair, being truthful, keeping one's word, meeting commitments and clearly stating one's ideas. They require recognition of the possibility of conflict of interest and avoidance of relationships that allow personal gain to supersede the best interest of the patient. Honor and integrity is expected in the classroom.

Respect for others (patients and their families, other pharmacists and professional colleagues such as nurses, physicians, students, and residents) is acknowledgement of the dignity of the individual. Respect is demonstrated in words, online, in social media, and actions. Meeting dress code expectations is also an element of respect. Dress code requirements for IPPE and APPE experiences are detailed in the IPPE and APPE manuals; students and faculty are expected to meet the dress code requirements of the practice site. In the Pharmacy Skills Development Laboratories, students are expected to adhere to the dress code requirements set forth in the syllabus.

See Appendix for Professionalism Code

Background Checks

In addition to a background check required prior to admission, all students admitted into The James L. Winkle College of Pharmacy Doctor of Pharmacy program will be required to have a criminal background check through a National Webcheck Provider agency in Ohio (UC's Police Department is a National Webcheck Provider agency) to obtain an intern license. Please see Ohio Board of Pharmacy website for specific instructions. www.pharmacy.ohio.gov.

Students will be also be required to obtain a background check in the third professional year prior to beginning the Advanced Practice Experience Rotations. This will be obtained through the UC Office of Public Safety and Campus Police. The results of the background check will be held confidential and secured separate from student records. The report will only be used to determine if a student is ineligible for placement in a pharmacy practice site, based upon specific requirements of a practice site. Students will be advised by the Associate Dean for Student Affairs if the results will negatively impact their ability to complete the Doctor of Pharmacy Program.

Intern Licensure Requirement

All students are required to have an Ohio and Kentucky intern license in accordance with the laws governing the practice of pharmacy in the states of Ohio and Kentucky. Applications and requirements can be found on the following board of pharmacy websites: www.pharmacy.oh.gov and www.pharmacy.ky.gov. A student will apply for a license after the start of classes fall semester of the first professional year and provide a copy of this license by December 1. This license must be maintained in good standing throughout enrollment in the college. Any student denied an initial pharmacy intern license or at any time during their enrollment will be subject to suspension and or dismissal from the Doctor of Pharmacy program.

PharmD Educational Outcomes

The college has established educational outcomes based upon CAPE outcomes developed by AACP that a student will meet after completion of the Doctor of Pharmacy Program. All courses in the curriculum have been mapped to these outcomes.

VI. College Educational Outcomes

Each course in the curriculum contributes to attaining the highlighted (**bolded**) ability-based outcomes listed below that distinguish graduates from our Pharm. D. program.

Domain 1 – Foundational Knowledge

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

Domain 2 – Essentials for Practice and Care

2.1. Patient-centered care (Caregiver) - Provide *patient-centered care* as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

2.2. Medication use systems management (Manager) - Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

2.3. Health and wellness (Promoter) - Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

2.4. Population-based care (Provider) - Describe how *population-based care* influences *patient-centered care* and influences the development of practice guidelines and evidence-based best practices.

Domain 3 - Approach to Practice and Care

3.1. Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

3.2. Educator (Educator) – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

3.3. Patient Advocacy (Advocate) - Assure that patients' best interests are represented.

3.4. Interprofessional collaboration (Collaborator) – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

3.5. Cultural sensitivity (Includer) - Recognize *social determinants of health* to diminish disparities and inequities in access to quality care.

3.6. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

Domain 4 – Personal and Professional Development

4.1. Self-awareness (Self-aware) – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

4.2. Leadership (Leader) - Demonstrate responsibility for creating and achieving shared goals, regardless of position.

4.3. Innovation and Entrepreneurship (Innovator) - Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

4.4. Professionalism (Professional) - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

The Pharmacist Patient Care Process (PPCP)

Pharmacists use a patient-centered approach in collaboration with other providers on the health care team to optimize patient health and medication outcomes. This course contributes to attaining the highlighted (**bolded**) PPCP items listed below that distinguish graduates from our Pharm. D. program.

Collect

The pharmacist assures the collection of necessary subjective and objective information about the patient in order to understand the relevant medical/medication history and clinical status of the patient.

Assess

The pharmacist assesses the information collected and analyzes the clinical effects of the patient's therapy in the context of the patient's overall health goals in order to identify and prioritize problems and achieve optimal care.

Plan

The pharmacist develops an individualized patient-centered care plan, in collaboration with other health care professionals and the patient or caregiver that is evidence-based and cost-effective.

Implement

The pharmacist implements the care plan in collaboration with other health care professionals and the patient or caregiver.

Monitor and Evaluate

The pharmacist monitors and evaluates the effectiveness of the care plan and modifies the plan in collaboration with other health care professionals and the patient or caregiver as needed.

PharmD Curriculum

The Doctor of Pharmacy (PharmD) degree is awarded on the basis of successful completion of all degree requirements. The PharmD program generally takes a minimum of six years to complete, including the minimum of 2 years of pre-pharmacy coursework.

FIRST PROFESSIONAL YEAR

Autumn Semester	Credits
Anatomy and Physiology	4
Biochemistry and Molecular Biology	4
Pharmacy Practice I	3
Introduction to the US Health Care System	3
Pharmaceutical Calculations	1
Professional Development Seminar	

Spring Semester	Credits
Drug Delivery I	4
Principles of Medicinal Chemistry	2
Principles of Pharmacology and Pharmacotherapy	5
Pharmacy Practice II	2
Pharmacy Ethics	2

SECOND PROFESSIONAL YEAR

Autumn Semester	Credits
Ambulatory or Institutional IPPE	2
Drug Delivery II	4
Therapeutics of Nonprescription Products	3
Therapeutics I	5
Case Studies in Therapeutics I	1

Spring Semester	Credits
Ambulatory or Institutional IPPE	2
Clinical Pharmacokinetics	2
Evidence Based Pharmacotherapy I	3
Pharmacy Practice Skills Development I	2
Therapeutics II	5
Case Studies in Therapeutics II	1

THIRD PROFESSIONAL YEAR

Autumn Semester	Credits
Evidence Based Pharmacotherapy II	3
Peer Mentored Introductory Practice Experience I	1

Pharmacy Practice Skills Development II	2
Pharmacy Management	3
Therapeutics III	5
Case Studies in Therapeutics III	1

Spring Semester	Credits
Pharmacy Jurisprudence	2
Peer Mentored Introductory Practice Experience II	1
Health System Pharmacy Practice	3
Therapeutics IV	5
Case Studies in Therapeutics IV	1

Summer Semester	Credits
Advanced Pharmacy Practice Experience	12

FOURTH PROFESSIONAL YEAR

Autumn Semester	Credits
Advanced Pharmacy Practice Experience	12

Spring Semester	
Advanced Pharmacy Practice Experience	12
Contemporary Pharmacy Practice	4

In addition to the required courses listed above, to earn the degree, each student must complete a total of 16 credits of general education coursework (which includes the 12 credits completed as part of the pre-pharmacy coursework). Students are also required to complete 7 credits of Professional Elective courses.

The College reserves the right to make changes to this curriculum.

Professional Year 1

Fall semester	Credit	Spring semester	Credit
PSCI 7002C: Anatomy and Physiology – Important aspects of human physiology and anatomy relative to normal human health, pathological states, and pharmacotherapeutics will be covered. Laboratory exercises will be coordinated with the lecture material.	4G	PSCI 7054C: Drug Delivery I – Drug Delivery I is designed to familiarize PharmD students with the importance of drug delivery in pharmaceutical care. Bulk drug products must be further developed and manufactured into stable dosage forms that maximize the desired therapeutic benefit for the patient by optimizing delivery, based on the physicochemical and biopharmaceutical properties of the drug. This course emphasizes pharmaceutical principles of solution and semi-solid dosage forms as well as pharmacy-related calculations. Topics include physicochemical properties of drugs and solutions, solubilization techniques, osmoticity and tonicity, physical and chemical stability, formulation and sterilization of solution and semi-solid dosage forms used for various routes of administration, and basic pharmacokinetics.	4G
PSCI 7003: Biochemistry and Molecular Biology – This course will review the chemistry of biologically important molecules, their metabolism and their roles, to provide a foundation for understanding disease states, mechanisms of drug action and drug metabolism. In addition it will provide a foundation for understanding the genesis of new and emerging molecular based therapeutics.	4G	PSCI 7052: Principles of Medicinal Chemistry – An interactive and engaging course that encourages critical thinking and the application of chemical, biochemical and biological principles to the design and development of clinical important drugs. Receptors, physicochemical properties of drugs, drug metabolism and prodrug concepts will be discussed.	2G
PHRX 7001: Pharmacy Practice I – Students completing this course will gain the foundational knowledge necessary in the path	3G	PSCI 7053: Principles of Pharmacology and Pharmacotherapy – Autonomic drugs are used to illustrate	5G

<p>to becoming health care professionals who provide pharmaceutical care using communication, patient care and pharmacy practice skills as well as knowledge of the laws governing the practice.</p>		<p>pharmacological principles including mechanism of action, cellular effects and adverse reactions associated with pharmacotherapy. Case presentations and Principles of Therapeutics will be introduced at end of the course.</p>	
<p>PHCS 7000: Intro to Health Care System – This introductory course provides an overview of the Pharmacy Profession and the roles and responsibilities of a pharmacist in the US Health Care System. It includes an overview of the US Health Care system, Healthcare financing and current initiatives to improve the quality of and access to health care. The course will also include a discussion of programs designed to reduce medication errors and to improve patient outcomes The Federal rules and regulations that affect the practice pharmacy practice and the development, testing, marketing and monitoring of products and devices will be discussed.</p>	<p>3G</p>	<p>PHRX 7051: Pharmacy Practice II – Students completing this course will gain the foundational knowledge necessary in the path to becoming health care professionals who provide pharmaceutical care using communication, patient care and pharmacy practice skills as well as knowledge of the laws governing the practice.</p>	<p>2G</p>
<p>PHRX 7005: Pharmaceutical Calculations – This course provides students with a comprehensive overview of pharmaceutical calculations and equips students with the skills to perform pharmacy practice-related calculations.</p>	<p>1G</p>	<p>PHRX 7050: Pharmacy Ethics – This course will guide students in how to think critically and thoughtfully about ethical decisions they face in pharmacy practice. The course will utilize a six-step decision-making process to provide a framework for making effective decisions. Pharmacy based cases, which will reflect a diversity of practitioners, settings and cultures, will be presented to encourage critical thinking and enforce an interactive approach.</p>	<p>2G</p>
<p>PHRX 7010: Professional Development Seminar Series I – This is the first of three courses</p>	<p>0G</p>	<p>PHRX 7010: Professional Development Seminar Series I – This is the first of three courses that</p>	<p>0G</p>

<p>that will employ a series of seminars to inculcate student into the College of Pharmacy and profession of pharmacy. Seminars will focus on issues related to professionalism, leadership development, professional practice issues, continuing competency, curricular assessment and contemporary pharmacy issues.</p>		<p>will employ a series of seminars to inculcate student into the College of Pharmacy and profession of pharmacy. Seminars will focus on issues related to professionalism, leadership development, professional practice issues, continuing competency, curricular assessment and contemporary pharmacy issues.</p>	
	15G		15

Professional Year 2

Fall Semester	Credit	Spring Semester	Credit
<p>PHPE 8030: Introductory Institutional Practice Experience - The course provides an introductory, real practice experience to 2nd year students in an institutional setting. Students gain hands-on experience of working in an institutional setting to further develop their professional education and skills.</p>	<p>2G</p>	<p>PHPE 8030: Introductory Institutional Practice Experience - The course provides an introductory, real practice experience to 2nd year students in an institutional setting. Students gain hands-on experience of working in an institutional setting to further develop their professional education and skills.</p>	<p>2G</p>
<p>PHPE 8031: Introductory Ambulatory Practice Experience – The course provides an introductory, real practice experience to 2nd year students in an ambulatory setting. Students gain hands-on experience of working in an ambulatory setting to further develop their professional education and skills.</p>	<p>2G</p>	<p>PHPE 8031: Introductory Ambulatory Practice Experience – The course provides an introductory, real practice experience to 2nd year students in an ambulatory setting. Students gain hands-on experience of working in an ambulatory setting to further develop their professional education and skills.</p>	<p>2G</p>
<p>PSCI 7002 C: Drug Delivery II – Drug Delivery II will provide pharmacy students with the fundamentals in dosage form design, manufacturing, biopharmaceutics, and pharmacokinetics. Emphasis will be placed on how dosage forms and physiological/pathophysiological factors affect drug absorption, distribution, and metabolism. The course material will include conventional and novel drug delivery strategies for small molecule drugs and</p>	<p>4G</p>	<p>PSCI 8052: Clinical Pharmacokinetics – Clinical Pharmacokinetics fosters comprehensive integration of pharmacokinetic principles in designing dosage regimen with respect to patient-appropriate dose and frequency of administration. Special consideration will be given to factors such as age, gender, genetic make-up,</p>	<p>2G</p>

<p>biologics. Traditional, didactic lectures are supplemented with a diverse array of additional learning experiences offered through laboratory sessions. Students will be given theoretical and practical assignments in smaller groups to demonstrate competency in primary course objectives.</p>		<p>environmental conditions, dietary- and drug-drug interactions, and disease state on drug clearance. The course prepares students for subsequent therapeutic courses and equips them with the skills to interact with physicians, nurses and other health care practitioners. Students will learn how to provide input into selection of an appropriate drug and to propose dosing regimens that minimize adverse drug reactions while enhancing therapeutic benefits. Principles of individualizing dosage regimen for narrow therapeutic index drugs will also be emphasized.</p>	
<p>PHTH 8001: OTC therapeutics – The course integrates the principles, rational use, and efficacy of nonprescription drug therapy and diagnostic testing devices commonly found in community pharmacy practice. Decision-making skills for ambulatory patient triage are emphasized. The course will familiarize students with available nonprescription drug products, increase their ability to assess self-care conditions, and evaluate patient-specific nonprescription regimens. It will also enhance their ability to select/recommend, monitor and educate patients about nonprescription drug therapy.</p>	3G	<p>PHRX 8053: Evidence Based Pharmacotherapy I – This course reviews basic statistical knowledge and research methodology. Students will learn how to use statistics and research design to critically evaluate scientific evidence to make individual and population-based pharmacotherapy decisions. Students will conduct some simple statistical analysis based on given data sets and interpret the results.</p>	3G
<p>PHTH 8020: Therapeutics I - This course is the first in a four course sequence intended to provide student pharmacists with an introduction to the</p>	5G	<p>PHTH 8070: Therapeutics II - This course is the second in a four-course sequence intended to provide student</p>	5G

<p>therapeutic use of all major classes of drugs. Common diseases and their appropriate management will be presented with an emphasis on the role of the pharmacist in initiating, monitoring and altering therapy based upon patient specific factors to achieve desired clinical outcomes.</p>		<p>pharmacists with an introduction to the therapeutic use of all major classes of drugs. In this course, common renal disorders and infectious diseases and their appropriate management will be presented with an emphasis on the role of the pharmacist in initiating, monitoring and altering therapy based upon patient specific factors to achieve desired clinical outcomes.</p>	
<p>PHTH 8020: Case Studies in Therapeutics I - Using patient case scenarios and other active learning strategies, students will apply therapeutic knowledge to provide pharmaceutical care. Students will learn to integrate information to make an assessment and plan of action.</p>	1G	<p>PHTH 8060: Case Studies in Therapeutics II - Using patient case scenarios and other active learning strategies, students will apply therapeutic knowledge to provide pharmaceutical care. Students will learn to integrate information to make an assessment and plan of action.</p>	1G
<p>PHRX 7048: Professional Development Seminar Series II – These courses will employ a series of seminars to inculcate student into the College of Pharmacy and profession of pharmacy. Seminars will focus on issues related to professionalism, leadership development, professional practice issues, continuing competency, curricular assessment and contemporary pharmacy issues.</p>	0	<p>PHRX 8041: Skills Development I – Pharmacy Practice Skills Development is a performance based course taught in a small group format providing guided practice in literature evaluation, dispensing, patient counseling, self-care, patient assessment and monitoring, pharmaceutical calculations, and immunization certification.</p>	2G
		<p>PHRX 7048: Professional Development Seminar Series II – These courses will employ a series of seminars to inculcate student into the</p>	0

		College of Pharmacy and profession of pharmacy. Seminars will focus on issues related to professionalism, leadership development, professional practice issues, continuing competency, curricular assessment and contemporary pharmacy issues.	
	15G		15G

Professional Year 3			
Fall Semester	Credit	Spring Semester	Credit
<p>PHRX 9003: Evidence Based Pharmacotherapy II – The course builds on the knowledge, skills and attitudes from the prerequisite course Evidence-Based Pharmacotherapy I. IT introduces more advanced statistical analysis and research designs to critically evaluate scientific evidence used to make individual and population-based pharmacotherapy decisions. Principles of Pharmacoepidemiology and Pharmacovigilance will be introduced. Skills will be developed to critically evaluate published pharmacotherapy study designs such as randomized controlled trials, meta-analysis, case-controlled, and pharmaco-economic studies. Research focusing on the risk and benefits of pharmacotherapy including Economic, Clinical and Humanistic Outcomes are included. Methods to make complex pharmacotherapy decision will be introduced including assessment of Quality of Life, Decision Analysis and</p>	3G	<p>PHRX 9050: Pharmacy Jurisprudence – FDCA, controlled substances, OARRS, OH Board of Pharmacy, prescribing and dispensing regulations, HIPAA</p>	2G

Markov Models			
Skills Development II – advanced patient counseling, MTM, formulary management, diabetes and CNS patient care, literature evaluation, self-care, pharmacy calculations, dispensing and counseling	2G	PHCS 9052: Health System Pharmacy Practice – medication use process, pharmacists’ roles, drug policy development quality improvement, public health	3G
PHTH 9020: Therapeutics III – This course is the Third in a four course sequence intended to provide student pharmacists with an introduction to the therapeutic use of all major classes of drugs. Common diseases and their appropriate management will be presented with an emphasis on the role of the pharmacist in initiating, monitoring and altering therapy based upon patient specific factors to achieve desired clinical outcomes.	5G	PHTH 9070: Therapeutics IV - This course is the fourth in a four-course sequence intended to provide student pharmacists with an introduction to the therapeutic use of all major classes of drugs. In this course, common endocrine, hematologic, and oncologic diseases, as well as special topics and their appropriate management will be presented with an emphasis on the role of the pharmacist in initiating, monitoring and altering therapy based upon patient specific factors to achieve desired clinical outcomes.	5G
PHTH 9010: Case Studies in Therapeutics III - Using patient case scenarios and other active learning strategies, students will apply therapeutic knowledge to provide pharmaceutical care. Students will learn to integrate information to make an assessment and plan of action.	1G	PHTH 9060: Case Studies in Therapeutics IV - Using patient case scenarios and other active learning strategies, students will apply therapeutic knowledge to provide pharmaceutical care. Students will learn to integrate information to make an assessment and plan of action.	1G
PHCS 9002: Pharmacy Management - This course will provide PharmD. candidates with a comprehensive understanding of the management, marketing, and financial principles and theories in managing pharmacy settings.	3G	PHPE 9031: Peer Mentored Experience II - This course provides a broad, on site practice exposure to the 3rd year student by partnering with 4th year Doctor of Pharmacy students during their Advanced Pharmacy Practice Experiences. Students apply select skills	1G

		learned in the pharmacy curriculum at the practice sites.	
PHPE 9030: Peer Mentored Experience I - This course provides a broad, on site practice exposure to the 3rd year student by partnering with 4th year Doctor of Pharmacy students during their Advanced Pharmacy Practice Experiences. Students apply select skills learned in the pharmacy curriculum at the practice sites.	1G	Professional Development Seminar Series III – pharmacy leadership at local, region, and national levels, publishing, industry, interviewing skills, contemporary issue	0
Professional Development Seminar Series III – medication safety, MD/RPh shopping & OARRS, impaired pharmacist, career pathways revisited, contemporary issue	0		
	15G		12G

Professional Year 4			
PHPE 9091: Medical/Surgical Specialty Advance Experience - Medical Surgical Specialty Rotations are those that provide advanced practice students the opportunity to actively participate in the management of patient care in an acute setting. The medical surgical specialty may be a consult service or continuous specialized care where the focus is on caring for the patient with a specific disease or condition, and not on the management of all patient problems.	4G	PHPE 9096: Direct Patient Care Elective Advanced Experience - Direct Patient Care Elective rotations are those that provide advanced practice students the opportunity to actively participate in the management of patient care in an acute and chronic settings. The student will manage patients with a variety of diseases, disorders, symptoms, complications and the patient specific pharmacotherapy.	4G
PHPE 9092: General Medicine Advanced Experience - General Medicine rotations are those that	4G	PHPE 9097: Advanced Professional Experience Elective I- Advanced Professional Experience	4G

<p>provide advanced practice students the opportunity to actively participate in the management of patient care in an acute setting. The student will manage patients with a variety of diseases, disorders, symptoms, complications and the patient specific pharmacotherapy.</p>		<p>Elective I rotations are those that are intended to allow the student to customize the Advanced Pharmacy Practice Experiences to coincide with personal and/or career interests. This can allow a student to gain extra experience in an area that is consistent with one of the required rotations or in specific unique practice or non-practice area.</p>	
<p>PHPE 9093: Ambulatory Care/Organized Health Care Advanced Experience - Ambulatory Care rotations are those that provide advanced practice students the opportunity to actively participate in the management of patient care in an outpatient setting. The student will manage patients with a variety of diseases, disorders, symptoms, complications and the patient specific pharmacotherapy.</p>	4G	<p>PHPE 9098: Advanced Professional Experience Elective II - Advanced Professional Experience Elective II rotations are those that are intended to allow the student to customize the Advanced Pharmacy Practice Experiences to coincide with personal and/or career interests. This can allow a student to gain extra experience in an area that is consistent with one of the required rotations or in specific unique practice or non-practice area.</p>	4G
<p>PHPE 9094: Ambulatory Care/Community Advanced Experience - Community Pharmacy rotations are those that provide advanced practice students the opportunity to actively participate in the development, implementation, and evaluation of an innovative pharmaceutical care model within a traditional pharmacy setting. The student will engage in direct patient care, management, and professional service activities that will foster personal growth, improve patients' quality of life, and advance the profession of pharmacy.</p>	4G	<p>PHPE 9099: Advanced Professional Experience Elective III - Advanced Professional Experience Elective III rotations are those that are intended to allow the student to customize the Advanced Pharmacy Practice Experiences to coincide with personal and/or career interests. This can allow a student to gain extra experience in an area that is consistent with one of the required rotations or in specific unique practice or non-practice area.</p>	4G
<p>PHPE 9095: Drug Information/Drug</p>	4G	<p>PHRX 9080: Contemporary</p>	4G

<p>Policy Development/Medication Safety Management Advanced Experience- Drug Information / Drug Policy Development / Medication Safety Management rotations are those that provide advanced practice students the opportunity to actively participate in the dissemination of medication information to patients, health-care professionals, and health-care systems.</p>		<p>Pharmacy Practice - This course will review key highlights of major pharmacotherapy areas. It will focus on updating clinically relevant advances in medication management in the last two to three years as well as reviewing important therapeutic aspects of the selected topics. The course is an overall final review for the pharmacy curriculum.</p>	
---	--	--	--

Pharmacy Practice Experiences in Experiential Education

Introductory Pharmacy Practice Program

P1 Year: Summer Shadow Experience

The College's IPPE program begins the summer prior to entering our Doctor of Pharmacy program. Students will shadow at an institutional and a community pharmacy in order to gain exposure to different areas of pharmacy practice. Each student will visit for one day at each site for a total of 16 hours (8 hours at each site) during the months of June, July or August.

P2 Year: Ambulatory and Institutional Introductory Practice Experience

During the second year of pharmacy school, each student will complete a semester long, longitudinal (once-weekly) rotation at an ambulatory and institutional practice site. After completing a 2-day orientation at the assigned site, students will spend 4-hours each week at the practice site on a designated morning. Students will spend one semester in each practice setting.

P3 Year: Peer-Mentored Introductory Practice Experience

This IPPE provides a broad, on-site practice exposure to P3 students by partnering P4 students during their Advanced Pharmacy Practice Experiences. Students apply select skills learned in the curriculum at the practice sites. P3 students will be required to visit the P4 students' practice site approximately 14 times during the year and complete various assignments such as attending rounds, reviewing patient charts, and counseling patients. The objective is to help prepare P3 students for their APPE rotations the following year. The P4 student serves as the mentor for the P3 student.

Advanced Pharmacy Practice Experiences

The Advanced Pharmacy Practice Experiences during the fourth professional year at the James L. Winkle College of Pharmacy are a full-time practical experience. The student receives academic credit for their experience as well as internship hours acceptable toward licensure by the Ohio State Board of Pharmacy. The purpose of APPEs is for the student to learn to apply the knowledge and skills gained in the first three years of the PharmD program in order to prepare students for pharmacy practice.

The student will participate in nine 1-month long training periods at variety of sites to ensure that all students have an opportunity to learn and participate in the direct care of acute and chronically ill patients. All students will complete 6 core rotations: hospital medicine, hospital medical-surgical specialty, ambulatory care clinic, community pharmacy, health-system drug policy development, and a direct patient care elective. Three rotations will be elective.

Locations

APPE's are conducted in practice sites which are affiliated with the College of Pharmacy. Learning takes place in a patient care environment under the auspices of the pharmacy

services within the institution. Emphasis is placed on the contribution that the pharmacist can make to patient care. Students are precepted by faculty actively involved in clinical pharmacy practice.

BLS/CPR

Prior to beginning APPEs, the student is required to have a current CPR card and immunization certificate.

See Professional Experience Manuals and Syllabii for IPPE and APPE

Co-Curriculum Activities

College of Pharmacy students are expected to engage in activities outside of classes and labs that enhance and build upon concepts that are taught in the curriculum. These activities are a key component to the student's personal and professional development. The co-curricular activities will reinforce concepts such as self-awareness, leadership, innovation and entrepreneurship, and, professionalism.

Certifications/Training

The College Office of Student Affairs maintains all student records including but not limited to academic information, documentation of professional requirements, certifications and training.

Blood Bourne Pathogens

The Occupational Safety and Health Administration mandates that all employees who are at risk for exposure to blood borne pathogens in the normal course of their employment be trained on an annual basis. This federal regulation also applies to students enrolled in health professions schools where students are a reasonable risk for exposure.

The University of Cincinnati provides blood borne pathogen training programs for employees and students. A schedule of training activities is listed at:

[Http://ehs2.uc.edu/Training/courselistings.asp](http://ehs2.uc.edu/Training/courselistings.asp)

The UC Medical Center has developed an on-line training program on blood borne pathogens. The training program is located at: [Http://researchtraining.uc.edu](http://researchtraining.uc.edu)

The University of Cincinnati Exposure Control Plan is located at:

http://ehs.uc.edu/Advisories/Advisory_12_1.PDF

HIPAA

A minimum expectation for students enrolled in the college is that the student must understand that the confidentiality of all information pertaining to patients, patient records and to the business conducted by the training site is not to be violated. Training by the College will be provided to students at orientation prior to beginning the first year of the program.

Drug Screening

Drug screening may be required for certain experiential learning sites. Students will be responsible for complying with these requirements.

Professional Malpractice Insurance and Liability

The University of Cincinnati, through its Office of Risk Management and Insurance, maintains a comprehensive program of self-insurance and commercially purchased insurance. Students are covered under this program for Professional (patient care) liability only, while engaged in clinical rotations at the request or direction of the University through a health care education program.

Harassment Training

It is a fundamental policy of the University of Cincinnati that discrimination on the basis of race, color, religion, national origin, sex, sex orientation, disability, status as disabled veteran or veteran of the Vietnam era, or age shall not be practiced in any of its activities. ([University Rule 3361:10-13-01](#)).

Discriminatory harassment is a form of discrimination, and thus violates the university's policy against discrimination. Harassment is conduct that has the purpose or foreseeable effect of unreasonably interfering with an identifiable individual's work or academic performance or of creating an intimidating, hostile, or offensive work or learning environment for that individual. Discriminatory harassment is further defined in the *Policy Statement on Discriminatory Harassment*.

To be guilty of harassment, the actor must either intend to produce the consequences described above or act in reckless disregard of whether such consequences might result from his or her actions. It is not necessary that the consequences actually occur, but the test of whether they are foreseeable is to be determined objectively by reference to all the circumstances of the particular case. Discriminatory harassment is harassment that is based on the targeted individual's race, color, religion, national origin, sex, sexual orientation, disability, status as disabled veteran or veteran of the Vietnam era, or age. The University of Cincinnati is committed to maintaining a work and learning environment free of all forms of harassment and discrimination. To help fulfill this commitment, the University offers an interactive training program from New Media Learning called Preventing Harassment in the Workplace and on Campus. This training course is available on the Office of Equal Opportunity website at:

http://www.uc.edu/hr/equal_opportunity/harassment.html

Grading

Grade reports may be viewed online immediately following submission of final grades by the instructor. Grade reports include total graduate hours and hours for the current semester. Credits carried and earned, and quality points, are computed each semester. In addition to appearing on students' grade reports, these hourly totals are posted on the permanent academic record. "Credits carried" include all credit hours with grades other than P, U, T, I, W, UW, SP, UP and N/NG (no grade reported). Credits earned includes all credit hours for which grades of A, A-, B+, B, B-, C+, C, C-, D, are reported. "Credits carried" differs from credits earned by the sum of credit hours with grades of F, UW and I/F. "Total graduate hours" is the sum of credits earned, P hours, SP hours, UP hours, NG hours, and advanced standing. All graduate work, regardless of the University of Cincinnati college in which the work was done, is accumulated for graduate students.

For the complete graduate grading scale and a definition of all grades, consult the "Grading Scales and Definitions" page of the Registrar's Office website.

For the purposes of academic performance within the College, students are provided with a record of their required core course grades in Catalyst. All academic performance decisions are based upon performance in core required courses and the semester or cumulative grade point averages resulting from only these courses. Elective credits are not included for academic performance decisions.

Grade Changes

A change of grade is only appropriate for an I, an NG, an SP/UP, or an error made by the instructor. Instructors may change an I, NG, SP or UP grade online for one calendar year minus eight days. After 1 year, the instructor must do an official change of grade form and forward to the Assistant Dean for Student Affairs. In no case is the student to have possession of an official change of grade form.

Previously recorded NG grades may not be changed to W since W reflects an official withdrawal that took place by the 58th calendar day of classes and would already have been recorded for the student. Students cannot withdraw from a class retroactively.

If a student is assigned an I (incomplete) in a course, he or she has one year in which to complete the course requirements and earn a grade. If the student completes his or her course requirements to the instructor's satisfaction within the year, the instructor changes the I to a letter grade online as described above. If the student does not meet the instructor's requirements, the I automatically converts to an I/F after one year. Once the I/F is on the transcript it cannot be removed and is governed by the same policies that govern the F grade.

I grades must be changed to a letter grade no later than the grading deadline for the 4th quarter following original assignment of the I grade. On that deadline the I automatically converts to an I/F and cannot be changed. Therefore, change-of- grade forms changing I's

to a letter grade must be submitted to the Office of the Registrar by the instructor at least eight (8) working days before the grading deadline to allow time for processing and posting. Otherwise, there is no guarantee that the change will be posted before the conversion.

Course Withdrawal or Incomplete Grade (I)

Withdrawing from a Course

Withdrawal from individual courses can be completed using the Registration Change form from <http://onestop.uc.edu>. A student must meet with the Dean for Academic Affairs if they wish to withdraw from a core course in the PharmD program. Withdrawal from a core course will impact the ability to graduate within the four years of the curriculum.

A complete withdrawal from the university must be initiated by the student in writing with the Assistant Dean for Student Affairs. The date of withdrawal used in determining eligibility for refund shall be the date the official request is submitted for approval. Examples of actions that are not considered official notice of withdrawal are: failure to attend classes, giving notice to an instructor, stopping payment on a check to pay fees, or credit memorandums.

Students who withdraw from classes (autumn, spring, or summer semester) for any reason, may receive a refund of instructional fees, general fees, and nonresident surcharges in accordance with university policy as listed in the current My Classes section at <http://onestop.uc.edu>.

Pass/Fail Option

A student in good academic standing may opt to take one elective course each semester on a Pass/Fail basis. Permission of the department or course instructor involved is necessary.

Certain courses, because of the uniqueness of course content, are offered by the College of Pharmacy on a Pass/Fail basis only. Such courses are not counted toward the limitation of one elective course per semester outlined above. College of Pharmacy courses offered only on an A, B, C, D or F grade basis may not be taken on a Pass/Fail basis. To register for any course "Pass/Fail," the student must obtain, complete, and submit the appropriate form to the college office.

Exams

Students will be provided with an examination schedule for each course during the first week of the semester. Scheduled examinations will not be changed once they have been posted unless the University is closed due to weather. Examinations postponed due to University closure will be re-scheduled once the University reopens.

Students are expected to participate in all scheduled examinations and to notify the faculty, in advance, when they will be absent for an examination. All examinations/quizzes will be administered on the same day as those traditional students taking the exam at the College of Pharmacy. In the event of an emergency situation or other College of Pharmacy/University professional obligation, an examination can only be made up with prior approval of the course coordinator. Examinations, quizzes and recitations will not be adjusted for vacations, weddings, or other pleasure activities.

Final Exams

Exams are held during the last week of the semester after classes have ended.

Make-up Final Exams

Every student is responsible for the material presented in class. Arrangements for make-up work and tests are determined by the instructor.

Attendance

General Class Attendance

A student shall assume personal responsibility for his/her education. He/she must exercise professional and mature conduct at all times and be punctual, reliable and conscientious in fulfilling professional duties, including attendance at required course activities, examinations and clinical rotations.

Each course coordinator establishes the attendance policy for his/her class which should be stated in the course syllabus. Students are responsible for reading and adhering to these attendance policies. The attendance policies for Pharmacy Practice Skills Development, Case Studies, Professional Development Seminar Series and Professional Experience Programs can be found in the syllabi and/ or program handbook

Class Attendance and Religious Observance

Consistent with our commitment to creating a Just Community that is respectful of and welcoming to persons of differing backgrounds, University of Cincinnati believes that every reasonable effort should be made to allow members of the UC community to observe their holidays without jeopardizing the fulfillment of their academic obligations. Any UC student who is unable to attend classes or participate in any examination, study or work requirement on some particular day(s) because of his or her religious belief should be given the opportunity either to make up the work that was missed or to do alternative work that is intrinsically no more difficult than the original exam or assignment — provided that the makeup work does not create an unreasonable burden upon University of Cincinnati and its faculty. Students should notify all instructors of impending religious observances at the beginning of the semester to determine what accommodations can be provided and to make arrangements for make-up assignments.

Guidance for Collegiate Athletes

The University of Cincinnati believes that every effort should be made to encourage student-athletes to attend all classes. While it is necessary for student-athletes to miss class time when travel/competition schedules required the student-athlete to be off campus, it is expected that the student-athlete will not miss other class meetings. The following guidelines should be used to help the Athletic Department meet this goal.

1. No classes should be scheduled during normal practice time. The only exception is for classes that are required by the student-athletes' academic major. IN cases where the classes are scheduled during practice times, the student-athlete must attend class.
2. Student-athlete should be encouraged to schedule any appointments (for example, doctors, trainers, therapy) so that they do not conflict with classes.
3. If it comes to the attention of the Athletic Department that a student-athlete has missed:
 - a. 3 class periods for a single class scheduled on Monday, Wednesday, Friday
 - b. 2 class periods for a single class scheduled on Tuesday, Thursday
 - c. 1 class period for a single class that meets one time per week
 - d. Other excessive missed class time

The student-athlete will be required to meet with his/her coach, academic advisor and the Athletic Director with oversight for the student-athletes' sport. The coach, advisor, and

oversight AD will determine the proper action to encourage the student-athlete to attend class. The student will be warned that one additional unexcused absence will result in suspension from athletic competition.

According to University of Cincinnati policy, students representing the university “in an approved capacity” must obtain an excuse form and present it as notification to the instructor in advance of the absence. Athletic Academic Services provides absence excuse forms for student-athletes who must miss class due to travel for an away athletic competition or participation in a home athletic competition. Each student-athlete who is scheduled to miss a class for competition will pick-up an Absence Notification Letter from their Athletic Academic Advisor and deliver it to the faculty at the beginning of each quarter.

Each letter will include the name of the student-athlete, what sport they play, and the dates the student will be missing for travel. Presentation of the letter does not guarantee the course instructor will accept the absence as excused; it will only ensure the notification of the instructor. Further details can be found in the UC student athletes Policies and Procedure Manual

http://www.gobearcats.com/auto_pdf/p_hotos/s_chools/cinn/genrel/auto_pdf/070709-academicpolicies)

Guidelines for Student Attendance at Professional Meetings

Professional maturation and exposure to clinical excellence are important parts of pharmacy student development while at the James L. Winkle College of Pharmacy. The College seeks to foster an environment where student professionalism, ethical conduct and academic achievements are encouraged to mature. To provide this environment, the College supports our students both with travel guidelines and financial resources to attend professional meetings, when appropriate.

This is a guideline for students. It is the students’ responsibility to read the recommendations below and plan ahead for professional meeting attendance. Faculty members will use their discretion on whether to modify course or lab assignments and the applicable due dates and/or whether to move exams from originally planned times.

Recommendations for student attendance at professional meetings are as follows:

Travel to meetings is a privilege, not a right, and must be consistent with a student’s academic goals and faculty expectations for the student’s progress. It is recommended a student refrain from making hotel or flight arrangements until taking at least one exam in each of the required courses for the Semester. Further, if a student has earned a C or lower prior to the final exam, it is recommended the student refrain from making hotel or flight arrangements until discussing his/her intention to attend the meeting with both the course coordinator and the organization’s faculty advisor. In some cases, it may be appropriate for a faculty member to discourage a student from traveling in order to ensure adequate preparation time for, and successful completion of, course work.

Tribunal should prepare a list of national and regional pharmacy meeting dates on an annual basis and make the list available to College faculty and administration. This list should be generated and disseminated to all students and faculty by the end of the first week of the Autumn Semester.

Students are responsible for bringing their desire to attend a national and/or regional meeting to the attention of the appropriate faculty member(s) as early as possible. At minimum, intention to attend a meeting must be communicated to the course coordinator at least 4 weeks in advance of the meeting or by the end of the second week of the Semester.

Administration should seek to avoid conflicts between final exam schedules and national meetings when possible. This may entail scheduling exams later in exam week (Thursday or Friday) in some cases. The final exam schedule should be posted at the beginning of each semester. The Student Affairs Committee will work with the Dean's office to obtain exam schedules for required and elective courses and attempt to minimize exam conflicts due to exam re-scheduling to accommodate student meeting attendance.

Faculty members are encouraged to schedule exams so as to allow students to attend regional and national meetings. However, the learning objectives of the course take precedence over student convenience in this regard. Alternate exam dates for students who plan to travel may be arranged, per the discretion of the instructors involved.

The student is responsible for ensuring a plan for receiving notes from lecture, getting his/her questions about the lecture answered and making up class assignments should be in place prior to the student traveling to a professional meeting. A comparable plan for missed recitation and/or assignments may or may not be applicable.

Laboratory instructors are encouraged to allow students to switch lab sections on some weeks to allow travel to meetings. Such switches must be consistent with the training objectives of the course and must be approved in advance by the instructor.

Both the student and the faculty member may consult with the Dean of Student Affairs for additional guidance and advice for specific student meeting attendance circumstances at his/her discretion.

Leaves of Absence

Under special circumstances, Pharm D students may apply for leave of absence from full-time study at the university for a specific period up to one year. Assuming appropriate documentation is provided, the circumstances justifying a leave include but are not limited to personal or family medical conditions, call to active military duty, maternity leave, or death in immediate family. The rationale must be documented by the applicant. Students must schedule a meeting with the Associate Dean for Student Affairs to initiate the process for application of a leave of absence. The student will complete the leave of absence form with all required documentation to support the justification for the leave. Students may be required to meet with the the Academic Performance and Hearing Committee. Students will be advised of requirements for continuation in the Doctor of Pharmacy Program which may include, but not limited to additional courses, course remediation and additional time to degree.

Academic Status

Classification of Students

Students enrolled in the College of Pharmacy are categorized as follows:

Full-time Matriculated Graduate Student: A full-time student who has been admitted to the college and is pursuing a degree program must carry no less than 10 semester credit hours per semester.

Part-time Matriculated Graduate Student: A part-time student who is enrolled in any of the degree programs of the college carries nine hours or less of credit. To hold this status, the student must receive permission from the college office.

A student may pursue only one degree at any time in the College of Pharmacy.

Academic Probation, Suspension, and Dismissal Policy

The purpose of the Academic Probation, Suspension and Dismissal Policy is to provide the Doctor of Pharmacy student with a concise written statement of what the College of Pharmacy faculty considers to be an unacceptable level of academic performance. A student in good academic standing has a current term and cumulative grade point average (GPA) of at least 2.5 in required professional courses.

This policy defines the basis on which the Academic Performance Committee evaluates the performance of students in regard to the status of academic warning, probation, suspension and dismissal.

Academic Status

Academic Warning: Students earning a GPA below 2.5 for any given semester in all required graduate courses will be issued an academic warning. Any student on academic warning is required to receive academic counseling and to write an action plan for how they will improve their personal performance for the following term.

Academic Probation: A student whose cumulative GPA drops below 2.5 in required graduate courses will be placed on probation. Students will be continued on probation until their cumulative GPA in required graduate courses is raised to at least 2.5. A student who receives a course grade of incomplete (I), withdrawal (W), or failure (F), in a required course will be placed on probation. Students will continue on probation until the course in which they received the I, W, or F has been successfully completed.

Any student on probation is not eligible to hold office, act as a representative of the College of Pharmacy or the University, or graduate with the Doctor of Pharmacy degree.

Any student who does not achieve good academic standing after being on probation for two consecutive semesters of enrollment is subject to suspension. The suspension period will be for two academic semesters (summer counting as one semester).

Academic Suspension: Any student receiving a second failing grade of “F” in a required course in the same or any subsequent semester will be subject to suspension. A failing grade in any required course in addition to a current or previous course withdrawal (W) without a leave of absence will result in suspension. Any student who does not achieve good academic standing after being on probation for two consecutive semesters of enrollment is subject to suspension. The suspension period will be for two academic semesters (summer counting as one semester).

Academic Dismissal: Dismissal results when a student’s performance warrants suspension for a second time. Dismissal constitutes a final permanent separation from the College of Pharmacy. Readmission of a dismissed student will not be considered.

Academic Performance

Remediation: A grade of “D” (e.g. D+, D, or D-) denotes unacceptable performance, but is “non-failing”. The D grade will require mandatory remediation where the need and desire to remediate will be determined by the Course Director in discussion with the student. A grade of “D” will allow a student to move to the next course(s) as long as a plan for remediation is approved by the Course Director in conjunction with the Associate Dean for Student Affairs. Students requiring remediation will register for the remediation course during the next term offered. Material to be remediated within a course will be determined by the Course Director. Assessment methods to demonstrate proficiency of the material will be determined by the Course Director; a comprehensive final examination is likely. Successful remediation requires the student to earn at least a “C-”. All grades earned in both the original course resulting in a “D” as well as the remediation grade are counted toward the student’s cumulative GPA. Failure to successfully remediate a course is considered equivalent to course failure.

Any student who receives a grade of “D” in three courses within the same academic year will not be permitted to remediate the courses. Instead, the student will be required to repeat the courses in their entirety the following academic year. Any student who receives three “D” grades within the same semester will not be permitted to progress to the next semester.

Course Withdrawal (W) – Any student who withdraws from a required course, who has not requested and received an approved leave of absence, will be placed on probation.

Incomplete Grade (I) –A student who receives an incomplete grade in a required course will be placed on probation until the grade is converted. A student who receives an incomplete grade will have one year to convert the I grade before it is automatically changed to “I/F” (Failure).

Course Failure: Any student who receives a failing grade, “F”, in a required course will be placed on probation. Any student receiving a second failing grade, “F”, will be suspended for a period of two academic semesters (summer counting as one semester). Failure to successfully remediate a course is considered equivalent to course failure.

Course Completion: A student must repeat any professional required course in which he/she has received a failing grade (F grade), and earn at least a “C-” or better in order for the course requirement for graduation to be satisfied. This grade does not replace the previous failing grade for the calculation of GPA.

Academic Counseling

Academic Counseling: Each semester a student is placed on academic warning or continued on academic probation, they will be required to meet with the Associate Dean for Student Affairs. Students receiving a “D” in a course will meet with the Course Director for academic counseling and to discuss the remediation plan.

Suspension Exit Interview: Any student who is suspended must participate in an “exit interview” with the Associate Dean for Student Affairs for the purpose of resolving any questions about their suspension status and the eligibility for filing a petition for readmission.

Readmission after Suspension

Readmission from Suspension: Any suspended student has the right to request readmission to the College of Pharmacy. To be considered for readmission, the student must petition the College of Pharmacy Academic Performance and Hearing Committee via a written letter when notified by the Associate Dean for Student Affairs and appear in person before the committee at the time the petition is given consideration. The petition will be subject to the decision of the Academic Performance and Hearing Committee. Reinstatement from suspension is not granted automatically.

Academic Performance Following Readmission: Any student readmitted from suspension will be placed on academic probation and subject to the time limitations of two consecutive semesters of enrollment as noted above. Failure to achieve good academic standing will lead to dismissal.

Dismissal

Dismissal: Dismissal results when a student’s performance warrants suspension for a second time. Dismissal constitutes a final permanent separation from the College of Pharmacy. Readmission of a dismissed student will not be considered.

Appeal Process

A student may appeal the academic action on the grounds that correct procedure was not followed or on the grounds that the decision was based on errors in fact. An appeal may be submitted via a letter of petition to the Associate Dean for Student Affairs as Chair of the Academic Performance and Hearing Committee. The letter should state the specific action being appealed and give specific information, circumstances, and reasons in

support of the appeal within ten working days of notification of academic action. The appealing student will be granted the opportunity to appear or may be called before the committee for the purposes of elaboration and clarification of the petition. The committee will meet within ten working days of the receipt of the appeal petition and shall notify the student in writing of the action taken by the committee in regard to the appeal.

Definitions of Terms

- Cumulative Grade Point Average (CGPA): GPA calculated based on core courses taken while matriculated as a Doctor of Pharmacy student.
- Grade Point Average (GPA): The total number of quality points divided by the total number of credit hours.
- Individual advising plan: Output from a degree audit for the PharmD outlining courses to be successfully completed for graduation.
- Successful Course Completion: Completion of a course with a grade of “C-“ or better in the original or remediated course.

Academic Advising and Faculty Mentors

The college provides centralized advising to students through the Office of Professional Education and Assessment and the Office of Student Affairs.

If a student is experiencing academic difficulty they may contact the Associate Dean for Professional Education and Assessment or the Associate Dean for Student Affairs. The Deans' will provide the student with strategies for academic success that may be different from what they have been using in undergraduate studies. The college has an open door policy to meet student's needs. Appointments are encouraged to allow for ample time for discussion.

Students are assigned to faculty mentors in the first professional year. Students meet with faculty at a variety of times during the year to discuss student and professional life.

Registration and Accommodations

Pre-Registration

Pre-registration for the next succeeding academic semester takes place during the middle of the preceding semester. Registration information will be distributed to the student's university email account. A list of required and elective courses will be published to ePortfolio along with student section assignments. Students must register for the assigned sections.

Registration Change

When schedule changes are necessary and involve the addition or deletion of courses, change of course sections, or credits, the change is achieved by processing the registration change in accordance with the procedure published in the My Classes section at <http://onestop.uc.edu>.

Students with Disabilities

In compliance with the American Disabilities Act and Section 504 of the Rehabilitation Act, the James L Winkle College of Pharmacy grants reasonable and appropriate accommodations to pharmacy students with documented disabilities.

To ensure timely implementation of academic accommodations: Students must have their disability documented by Disability Services, University of Cincinnati (<http://www.uc.edu/aess/disability.html>). The request to have the disability documented should occur at least 8 weeks before the semester begins.

Test Accommodations:

The Office of Disability Services will make a determination of academic accommodations based upon the student's documentation. The student is responsible for notifying course instructors and the Associate Dean for Student Affairs. Accommodations and arrangements are based upon the recommendations provided by the Office of Disability Services. The student should seek advice from the Associate Dean for Student Affairs.

Complaint Policy

The College of Pharmacy encourages open communication between students, faculty, staff and college administration. Students have several options for communication of concerns and complaints about their experience at the College.

The College Office of Student Affairs handles all concerns and complaints from students related to sexual harassment, academic integrity, student life or student/faculty/staff conduct. Students will meet with the Associate Dean for Student Affairs to discuss their concerns. The student will be advised of their options and the process to be followed with regard to the type of complaint. Students may be advised to contact the University Ombuds Office, the Graduate School or ACPE. Advice to contact ACPE will be provided if the unresolved issue is related to accreditation standards.

When a complaint is submitted in writing or by email, a copy will be kept on file in the College Office of Student Affairs. For each complaint, a complaint process form or email response will be attached with a description of the advice and disposition related to the complaint. Links to the appropriate office or accrediting agency can be found on e-portfolio (the College's internal webpage).

Tuition, Fees & Financial Aid

Tuition and Fees

Tuition and fees information for the current academic year can be found by <http://financialaid.uc.edu/fees/costs.html>. College of Pharmacy students are assessed graduate tuition and fees based on residency status. Detailed information regarding refunds can be found on <http://onestop.uc.edu>.

Financial Aid

Graduate student status, for federal financial aid purposes, is now determined by the completion of 3 years of undergraduate credit in addition to being admitted into a graduate degree program (PharmD). Students with less than 72 semester hours at or transferred into UC will initially be classified as undergraduate students for aid and should not indicate that they are graduate students when completing the FAFSA. If not otherwise independent (24 at of the beginning of the aid filing year, married, have dependents, orphan, or veteran), these students must list parent information on the FAFSA.

Undergraduate aid can include grants as well as loans. Federal Stafford Loan eligibility is limited to \$2,500 per term for dependent students and \$4,166 for independent students. Upon reaching the 72 semester hours (generally after fall term of the first professional year), the student can request that their aid be reprocessed as a graduate student for the remainder of the academic year.

Graduate students in the PharmD program have up to \$33,000 in Federal Stafford Loan eligibility annually (up to the cost of education minus other aid sources). Graduate students, however, are no longer eligible for federal grant consideration.

Metropolitan Rate

The University of Cincinnati offers a metropolitan rate for Kentucky and Indiana. The metropolitan rate offers in-state tuition with a surcharge. To be considered for reciprocity, students must complete a form prior to the beginning of the Fall semester. More information is available at:

http://www.uc.edu/registrar/residency_reciprocity_metro/metro_rate_kentucky.html

http://www.uc.edu/registrar/residency_reciprocity_metro/metro_rate_indiana.html

Ohio Residency for Tuition Purposes

Students who are interested in becoming Ohio residents may be eligible for in-state tuition. Students must meet criteria as established in the Ohio Revised Code. Please see the requirements at:

http://www.uc.edu/registrar/residency_reciprocity_metro/residency.html

Scholarships, Awards and Loans

Scholarships are awarded based upon specific requirements as established by the donor, fund availability, faculty and/or committee recommendations or by the Office of Student Affairs. Most awards are based upon academic strength, leadership and financial need.

Scholarships

The following scholarships are administered by the college.

Plough Scholarship Endowment

The Plough Foundation and the University of Cincinnati have established a scholarship program designated to assist Pharmacy students with expenses related to the study of Pharmacy.

The Plough Scholarships for Pharmacy students are provided by the Plough Foundation, which was created by Abe Plough, founder of Plough, Inc., in Memphis, Tennessee. The company became a major supplier of proprietary medicine to drug outlets in the Western hemisphere. In 1971, Plough, Inc. consolidated with the Schering Corporation to form the Schering-Plough Corporation, an international operation and a recognized leader in ethical pharmaceuticals and proprietary medicines throughout the world.

The success of Plough, Inc. would not have been realized without the assistance of thousands of retail pharmacies. To express its gratitude for the support of pharmacists who, over the years, enabled Plough, Inc. to grow and prosper, and which led to the establishment of the Plough Foundation, the Foundation has established a scholarship fund in perpetuity to aid in the education of Pharmacy students.

All students enrolled in the college of pharmacy may apply for the Plough Scholarship during the annual application cycle spring semester of each academic year. Students will be required to submit an application and two letters of recommendation. The Plough Scholarship committee will review all applications and make decisions regarding awards including amount of the award based upon fund availability for the following academic year.

The James E. Koffenberger Scholarship is a continuing \$5000 tuition scholarship awarded to an Ohio resident entering the first professional year and is based on academic excellence, the applicant's record, and potential for future scholarship.

The Albert Voorheis Scholarship is a continuing \$5,000 tuition scholarship to be awarded to an entering first professional year student based upon academic record and potential for continuing academic advancement.

CVS Scholarship is awarded for achievement and an interest in a community pharmacy career. 25% of all CVS scholarships awarded must be for a student who is bilingual.

Kroger Scholarship is awarded for achievement and an interest in a community pharmacy career.

Phar-Mor Scholarship is awarded for achievement and interest in a community pharmacy career.

The David R. Uhlfelder Scholarship is presented for demonstrated achievement in the area of college and professional service.

Wal-Mart Scholarship is awarded for achievement and interest in a community pharmacy career.

Awards

The Academy of Students of Pharmacy Award is awarded annually to a student for outstanding service to the Student Branch of the American Pharmaceutical Association.

The Council of Ohio Colleges of Pharmacy Leadership Award is awarded to a student for outstanding leadership and service to the college and to the profession.

The Dean's Awards are presented to fourth professional year students for meritorious service, leadership and academic excellence.

The Emanuel Goodman Award is made annually to a student with high class rank and service to the college.

Facts and Comparison Clinical Communications Award of Excellence is awarded to a student with superior verbal and written communicative skills.

TEVA Outstanding Student Award is awarded to a graduating student who demonstrates excellence in the study of pharmacy

The Merck Awards are presented annually to two College of Pharmacy students who demonstrate academic achievement.

The Mylan Pharmaceuticals Excellence in Pharmacy Award is presented to a student for high professional motivation and superior proficiency in drug information service.

The Natural Medicines Comprehensive Database Award is presented to a graduating student who has an interest and expertise in evidence based approach to natural medicine.

The Ohio Pharmacists Association awards \$100 for outstanding contributions to ASP

The Rho Chi Award is presented to a fourth professional year student for outstanding academic achievement.

Note: All awards, scholarships, and aids may not be offered each year and dollar amounts may vary. Scholarships, awards and other financial aid offered through the college of pharmacy are subject to change.

Loans

The Alpha Zeta Omega Max Mark Memorial Loan Fund is to be repaid in full after graduation or withdrawal from the college. Applicants must be in good standing and in need of financial aid.

The Burroughs Wellcome Loan Fund is to be repaid in full after graduation or withdrawal from the college. Applicants must be in good standing and in need of financial aid.

The John Dargavel Foundation Loan Fund is administered directly by the Dargavel Foundation. Information and applications are available from the Fund, 1750 K Street N.W., Suite 1200, Washington, D.C. 20006.

Federal Loan Programs are administered through the Student Financial Aid Office and are based on financial need.

The M.N. Ford Foundation Loan Fund is to be repaid in full after graduation or withdrawal from the college.

The Joseph Schneider Memorial Loan Fund is awarded to second or third professional year pharmacy students who are in good standing and in need of financial aid; to be repaid after graduation or withdrawal from the college.

Note: All loans are subject to the current university policy on loans and repayment schedules. Scholarships, awards and other financial aid offered through the college of pharmacy are subject to change.

Information And Technology Services

Information Technology Policies

All members of the University community are responsible for familiarizing themselves with the Information Technology policies prior to use. All policies related to the Use of Information Technology (including student e-mail, data protection, and general usage) can be found at: <http://www.uc.edu/ucit/policies.html>.

Resource Availability

The college employs information technology staff who support faculty, students and staff with IT needs. Contact RxIT@uc.edu for more information

Computer Policy

Your UC Central Login can log you in to any computer in any lab.

The labs with laptops have a double login, which requires you to login typing your username and password twice on the login screen. This allows the laptop to connect wirelessly.

If you lock yourself out of your account, please wait 15 minutes and your account will be automatically unlocked.

Computer Helpdesk and Telephone Technical Support

The University of Cincinnati Office of Information Technologies operates a walk-in helpdesk. This support area for students, faculty, and staff is located in the 24-hour lab in 630 Steger Student Life Center. Technical support can be reached at 556-4357 (HELP).

Computer Workstations

The Donald C. Harrison Health Sciences Library located in the Medical Sciences Building can be used when you need a computer resource. It is the closest UC library in relation to the college.

<http://www.libraries.uc.edu/hsl/about/welcome.html>

.

Printing Policy

The University of Cincinnati provides \$10.50 worth of free prints loaded onto your bearcat card each semester. That is equivalent to 150 pages at 7cents per page. Currently, the James L. Winkle College of Pharmacy provides an additional \$17.50 of printing(250 pages) bringing the semester total up to \$28.00(400 pages).

Printing:

The college maintains several printers located inside Kowalewski Hall for students to print to from their own devices. Students can go to <http://print.uc.edu> to obtain software to load on their devices so they can print to the college student printers.

University Email Account and Listservs

A university e-mail account is one of the most important resources one has as a UC student. All official university information is transmitted via university email, so students should develop the habit of reading it every day. Once one is admitted and confirmed as a student, he/she will be notified by personal email when his/her university email account becomes available and will be given the necessary information to access it.

Secure Wireless

All faculty, staff, and students are required to use the Securewireless network if they need internet access using wireless at UC. There are a few steps in order to get this setup on your personal laptop or device. Please see the PDF located at <http://www.uc.edu/content/dam/uc/ucit/docs/nts/WPA2%20INSTRUCTIONS.pdf> to see screen shots of setting up the wireless network. For the iPhone, please just select Securewireless and enter just your central login. Accept the certificate and you will then be connected. For other devices, please visit <http://www.uc.edu/ucit/internet/oncampus/wirelessdatacommunicationswpa2.html> to obtain instructions.

The college IT department can assist you with this, as can any UC IT helpdesk.

Canopy/Blackboard Course Management

Blackboard is a web portal on the Internet that offers students easy access to course materials, university resources, and personal tools, such as email. To use Blackboard one must be a current student, faculty, or staff member at the University of Cincinnati and have a computer with Internet access and a web browser. Blackboard is on the web and is accessible anywhere in the world

Blackboard may also be accessed via links on the University of Cincinnati website. For instance, go to Current Students; Blackboard Course Management is then found under Educational Resources. It may also be accessed at the following web address: <http://www.blackboard.uc.edu>.

To use Blackboard one must first log in using Central Login username and password. To change the password via Blackboard, log in to the account and click the “Personal Information” link on the left side of the page. From this page, the student may select the “Change Password” link to access the Central Login Password Self Service.

The first page that is visible at log-on is called the “My UC” page. The student’s courses should appear on this page in the “My Courses” module on the right side of the screen. If a student’s course appears as “unavailable” on Blackboard this means the instructor either does not plan to use Blackboard for the course or has not yet made the course and its contents available to students.

Duplicating/downloading/sharing copyrighted material:

The unauthorized duplication of copyrighted material is considered a violation of the student code of conduct. Please refer to the following website:
http://www.uc.edu/conduct/Copyright_Infringement.html.

Duplication is broadly defined as unauthorized copying (either done electronically or manually) of materials created by another for distribution or personal use without the express consent of the creator. Please note: this DOES include faculty created course materials. When in doubt about the legality of a proposed action; seek permission from the course instructor or consult with the Dean of Academic Affairs.

Miscellaneous Information:

Virtual Private Network: VPN is available for use by students to access information when not on campus. To find out the advantages of a VPN account and to set one up go to the following site: <http://www.uc.edu/ucit/internet/offcampus.html>.

Central Login: Information related to your central log-in (password creation, help etc) can be found at the following site: <http://www.uc.edu/infosec/password/>.

E-Portfolio: E-Portfolio is the college's information management system. This system is password protected for use by currently enrolled students and faculty.

Student Organizations

Students are encouraged to be involved in student and professional life by participation in the many organizations available at the College of Pharmacy.

ACCP

The student chapter of the American College of Clinical Pharmacy represents clinical pharmacy and provides student members with career planning resources and access to the Practice and Research Networks of ACCP.

APhA-ASP

The mission of the American Pharmacists Association Academy of Student Pharmacists (APhA-ASP) is to be the collective voice of student pharmacists, to provide opportunities for professional growth, to improve patient care, and to envision and advance the future of pharmacy.

ASCP

The mission of the American Society of Consultant Pharmacists is to provide optimal medication management and improved health outcomes for all older persons. Student members have an interest in providing medication therapy management and education to the geriatric population.

ASHP-SSHP

The Student Society of Health-System Pharmacists is recognized by the American Society of Health-System Pharmacists. SSHP represents pharmacy students interested in health care systems and addresses the needs of students with respect to career information, practice focused leadership development and organizational involvement.

CPFI

The UC Student Chapter of the Christian Pharmacy Fellowship International (CPFI) offers the opportunity for Christian students to have a common affiliation with like-minded students within our school of pharmacy and also with other schools of pharmacy throughout the United States and abroad.

CPNP

College of Psychiatric and Neurological Pharmacists is the student chapter of the professional society whose focus is on advancing the practice and reach of neuropsychiatric pharmacists. The chapter promotes awareness around mental health and wellness.

IPhO

Industry Pharmacists Organization is the student chapter of the organization that is dedicated to advancing the careers of pharmacists who work in the pharmaceutical industry and contribute to the development, commercialization, promotion and optimal use of medicines.

Kappa Epsilon

Kappa Epsilon is a national professional pharmacy fraternity whose student members promote pharmacy as a career, provide networking opportunities, and supports personal and professional development. Community service focuses on breast cancer and cardiovascular disease awareness.

Kappa Psi

Kappa Psi is the oldest and largest professional pharmacy fraternity in the world with 141

Collegiate and Graduate chapters. As a national group, our objectives are to conduct a professional fraternal organization for the benefit of all members, to promote philanthropic involvement within the community, and, specifically at UC, to foster leadership opportunities and organize social activities on behalf of the College as a whole.

NCPA

The National Community Pharmacists Association (NCPA) represents America's community pharmacists. The goals of the organization are to nurture entrepreneurship, advocate for legislative change, and promote the health and well-being of the public.

Phi Lambda Sigma

PLS is a national pharmacy leadership society that promotes the development of leadership qualities, especially among pharmacy students. Requirements for admission are: (1) demonstrated leadership and service towards the advancement of pharmacy; (2) high ethical and moral character; (3) second or third professional year ranking; and (4) a QPA of not less than 2.5.

Rho Chi

Rho Chi is a national pharmacy honor society that encourages and recognizes excellence in intellectual achievement and advocates critical inquiry in all aspects of pharmacy. Requirements for admission to the society are: (1) a QPA of not less than 3.0; (2) scholastic standing in the upper 20 percent of the class after completion of 11 quarters; and (3) recommendation by the Dean.

SNPhA

Student National Pharmaceutical Association is an education and service association concerned about pharmacy, and health care issues; and the need for greater minority representation in pharmacy and other health professions.

Tribunal

Tribunal is the student governance organization and represents the student body at the college through professional and service activities

Institutional Rules, Policies And Procedures

The University of Cincinnati is committed to providing an environment for students, faculty and staff that is safe, inclusive, and respects the rights of those on campus and in the community surrounding campus. The Right to Know is the source for policies and procedures to support its commitment.

<http://www.uc.edu/righttoknow/policies.html>

Records Privacy, FERPA, and the Right to Review

The Family Educational Rights and Privacy Act of 1974 (FERPA), is the federal law that governs the release of and access to student education records. FERPA affords students certain rights with respect to their education records. For the complete FERPA information, consult the “Records Privacy” page of the Registrar’s Office website.

Discrimination

The University of Cincinnati reaffirms its policy that discrimination on the basis of race, color, religion, national origin, sex, sexual orientation, disability, status as a disabled veteran or veteran of the Vietnam era or age shall not be practiced in any of its activities. Furthermore, where past or present discrimination continues to have an adverse impact upon protected class members such as minority groups, women, disabled, Vietnam era veterans, or disabled veterans, the university will take affirmative action in carrying out its policy of nondiscrimination 57 (University Hall, Suite 250).

Academic Conduct

Pharmacists as well as other professionals must live up to the high ideals of their profession. Their lives must be guided by the principles of honesty and integrity in order to insure that the public can regard their words and deeds as unquestionably honest, trustworthy, and ethical. In order to develop an understanding of, and respect for, these principles of honesty and integrity as applied to the academic work, all pharmacy students are expected to conduct themselves in accordance with the University’s Student Code of Conduct. The conduct code applies to anyone taking a course for credit in the College of Pharmacy, and acceptance of it is required as a condition of enrollment.

It is each student’s responsibility to know and comply with the University’s Student Code of Conduct. A copy of this code is available for review in the College of Pharmacy office, various student affairs offices, the College of Pharmacy home page and the University webpage. http://www.uc.edu/conduct/Code_of_Conduct.html

Student Code of Conduct

The Student Code of Conduct defines behavior expected of all University of Cincinnati students. It is each student’s responsibility to know and comply with the university’s Student Code of Conduct, and sanctions or penalties are outlined. Academic behavior considered to be misconduct is defined in the Student Code of Conduct. The code also

addresses nonacademic misconduct (such as disturbing the peace, destruction of property, and theft). Disciplinary procedures are explained in a step-by-step manner, and the procedures for appeal of decisions are stated.

Academic Dishonesty

Academic dishonesty in any form is a serious offense that cannot be tolerated in an academic community. Dishonesty—including cheating, plagiarism, deception of effort, and/or unauthorized assistance—may result in a failing grade in a course and/or suspension or dismissal from the university. Each graduate program or college must adopt and publish procedures for investigating charges of academic dishonesty. These procedures must take into account due process and rules of evidence, and they must conform to the university's Student Code of Conduct.

Alcohol and Drug Policy

The College adheres to the laws of the state of Ohio as listed in the Ohio Revised Code. The following language has been taken from the UC Student Organization Handbook, which can be found at:

http://www.uc.edu/sald/StudentOrganizationHandbook/_jcr_content/MainContent/download/file.res/C%3a%5cfakepath%5cStudent%20Organization%20Handbook.pdf

As permitted by law individual students, faculty and/or staff may purchase, possess and/or consume beer or intoxicating liquor on campus at certain campus events, in designated campus facilities and in campus facilities having permits issued by the Ohio department of liquor control. Restrictions in the Ohio Revised Code include the following:

It is unlawful for a person under twenty one years of age to purchase, consume, possess, or transport any beer or intoxicating liquor.

It is unlawful to knowingly and falsely misrepresent one's age to obtain alcoholic beverages and/or to misrepresent that another is of legal age for such purpose.

It is unlawful to have in one's possession in a public place without a permit an open container of beer or intoxicating liquor.

It is unlawful to possess an open container and/or consume any beer or intoxicating liquor in a motor vehicle.

It is unlawful to serve, distribute beer and/or intoxicating liquor to a minor.

These laws are contained in Chapter 4301. of the Ohio Revised Code. The complete text of the state liquor laws and administrative regulations may be obtained from the department of campus security, campus library or the Ohio department of liquor control. Student organizations will be permitted to schedule and/or sponsor on-campus events at which alcohol would be available only at those locations having permits issued by the Ohio department of liquor control. Student organizations that sponsor off-campus events are expected to adhere to state law. Organizations found to have violated state law may be subjected to the loss of registered status. Administrative and academic units (colleges, departments) are permitted to schedule and/or sponsor on-campus student events at which beer or intoxicating liquor would be available only in designated areas within those units

and only with the approval of the unit head. These events may not be all campus events and must adhere to regulations established for on-campus events.

Individuals and organizations found in violation of university regulations will be subject to disciplinary action and may be subject to action outlined in the Ohio Revised Code.

Possession of Firearms

Even if a student has a permit to carry a concealed weapon, possession of a firearm, explosive device or other weapon is prohibited on the campus of a state university. For further information regarding the University's policy, refer to the Public Safety website at: <http://www.uc.edu/publicsafety/police/FrequentlyAskedQuestions.html>.

Tobacco Use Policy

Effective March 1, 2007, the University of Cincinnati became a smoke-free campus. The use of all forms of tobacco, including chewing tobacco, is prohibited inside and outside all university-owned and university-leased facilities, green space, and sidewalk

Campus Resources

Libraries

Overview

The University of Cincinnati Libraries offer access to outstanding research collections of over 3.4 million volumes, over 69,000 periodical subscriptions, and thousands of full-text articles online, in addition to a wide range of services to help students with their research needs. Students have access to the UC Libraries' online library catalog and information about resources and services by visiting <http://www.uc.edu/libraries>. Here students can also link to the websites for each of UC's 14 libraries. In addition to providing access to resources at UC, the Libraries' websites also serve as local gateways to OhioLINK, which includes a statewide library catalog of over 48 million items from 88 other academic libraries across Ohio, as well as over 8,000 electronic journals in the Electronic Journal Center, more than one hundred research databases, and over 3,000 educational films and documentaries from the Digital Media Center, as well as a growing collection of over 55,000 e-books.

Each UC library provides a knowledgeable staff eager to assist students with their research and service needs. Among the most important services provided are instruction in library research and computer software, assistance with the appropriate use of electronic resources, and help using collections of books, periodicals, and multimedia resources. UC's libraries also offer study rooms, study carrels, computer labs, centers for the use of multimedia resources, and specialized services for the physically challenged. Langsam Library's 5th floor is home to UCit@Langsam, a 24/7 computer and study space.

Health Sciences Library

The librarians at the Health Sciences Library have developed a Pharmacy Resource Guide for all Pharmacy students to provide links to all of the valuable resources that students will need to support their education.

<http://guides.libraries.uc.edu/pharmacy>

Building Access

The Health Professions Bldg and Wherry Hall are open from 7:00am-7:00 pm M-F. These buildings have secure restricted access in the evening and weekends.

Campus Security and Emergency Procedures

The University of Cincinnati has its own police department and provides a safe environment for students, faculty, staff and visitors.

<http://www.uc.edu/publicsafety.html>

The Department of Environmental Health & Safety also provides support for the campus. <http://www.ehs.uc.edu/>

Locker Use

The College provides an assigned locker for each student while enrolled in classes at the College.

Parking

Parking is available for students in Eden Garage. Special rates are available for students who park on the top of the garage. <http://www.uc.edu/parking.html>

Directory Assistance

When on East (Medical Center) or West (Main) campus, dial “0” for campus directory assistance. When off-campus and calling the university, dial 556-6000.

Bearcat Campus Card

The Bearcat Campus Card is a debit card feature of the University of Cincinnati identification card (UCID). University of Cincinnati students, faculty, and staff members can use their IDs to purchase goods and services (such as photocopies, vending products, books, and food) on campus as well as over 70 off-campus restaurants and stores.

To open a Bearcat Card account, obtain a university ID at the Public Safety offices located in Edwards IV, and sign up for the account here or at the Mainstreet Connection Center located in the main lobby of Tangeman University Center.

Make deposits online 24/7 through one’s Blackboard account at <http://www.blackboard.uc.edu>, in person at the Mainstreet Connection Center during business hours (cash, check, or credit card), or around campus at one of three Value Transfer Stations (cash only).

Art Galleries

University of Cincinnati and its College of Design, Architecture, Art, and Planning (DAAP) hold many ongoing free art exhibitions and performances for the university community.

DAAP and other university-sponsored galleries include the following:

Dorothy W. and C. Lawson Reed, Jr. Gallery

The Dorothy W. and C. Lawson Reed, Jr. Gallery hosts exhibitions that focus on the fields of study associated with the College of DAAP, with emphasis on current work in those disciplines brought in from outside the college to enrich the exposure of students to work produced elsewhere.

Location: DAAP Complex, Room 527

Hours: Weekdays 10 a.m. to 5 p.m.

840 Gallery

Location: DAAP Complex, Room 4340

Hours: Weekdays 10 a.m. to 6 p.m.

Philip M. Meyers, Jr. Memorial Gallery

The Phillip M. Meyers Jr. Memorial Gallery is a venue for presenting the work of DAAP faculty and students to the university community, and hosts other exhibitions broadly reflecting the varied disciplines associated with the larger university community.

Location: Steger Student Life Center

Hours: Weekdays 10 a.m. to 5 p.m.

College-Conservatory of Music Performances

University of Cincinnati's College-Conservatory of Music (CCM) is recognized as one of the country's leading conservatories. CCM presents nearly 900 events a year, most of which are free and open to the public. Ticketed events are offered at discounted rates to university students. Information about current CCM offerings is available on the CCM calendar of events. Ticket sales for most performances are handled through the CCM Box Office in the CCM Atrium (556-4183).

Bearcat Sports

Football, basketball, and baseball tickets are free with one's student ID online and at the Athletic Ticket Office (556-2287) on the first floor of the Richard E. Linder Center of Varsity Village. Students are encouraged to show up early to obtain tickets.

Recreational Facilities and Activities

UC's Campus Recreation Center (CRC) and Fitness Center at CARE/Crawley (FC) provide university students, employees, and friends of the university a wide range of exercise and fitness opportunities in two state-of-the-art-facilities. A University of Cincinnati ID is required for admittance. The CRC and FC also offer daily guest passes that can be purchased at the Member Services Desks. Campus Recreation's website offers further information about the facilities, programs, and services offered. The CRC offers assistance to any member who would like to know more about the function, use, safety and care of all aerobic and exercise equipment within the fitness area of the CRC. Orientations are led by a fitness floor coordinator and can be scheduled by calling the coordinator of fitness and wellness at (513) 556-0510.

Intramural Sports

Intramural sports are open to all University of Cincinnati students and employees who are members of the Campus Recreation Center. These sports involve league and tournament play. Men's, women's and coed leagues and tournaments are offered for all sports. Rules and entry forms are available at the Campus Recreation Center. Sports offered vary by semester and include flag football, volleyball, basketball, soccer, and softball. Call (513) 556-0604 for more information.

**James L. Winkle College of Pharmacy
University of Cincinnati
Professional Code**

Table of Contents

- I. Introduction**
- II. Guiding Principles**
- III. Definitions:**
 - A. Elements of Professionalism**
 - B. Challenges to Professionalism**
- IV. Responsibilities of Students, Faculty, and College Community**
- V. Violations of the Code of Professionalism**
- VI. Process for Handling Violations of the Professionalism Code**
 - A. Chain of reporting**
 - B. Required Documentation**
 - C. Honor Council**
 - a. Membership**
 - b. Responsibilities**

I. Introduction

A pharmacist's behavior is professional when he/she takes a responsibility to provide optimal drug therapy, improve care, and optimize medication-related outcomes for patients. Students become a member of the pharmacy profession at the commencement of the P1 Year. The profession recognizes these students as "student pharmacists," in accordance with the American Pharmacists' Association (APhA). As such, student pharmacists are expected to meet the

same standards of professionalism as licensed pharmacists. Professionalism in pharmacy requires the pharmacist to serve the interests of the patient above his or her self-interest.

II. Guiding Principles: The James L. Winkle College of Pharmacy

1. The profession of pharmacy is regarded by the public as one of most ethical professions. Student pharmacists must exhibit professional behavior that reflects the expectations of the public. In all activities that reflect on the University, this College, and the profession, student pharmacists are expected to behave in a professional manner.
2. The maintenance of a high degree of professionalism requires that members of the profession are prepared to encourage and enforce professional behavior in their peers. Student pharmacists are expected to help their peers maintain professionalism and to report lack of professional behavior through the proper channels within the college.
3. All instructors within the college (full-time faculty, part-time faculty, administrators) and within the college community (adjunct faculty, preceptors) deserve respect from students. Students are expected to exhibit a respect for faculty.
4. Students within the college of pharmacy have demonstrated accomplishment within their own sphere that deserves respect from their peers as well as faculty and administration.
5. The James L. Winkle College of Pharmacy recognizes a very broad and inclusive concept of diversity that includes commonly recognized considerations such as race, ethnicity, gender, age, disability status, socioeconomic status, gender identity and expression, sexual identity, sexual orientation, religion, and regional or national origin. We emphasize that our concept of diversity will retain the capacity to grow with our understanding.

III. Definitions: Elements of Professionalism in Pharmacy

Altruism is the essence of professionalism. The best interest of patients, not self-interest, is the rule.

Accountability to the individual patient, society, and the profession is required. Pharmacists are accountable to their patients for fulfilling the implied contract

governing the patient/pharmacist relationship. They are also accountable to society for addressing the health needs of the public and to their profession for adhering to enduring moral and ethical precepts. In the classroom, this means that you are accountable to faculty and to your fellow students to follow directions, meet deadlines, and to fulfill commitments.

Excellence entails a conscientious effort to exceed ordinary expectations and to make a commitment to life-long learning. Commitment to excellence is an essential goal for all pharmacists. In the classroom, this means that you maximize effort to optimize learning opportunities with the ultimate goal of providing excellence in patient care.

Duty is the free acceptance of a commitment to service. This commitment entails accepting inconvenience and enduring unavoidable risk to oneself when a patient's welfare is at stake. Duty requires the pharmacist to advocate the best possible pharmaceutical care, seeking active roles in professional organizations, and volunteering one's skills and expertise for the welfare of the community.

Honor and integrity are the consistent regard for the highest standards of behaviors and refusal to violate social and professional codes of behavior. Honor and integrity imply being fair, being truthful, keeping one's word, meeting commitments and clearly stating one's ideas. They require recognition of the possibility of conflict of interest and avoidance of relationships that allow personal gain to supersede the best interest of the patient. Honor and integrity is expected in the classroom.

Respect for others (patients and their families, other pharmacists and professional colleagues such as nurses, physicians, students, and residents) is acknowledgement of the dignity of the individual. Respect is demonstrated in words, online, in social media, and actions.

Diversity is the wide range of national, ethnic, racial and other backgrounds of U.S. residents and immigrants as social groupings, co-existing in American culture. The term is often used to include aspects of race, ethnicity, gender, sexual orientation, class and much more.

Definitions: Challenges to Professionalism/Elements of Unprofessional Behavior

Nine issues challenge or diminish the above identified elements of professionals. These include abuse of power, arrogance, greed, misrepresentation, impairment, lack of conscientiousness, conflict of interest, disruption of learning, and breach of confidentiality. The following are specific examples of behaviors or attitudes which represent challenges to professionalism. This is not intended to be an all-inclusive list but rather a representation to provide guidance for the College community.

Challenge to Respect for Others:

Abuse of Power is the act of using authority in an abusive or malicious way. Traditionally, pharmacists exhibit a high level of trust and respect in the community,

offering a tremendous amount of power. While this power can be used for good to

improve patient care, when abused, power can cause a great deal of harm.

Specific

examples of abuse of power may include (but are not limited to):

- Bullying or harassment (see UC Code of Conduct):
 - http://www.uc.edu/righttoknow/resources/code_of_conduct.html
 - http://www.uc.edu/content/dam/uc/hr/labor_and_employee_relations/policies/11_03_policy_statement_sexual_harassment.pdf
- Unfair allocation of work
- Withdrawing responsibilities or rewards without explanation
- Setting impossible expectations
- Manipulation for personal gain
- Taking advantage of peers, faculty, preceptors, or patients
- Threatening or purposefully committing physical violence

Abuse of power may occur at several different levels, including:

- **Peers:** During interactions with colleagues, allowing financial and academic competitiveness to affect honest evaluation of one's peers and trainees is an abuse of power. This also pertains to serving in the capacity as teaching assistant, peer leader, peer mentor, or other similar positions. Additional examples may include unfair distribution of workload and responsibilities among team members.
- **Preceptors:** Preceptors should cultivate an environment which maximizes student learning. Utilization of students for activities outside the scope of the rotation which do not provide adequate learning experiences for students may be considered an abuse of power.
- **Patients:** The relationship with patients should be that of a mutualistic relationship, allowing the patient to take a proactive role in the decision-making for their healthcare. Not allowing patients or caregivers to participate in the decision-making process is not in the best interest of the patient and would be an abuse of power.

- **Other healthcare professionals:** Each member of the healthcare team brings a valuable skillset to the overall care of the patient. Failure to recognize the value of other professionals' contributions to patient care or underutilization of their skills can be an abuse of power.

Challenge to Altruism: Arrogance means an offensive display of superiority and self-importance. Arrogance can be displayed towards faculty/preceptors, peers, and/or patients and destroys professionalism in several ways. Arrogance reduces the professional's ability to learn from other individuals and think critically, interfering with the lifelong learning process. It threatens patient care by inhibiting empathy towards the patient. Lastly, arrogance destroys professionalism by removing the beneficial role of self-doubt. It inhibits the ability for appropriate reflection on constructive feedback which limits the achievement of excellence and could result in errors and patient harm. Specific examples of arrogance may include (but are not limited to):

- Using a tone in your voice or in written communication that is disrespectful
- Demonstrating disrespect for other health care students or professionals because you believe that you know more than they do.
- Consistently arriving late to class or meetings implies that you believe your time is more important than others
- Blaming others when something isn't working instead of reflecting and making a change

Challenge to Altruism: Greed is an excessive desire of something (eg. money, resources, etc) which is more than what is deserved or needed. Greed impedes the professional's judgment and reduces the ability to act in the best interest of their patients and/or peers. Where greed exists there is no room for understanding, compassion, or other qualities necessary for a healthcare professional. Specific examples of behaviors that exemplify greed include (but are not limited to):

- Advancing your own career to the disadvantage of others
- Running for multiple leadership roles instead of allowing others to have the opportunity to lead
- Being disrespectful in your pursuit to obtain a higher grade

Challenge to Honor, Integrity, and Duty: Misrepresentation consists of deception and fraud. Deception is the act of misleading or creating an untrue belief. Fraud is a conscious misrepresentation of material fact with the intent to mislead. Since pharmacists and student pharmacists have a well-respected public image, they have a duty to represent themselves professionally in society. Deceptive and fraudulent behavior for personal gain threatens the pharmacist's public image and jeopardizes relationships with patients and other members of a team. Specific examples of behaviors which constitute misrepresentation include (but are not limited to):

- Plagiarism (see UC Student Code of Conduct: http://www.uc.edu/righttoknow/resources/code_of_conduct.html)
- Taking credit for the efforts of others for one's own personal gain
- Using another person's presentation/project/report (even with permission) and portraying it as one's own
- Not clearly identifying one's professional role with patients or other health care professionals
- Submitting work that is not one's own
- Lying to faculty, preceptor, peers about attendance at an event/meeting to avoid a professional obligation at the college or rotation.
- Falsifying patient records or an official college document

Challenge to accountability, honor and integrity: Impairment is the state of being diminished, damaged, or weakened in ability, either physically or mentally. The professional impaired by substance abuse, sleep deprivation, psychological distress, or other conditions which impair the ability to make professional judgments jeopardizes the welfare of the patient or the educational experience of the student and/or peers. Specific examples of impairment include:

- Attending class/rotation/work/driving under the influence drugs or alcohol that places patients or the community in danger
- Falling asleep in class or while on rotation
- Exhibiting behavior at a social event while attending a professional meeting that may damage your personal reputation, the reputation of the school, the organization, or classmates
- Excessively abusing substances resulting in compromised health or judgment (alcohol, drugs, tobacco)

Challenge to Excellence, Duty, and Accountability: Lack of Conscientiousness is a failure to fulfill required or expected responsibilities, and is incompatible with the essence of professionalism. A professional that is committed to doing only the minimum prevents the achievement of excellence and can lead to an unsafe practice environment for the patient or limits the learning experience for the student and/or peers. Specific examples demonstrating lack of conscientiousness may include:

- Not attending mandatory classes
- Being routinely late/tardy for scheduled activities and deadlines such as: class, rotations, assignments, meetings, training and licensing requirements, and meeting classmates for group activities
- Lack of concern for patient and patients' families needs/concerns
- Lack of concern for professional dress and behavior standards
- Being engaged in behaviors that place yourself or others in danger
- Leaving a classroom to take non-emergency phone calls, bathroom breaks etc.

- Fighting with others or being routinely disagreeable, condescending

Challenge to Integrity: Conflict of Interest occurs when a person's professional interests and responsibilities are influenced by personal interests or gains. Recognition and avoidance of conflicts of interest represent a core issue of professionalism. A professional must remain free from bias and use appropriate judgment when making decisions. A professional practices in a manner which protects the best interests of the patient above their own interests. Specific examples which represent a conflict of interest may include:

- Requesting a research project where the student or immediate family own the product or company being researched or the company of a competitor product
- Lack of dissemination by student organization officers of timely information to other students about job or award availability to increase the chances of student officers for those jobs, awards, etc.
- Failing to recuse oneself from participation on academic or professional hearing boards when they have a relationship with a student for whom the hearing or board meeting is making a judgment
- Participation on admissions committee considering a student that they have a relationship with (brother, sister or other family relationship, or significant other relationship)
- Participation on a board or decision-making body for another student who is in a competitive situation with student being considered
- Accessing patient health information without legitimate need
- Demonstrating unprofessional behavior utilizing social media (Including inappropriate use of personal and class Facebook pages, Twitter accounts, Instagram accounts, etc.)

Challenge to Respect for Others: Disruption/Obstruction of Learning can be defined as behaviors or actions that are distracting for the student, peers, faculty, etc. The professional has a responsibility to ensure an environment in which all colleagues enjoy respect for their contributions and where they can advance to their full potential. Specific examples which may disrupt learning include (but are not limited to):

- Talking/sleeping during class
- Texting during class
- Walking out of class during a lecture
- Using technology during lectures for activities not associated with the current class
- Asking questions during lectures not directly related to the topic under discussion
- Articulating a philosophy that a minimal effort on a particular project, class assignment or portion of a course is acceptable and the norm

- Failing to participate in team work/efforts

Challenge to Honor and Integrity: Breach of confidentiality is defined as disclosing information learned within the course of professional practice for non-professional purposes. The professional must maintain the confidences of the patient and make disclosures only in the patient's interest or when disclosure is a legal requirement. When students participate on school or college committees, sensitive information that is discussed at the meeting must also be held confidentiality. Specific examples which pose a breach in confidentiality may include:

- Sharing medical, personal, or financial information about a patient, classmate or faculty member learned at school, work or while on rotation with individuals who have no professional need to know it
- Breaches in confidentiality between students and faculty:
 - Sharing exam questions with classmates when you have taken an exam early due to a schedule conflict
 - Sharing exam questions with classmates who are taking exams late due to illness or a schedule conflict
 - Sharing laboratory data that you or your group generated with individuals or teams so they do not have to do the experiment
 - Sharing information discovered while working on a take-home project that was defined as requiring an "Individual Effort"

Challenge to Diversity and Respect for Others: Threats to Diversity may include lack of inclusion or lack of respect for others. See the University policy on diversity for more information: <http://health.uc.edu/diversity>

- Expressing sexually, gender, racial or ethnically-offensive comments, jokes and stories
- Disrespecting someone or a group of people based upon socioeconomic or medical status

IV. Responsibilities of Students, Faculty (Including Part-time, Adjunct, Volunteer Faculty and Preceptors), Administrators and Staff

All members of the College community are expected to abide by the principles of professionalism. Students, faculty, administrators and staff have a mutual responsibility to create and maintain a culture that supports professionalism in pharmacy.

Student Responsibilities

1. Understand the definition of professionalism in the broadest sense and be prepared for life's challenges to professionalism

2. Incorporate the principles of professionalism into both your professional and personal life
3. Promote professionalism amongst your classmates and co-workers
4. Expect to be treated in a professional manner by other students, faculty, administrators and staff
5. Consult with the Associate Dean for Student Affairs and/or mentors when guidance is needed on the subject of professionalism
6. Embrace a duty to report unprofessional behavior demonstrated by your peers
7. Engage in self-reporting of infractions of law resultant from unprofessional behavior

Faculty Responsibilities (Including Part-time, Adjunct, Volunteer Faculty and Preceptors)

1. Understand the definition of professionalism in the broadest sense
2. Incorporate the principles of professionalism into both your professional and personal life
3. Promote professionalism amongst your students and co-workers
4. Serve as a role model and by example teach your students to be professional practitioners by treating students, other faculty, administrators and staff in a professional manner
5. Incorporate the teaching of professionalism in academic, experiential and co-curricular settings
6. Expect students, other faculty members, administrators and staff to treat you in a professional manner and uphold the principles of professionalism
7. Consult with the Associate Dean for Student Affairs when guidance is needed on the subject of professionalism
8. Refer students to the Associate Dean for Student Affairs when they need more guidance on professionalism than you are able to provide
9. Embrace a duty to report unprofessional behavior demonstrated by your peers
10. Engage in self-reporting of infractions of law resultant from unprofessional behavior

Administrator and Staff Responsibilities

1. Understand the definition of professionalism in the broadest sense
2. Incorporate the principles of professionalism into both your professional and personal life
3. Promote professionalism amongst your co-workers
4. Serve as a role model for professionalism and treat students, faculty, and other administrators and staff in a professional manner

5. Expect students, faculty and other administrators and staff to treat you in a professional manner and uphold the principles of professionalism
6. Consult with the Associate Dean for Student Affairs when guidance is needed on the subject of professionalism
7. Embrace a duty to report unprofessional behavior demonstrated by your peers
8. Engage in self-reporting of infractions of law resultant from unprofessional behavior

V. Violations of the Code of Professionalism

Violations of the code of professionalism include all of those behaviors of an individual which demonstrate a disregard for the elements of professionalism described above. As such these violations cast a perception of unprofessionalism about the individual and reflect negatively on pharmacy as a whole. In addition a disregard for professionalism may actually harm another individual's reputation or physical wellbeing. As such this unprofessional behavior potentially causes distrust from those whom we are intended to serve and from those we collaborate with to accomplish the health care outcomes that we intend. Violations can be identified by comparing them to the elements of and challenges to professionalism described above.

(*Note: Individuals entering into the profession of pharmacy should be of good mental health and moral character; students exhibiting mental or physical incapacity such that it prevents the provision of practice with reasonable skill, competence and safety to the public should be referred to the Associate Dean of Student Affairs.)

Honor Council

An Honor Council will be established to maintain and uphold the Code of Professionalism for the College. The Council will be comprised of the following members:

- A. 1 Chair (can be from either division; will serve a 2-year term)**
- B. 2 Faculty Members (1 from each division)**
- C. 1 Alternate Faculty Member (from either division)**
- D. 4 Students (one student representative from each professional year; student members of the Judicial Review Board of Tribunal will be appointed)**
- E. 1 Administration Representative (Associate Dean for Student Affairs)**

The Council shall consist of eight appointed representatives: one chair (from either division), 2 faculty members (one from each division), one alternate faculty member (from either division), and four student representatives selected from the Tribunal judicial review

board (one from each of P1, P2, P3, and P4 classes). Student representatives will excuse themselves from the review process if one of their classmates (within the same professional year) is up for review by the Council. The Chair of the Council will be appointed for a two-year term. The faculty representatives from each division will be appointed for one-year terms. The alternate (from either Division) is appointed annually to serve a one-year term. This faculty member would participate in reviews if a Council member is unable to participate in the review or if it would be a conflict of interest for them to do so. The Associate Dean for Student Affairs will serve as the administrative liaison for the committee.

Honor charges will include the following:

1. Review and publicize policies as they relate to professionalism to ensure students, faculty, preceptors and staff are aware of the standards set forth in the Professional Code of the College.
2. Investigate any alleged James L. Winkle College of Pharmacy student violation of the Professional Code and determine sanctions in accordance with the policy defined by the Professional Code of the College.
3. Serve as the committee hearing any complaints or appeals filed as they pertain to breaches in the Professional Code.
4. Work closely with the Associate Dean of Student Affairs as it pertains to breaches in the Professional Code and subsequent sanctions.

(*Note: Faculty and staff violations of the Professional Code should be addressed by the Dean in cooperation with the Provost's office and Office of Judicial Affairs)

VI. Process for Handling Violations of the Professional Code

I. Incident Reporting:

If an incident occurs in a classroom setting and resolution cannot be resolved between the student and responsible faculty member, or, the incident occurs outside the classroom setting where a student is representing the college of pharmacy, the incident should be reported to the Chair of the JLWCOP Honor Council. In the event the Chair is unavailable, the incident should be reported to the Associate Dean of Student Affairs. Every attempt should be made to report the incident in writing within 7 business days of discovery of the alleged violation. However, when further information is required to confirm or corroborate the incident, leeway will be granted. (*Note: Discretion is provided in the reporting process; however, anonymity is not guaranteed)

II. Honor Council Review:

The Honor Council shall review the incident in a timely fashion and determine legitimacy (may end here if not determined to be a legitimate incident in violation

of the professional code). The individual reporting the alleged violation of the professional code will be invited to the initial Honor Council review for any needed clarification. After reviewing the incident and determining legitimacy, the Chair of the Honor Council initiates proceedings by giving the student written notice of the alleged violations. The written notice shall describe the day, time, and location of the alleged violations and inform the student about the reported circumstances underlying the alleged violations. The written notice shall also state the date, time, and location of the procedural review.

(*Note: Issues pertaining to public threat, patient, student, staff or faculty safety are beyond the scope of this process and University policies and procedures take precedent)

III. Procedural Review:

- a) The purpose of the procedural review is to review the alleged violations, provide an explanation of the disciplinary process, discuss the student's options, and advise the student of the Council's recommended sanctions for the alleged violations. The penalty for violation of the professional code will vary from incident to incident dependent upon all of the following:
 - i. Scope and magnitude of the offense
 - ii. Circumstances in which it occurred
 - iii. Prior record
 - iv. Evidence suggesting the existence or absence of a pattern of code violations
- Example sanctions may include the following:
 - Letter of censure-serves as a warning
 - Community or professional service activities
 - Professional projects
 - Referral for counseling services as appropriate
 - Disciplinary probation for one or two semesters
 - Suspension
 - Dismissal
- b) The student may elect to have an adviser present who may counsel but not actively participate as a spokesperson or vocal advocate in the proceeding. The accused student is required to notify the Honor Council Chair 24 hours prior to the procedural review if the adviser is an attorney.
- (b) Procedural reviews may be rescheduled at the discretion of the Honor Council.
- (c) If an accused student fails to appear at the procedural review, the student is required to meet with Associate Dean of Student Affairs prior to rescheduling a subsequent procedural review. In the absence of extreme extenuating circumstances, failure to appear at a procedural review will result in suspension of all academic activities.

IV. Selection of hearing option:

- (a) No later than three days from the Honor Council's written notice of the recommended sanction, the accused student shall notify the Council in writing whether the student:
- (i.) Admits responsibility to the violations and agrees to accept the sanctions imposed by the Honor Council; or
 - (ii.) Admits responsibility to the violations but denies the sanctions imposed and requests a hearing before the Honor Council
 - (iii.) Denies responsibility and requests a hearing before the Council
- b) If the accused student fails to notify the Honor Council of the option selected within three days of the procedural review, a hearing will be scheduled.

V. Hearing Procedures:

Hearing participants-

- (a) Presence at hearings shall be restricted to the complainant, accused, and Honor Council members involved except as otherwise noted. The hearing shall be closed to the public.
- (b) The complainant and accused may elect to have an adviser present who may counsel but not actively participate as a spokesperson or vocal advocate in the hearing. The complainant and the accused are required to notify the Honor Council Chair 24 hours prior to the hearing if the adviser is an attorney. A student should select an advisor whose schedule allows attendance at the scheduled date and time for the hearing because delays will not normally be allowed due to the scheduling conflicts of an advisor.
- (c) The Honor Council chair reserves the right to make appropriate accommodations to secure the safety and comfort of all parties and witnesses during a judicial proceeding.
- (d) If the Honor Council chair elects to accept a witness's notarized written statement in lieu of in-person testimony, the identity of the witness and his or her statements shall be fully disclosed to the other party and they shall be given the opportunity to respond to such statements.

VI. Hearing procedures

- (a) The Honor Council shall have the right to determine the acceptability of testimony and other evidence during the hearing, and may place time limitations on testimony and on closing comments.
- (c) The accused and the complainant shall have the right to submit evidence and written questions to be asked. The Honor Council has the right to review and determine which written questions will be asked.
- (d) Both sides shall be given an opportunity to present a closing statement. At the close of the hearing, Honor Council shall deliberate privately to determine whether the accused violated professional code.

VII. Post-hearing Procedures

(a) The Honor Council will seek to reach consensus in adjudicating cases. In the event there is no consensus, a majority vote will determine the outcome. In the event of tied votes, the Honor Council chair will render a vote.

(b) The Honor Council chair shall send the final recommendation to the Dean of Student Affairs and to the student within three days after the hearing.

(c) Within three days after receipt of the Honor Council's recommendations, the Dean of Student Affairs shall provide written notice to all parties and the Dean of the James L. Winkle College of Pharmacy to:

(i.) Concur,

(ii.) Modify sanction or,

(iii.) Send back to the Honor Council for further review and recommendation.

(d) If the student does not appeal a sanction within five days, the sanctions approved by the dean of students shall take effect.

(e) Records relating to a disciplinary action are maintained by the Dean of Student Affairs