



SHENANDOAH™
U N I V E R S I T Y

Bernard J. Dunn School of Pharmacy

SCHOOL OF PHARMACY

STUDENT HANDBOOK

Revised August 1, 2019

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GENERAL INFORMATION

HANDBOOK REVISION PROCEDURE

The School of Pharmacy Student Handbook will be reviewed and updated annually by the Office of Student Affairs. The School of Pharmacy reserves the right to update the Student Handbook at any time. Students will be informed via class email lists when changes are made to the Student Handbook. The current version of the School of Pharmacy Student Handbook can be found on the Class Commons pages in Canvas and at www.su.edu/pharmacy in Student Life.

ACADEMIC CALENDAR

[\(click here for link\)](#)

ACCREDITATION

The Shenandoah University Bernard J. Dunn School of Pharmacy's Doctor of Pharmacy program is fully accredited by the Accreditation Council for Pharmacy Education (ACPE), 20 North Clark Street, Suite 2500, Chicago, IL 60602-5109. (312) 664-3575, FAX (312) 664-4652. For complaints related to any of the ACPE standards, once all institutional processes have been exhausted, a formal complaint may be filed through the ACPE Complaint Process website: <https://www.acpe-accredit.org/complaints/>.

STRATEGY MAP

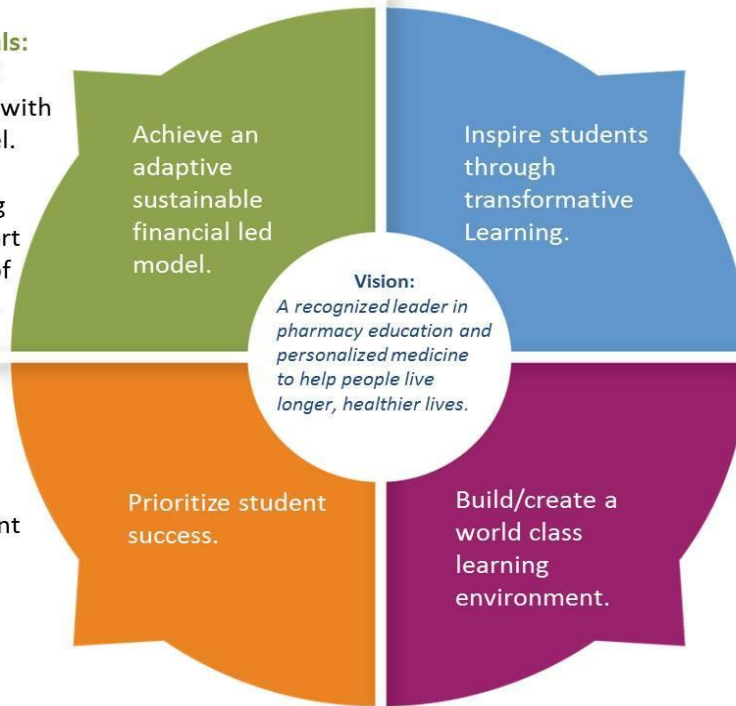
Mission: We are a student-centered learning community that educates and inspires compassionate and ethical leaders in interprofessional, patient-centered care.

Financial Success Goals:

- 1. Develop a balanced financial plan aligned with our educational model.
- 2. Develop fundraising campaigns that support the mission & vision of the School/University.

Stakeholder Engagement Goal:

- 7. Improve external stakeholder engagement to support student success.



Process Excellence Goals:

- 3. Achieve excellence in student-centered teaching and learning.
- 4. Position students to be highly competitive for post-graduate opportunities.

People & Culture Goals:

- 5. Attract, develop and retain a diverse community of highly qualified students, faculty, and staff.
- 6. Foster a values-based culture (as defined by 9 core values).

Values: Collaboration | Diversity & Inclusion | Empathy | Innovation | Leadership | Life-long Learning | Professionalism | Scholarship | Service

HISTORY OF THE SCHOOL

The Health Professions Building (HPB) in Winchester, Virginia was founded in 1996 and the School of Pharmacy graduated the first class in 2000. A satellite campus in Ashburn, VA was established in 2006 and in the Fall of 2017, Shenandoah partnered with Inova and the satellite campus was moved to the Inova Center for Personalized Health (ICPH) in Fairfax, Virginia.

PHARMACY MUSEUMS

Dunn Family Apothecary

The Dunn Family Apothecary is a turn of the century apothecary that was owned by the founder of Shenandoah's School of Pharmacy's father. This museum in the Health Professions Building holds pharmaceutical recipe books, medicines, tools and instruments dating back 200 years. Bernard J. Dunn donated his father's apothecary to give Shenandoah students an understanding of the environment that a pharmacist would have studied and worked in 100 years ago. This historical exhibit shows pharmacy students how quickly the field changes. In a pharmacy such as this, a pharmacist would have compounded all of their prescriptions themselves.

Eugene V. White Pharmacy

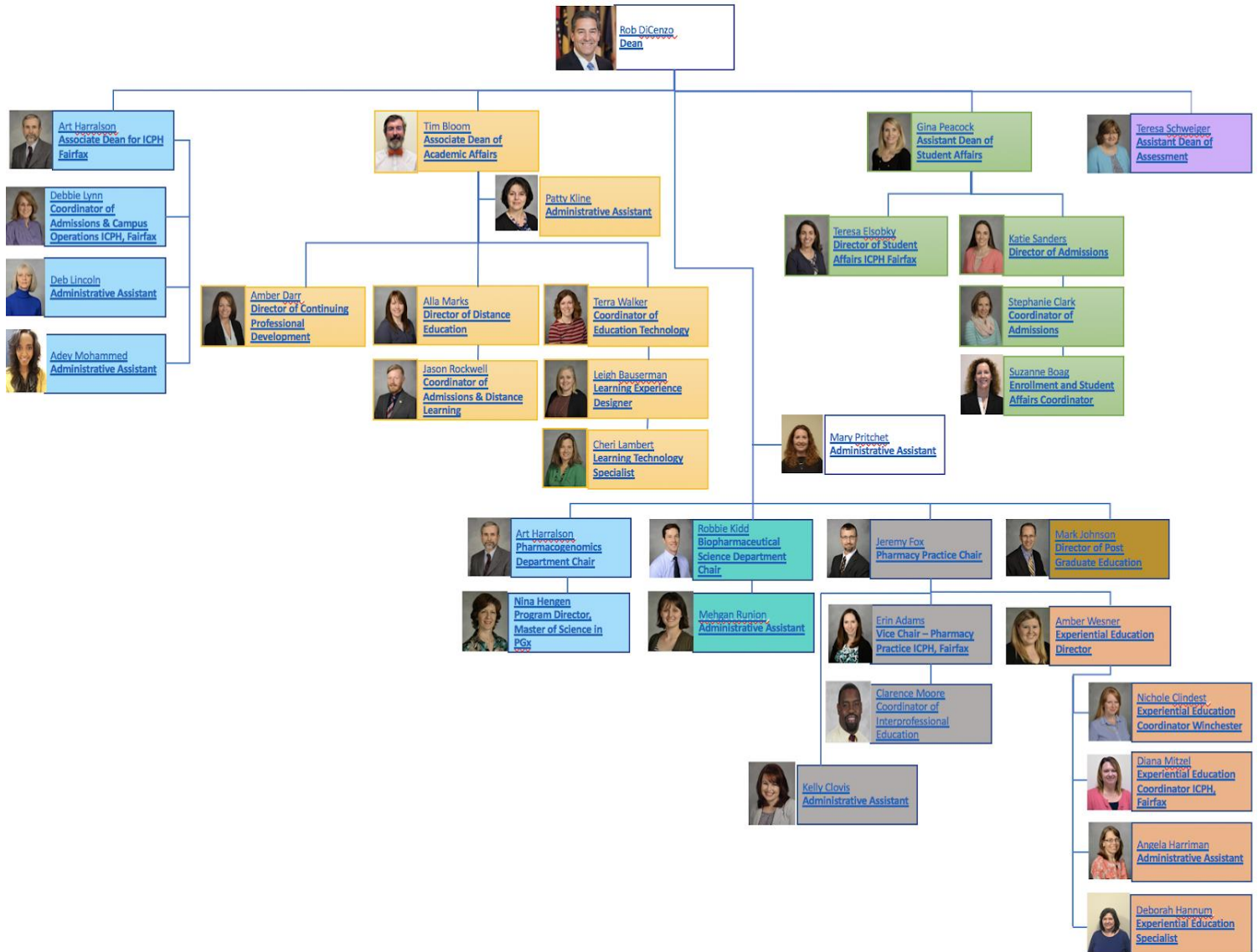
The Eugene V. White Pharmacy Museum reflects the field of pharmacy around the 1960s. By the 1960s, commercial pharmaceutical companies were compounding all prescriptions, so pharmacists had transitioned into an almost strictly sales positions. Eugene V. White proposed at the time the radical idea that pharmacists were better suited than physicians to answer patient's questions about how prescriptions performed in the body. Through his campaigning White single-handedly changed the direction of pharmacy. The artifacts of his pharmacy are now housed in the Health Professions Building as a historical exhibit to show pharmacy students how quickly the field changes.

STATE RECIPROCITY (SARA)

Shenandoah University is a member of [NC-SARA](#), the National Council for State Authorization Reciprocity Agreements. [View the licensure requirements](#) for out-of- state students enrolling in Shenandoah programs leading to licensure. Click on the tab at the bottom of the screen to locate your program. Note that these requirements are subject to change.

SCHOOL ORGANIZATIONAL STRUCTURE AND COMMITTEES

SCHOOL OF PHARMACY ORGANIZATIONAL CHART



ACADEMIC DEPARTMENTS

- Biopharmaceutical Sciences - Dr. Robbie Kidd, Chair
- Pharmacogenomics - Dr. Arthur Harralson, Chair
- Pharmacy Practice - Dr. Jeremy Fox, Chair and Dr. Erin Adams, Vice Chair

FACULTY DIRECTORY

(click for link)

SOP COMMITTEES WITH STUDENT MEMBERS

The directory of student committee representatives is found on Canvas Class Commons Pages.

Curriculum Committee

The Curriculum Committee shall be responsible for conducting a continuing appraisal and evaluation of the professional pharmacy program of study. **[P2 and P3 Student]**

Experiential Education Committee

The Experiential Education Committee will serve as the oversight body for the experiential programs for the School. **[P2 and P3 Student]**

Professional Performance Standards Committee

The purpose of the Professional Performance Standards Committee, PPSC, is to maintain and uphold the Professional Performance Standards for students of Shenandoah University Bernard J. Dunn School of Pharmacy. **[Two P2 and Two P3 Students]**

Student and Alumni Affairs Committee

The Student and Alumni Affairs Committee shall develop recommendations pertaining to student and alumni affairs. The Assistant/Associate Dean for Student Affairs shall report the minutes, reports, and recommendations of this committee to the EC. **[One student from each campus from each year P1-3]**

Technology Committee

The committee will be consulted for recommendations relating to selection, implementation or removal of technology including, but not limited to software, hardware and educational platforms as it impacts curricular delivery, unless in the event of an emergency. **[P2 and P3 Student]**

POLICIES AND GUIDELINES

ACADEMIC APPEALS POLICY

NOTE: This is an excerpt from the Graduate Catalog with further explanation in brackets as it applies to the School of Pharmacy. For the entire policy, see the SU Graduate Catalog/Student Handbook.

The purpose of this process is to provide a means to resolve conflicts when students believe they have been treated improperly in a matter related to instruction, evaluation or other academic policy or practice.

Misunderstandings or disagreements can often be settled informally. To this end, students are encouraged to attempt to resolve the issue directly with the member of the faculty, staff or administration involved as soon as possible. The appeals process described below is available in the event an informal approach is unsuccessful.

Formal Academic Appeals Procedure

At each step in this process, the student may request to meet directly with the person hearing the appeal. The person hearing the appeal may meet with the student or seek the counsel of faculty members or others who may have pertinent information. **NOTE: For academic appeals related to an experiential course (IPPE/APPE) please refer to the process defined in the Department of Pharmacy Practice Experiential Education Handbook.**

Step One

The student should make an appointment with the faculty of record to discuss the grievance and to seek resolution. **[SOP: Course Instructor, and then, Course Coordinator]**

Step Two

If dissatisfied, the student should schedule an appointment with the appropriate department or division chair to seek a resolution. **[SOP: Department Chair (Biopharmaceutical Sciences, Pharmacy Practice, or Pharmacogenomics) of the Course Coordinator]**

Step Three

If dissatisfied, the student should schedule an appointment with the appropriate dean or director of the school to seek a resolution. **[SOP: Associate Dean for Academic Affairs]**

Step Four

If dissatisfied, the student should make a written grievance to the vice president for academic affairs. The written grievance must state the reason for the request and any other supporting documentation. If the vice president for academic affairs sees merit in the grievance, she will assemble the Academic Review Board for a hearing. If there is no merit, the student will be notified that this ruling is final.

Step Five

The Academic Review Board is a judicial hearing and has the ability to summon faculty, students, and staff for its hearing. The Academic Review Board's decision is final.

Step Six

An appeal to the president can be made on procedural violations only.

ACADEMIC INTEGRITY CODE

The School of Pharmacy adheres to Shenandoah University's Academic Honor Code that can be found [HERE](#)

ACADEMIC POLICIES

Revised May 12, 2016

The Bernard J. Dunn School of Pharmacy (BJDSOP) and Shenandoah University are committed to academic excellence. The following academic standards and policies have been implemented to help ensure the Doctor of Pharmacy degree earned through BJDSOP signifies student work and outcomes, which meet or exceed degree requirements. The faculty, Academic Progressions Committee and the Office of Academic Affairs have all been tasked with the enforcement of our academic standards.

Academic Standards

For purposes of Academic Standards throughout this document:

- a) "professional coursework" is defined as those courses that fulfill curricular requirements toward completion of the Doctor of Pharmacy degree;
- b) "progressive capstone" (hereafter referred to as "capstone") is a programmatic requirement consisting of annual knowledge and skill-based assessments during professional years 1-3 to document competency and readiness in order to progress to subsequent coursework and experiential rotations;
- c) a passing grade is defined as a "C" grade or higher for coursework;
- d) capstone assessments will be pass or fail. Additional attempts may be built into components to allow students to demonstrate competency;
- e) an "original-posted grade" is defined as the grade earned and recorded for a course prior to a remediation attempt;
- f) cumulative GPAs are calculated by dividing the total grade points earned by the total number of semester credit hours attempted; and
- g) grade point averages are rounded to the second decimal place (or nearest 0.01 point) as a determination of academic standing

To progress to the next professional year, all students must have:

- earned a passing grade for all professional coursework;
- passed all capstone assessments and activities

To graduate, all students must have:

- earned a passing grade for all professional coursework;
- maintained a minimum 2.00 grade point average cumulatively for all courses required for the Doctor of Pharmacy degree; and
- completed co-curricular or programmatic requirements

Final Grades and Academic Review

At the end of each course, final course grades are to be entered into WebAdvisor™ by the course coordinator. The course coordinator may designate in the course syllabus a grading scale that assesses performance at an A, B, C, or F level. Performance below the C-level is considered "non-passing". Therefore, only an A, B, C or F may be entered into WebAdvisor™ as a final grade for a course.

The Assistant/Associate Dean for Academic Affairs shall review each student for satisfactory academic progress for all

courses and each component of the capstone. Students who fail to maintain satisfactory academic progress and/or pass all capstone components in the professional program may be asked to meet with the Academic Progressions Committee. Academic counseling and/or remediation and/or an altered plan of study, or dismissal may be recommended by the Academic Progressions Committee for students demonstrating academic difficulty and/or inability to adequately perform on any components of capstone.

An altered plan of study may involve a recommendation for course/capstone remediation, during the winter and/or summer break; or it may involve a recommendation to repeat one or more courses or an entire semester or academic year. The altered plan of study may delay progression to the next professional year, experiential rotations, or graduation. The Committee's decisions and actions taken in these matters are not to be viewed as punitive, but rather an attempt to design a plan of study that best assures competency development and academic success, while addressing the individual student pharmacist's needs. The Committee also recognizes that it is inappropriate for a student to continue in a course of study where there is little probability for success.

Academic Probation

Academic Probation is an official action taken to designate when a student is failing to make or maintain satisfactory academic progress. Academic probation will be based upon original-posted final grades recorded at the end of the academic term and prior to remediation. A student will be placed on academic probation at the point of:

- earning their second, original-posted non-passing grade in the curriculum;
- failing to successfully remediate a course or pass capstone in the allotted attempts; or
- failing to maintain a cumulative grade point average of 2.00 in their professional coursework

Depending on the nature of the academic deficiencies and the overall academic record, a student placed on academic probation may or may not be permitted to continue in the regular sequence of the professional curriculum.

While on academic probation, students must earn an original-posted grade of a C or higher for all professional coursework undertaken and successfully complete capstone. Students placed on probation may be required to complete an alternative plan of study (see above) as recommended by the Academic Progressions Committee. If a student fails to make satisfactory progress during the period of academic probation, and/or fails to correct academic deficiencies within the prescribed time, the student will be subject to dismissal from BJDSOP.

Criteria and Process for Removal from Academic Probation

Students may petition the Assistant/Associate Dean for Academic Affairs for removal from academic probation status if the following criteria are met while on academic probation:

1. Student did not earn any original-posted grade below "C"; and
2. Traditional Doctor of Pharmacy students must earn a semester GPA of > 3.00 for two consecutive semesters consisting of at least 17 credit hours; and
3. Traditional Doctor of Pharmacy students must pass capstone;
4. Non-traditional Doctor of Pharmacy students must earn a term GPA of > 3.00 for two consecutive terms consisting of at least 5 credit hours.

After review of the petition, removal from academic probation is at the discretion of the Academic Progressions Committee.

Reassessment & Remediation

The BJDSOP is committed to facilitating the professional development of students. Professional development and progression through the curriculum is a partnership between students and faculty. Reassessment and remediation are means for facilitating learning to pre-specified competency levels. This document serves to inform students and faculty about the BJDSOP reassessment and remediation policy and procedures. This document also provides guidance to the Academic Progressions Committee responsible for recommendations regarding both reassessment and remediation.

All BJDSOP courses must provide a link to the academic standards (reassessment and remediation) and policies. This link may be placed directly on the course syllabus or provided as link within the course in Canvas.

Part I: Reassessment

Section I: Reassessment Philosophy

The faculty recognizes there are times when extenuating circumstances may compromise the performance of a student in otherwise good standing on a specific course assessment. Reassessment provides the opportunity for a student who on rare occasion may not pass a course due to poor performance on a single assessment.

Section II: Reassessment Eligibility

Reassessment is applicable to all Doctor of Pharmacy courses except experiential courses. Student pharmacists who earn a non-passing grade in a course may be afforded a reassessment opportunity. The student must submit a request for consideration for reassessment within 48 hours of the posting of their final course grade. This request must be made in writing in the form of an email addressed to both the Assistant/Associate Dean for Academic Affairs (ADAA) and the course coordinator. The ADAA will gather overall course performance for the student from the course coordinator and if the student appears to meet the criteria for reassessment, the ADAA will convene a meeting with the Academic Progressions Committee.

Reassessment is allowed at the discretion of the Academic Progressions Committee. A student may be allowed a one-time attempt at reassessment for a course, only if:

- A non-passing grade for a single assessment worth $\geq 20\%$ of the final grade caused the student to earn a failing grade in the course.
- The student achieved a passing grade on all other assessments in the course.

A student may attempt reassessment no more than twice during their enrollment in the BJDSOP.

Section III: Reassessment Timing

The reassessment must be completed within 14 days after the Academic Progressions Committee meets and approves the reassessment or within an alternative time frame approved by the Academic Progressions Committee.

Section IV: Reassessment Format & Grading

The format of the reassessment will be at the discretion of the course coordinator(s). Assessments should be designed to allow the student to demonstrate competency in the area where the student previously failed to meet required levels of knowledge, skills, and/or attitudes. The assessment format can vary widely and may include a paper and pen or electronic assessment covering specific content, a cumulative evaluation, an oral presentation, skill demonstration and/or objective structured clinical exam.

The scores of the non-passing assessment and the reassessment will be averaged together to replace the original non-passing assessment score to calculate the final grade in the course. The final grade will then be assigned according to the

grading scale in the course syllabus. If the newly calculated final course grade remains < C grade, then the student will be required to appear before the Academic Progressions Committee.

Part II: Remediation

Section I: Remediation Philosophy

Remediation provides the opportunity for underperforming students to develop the level of competency required of students at the conclusion of a course or professional year. Remediation should enable students to attain and demonstrate required knowledge, skills, and/or attitudes through self-directed learning and purposeful interactions with faculty. Remediation is a privilege that should be earned by the student through demonstrated attendance and active participation throughout the semester for a course in which the non-passing grade was earned.

Section II: Remediation Eligibility

Remediation is not an option for experiential, laboratory or elective courses. The only recourse for students, who do not earn a passing grade in an experiential (Introductory or Advanced), laboratory or elective course, will be to repeat the course when it is offered again, or in the case of an elective course, a student may choose to take a different elective(s). All other PHAR-designated courses will be considered as qualified courses for remediation. Capstone components may be eligible for remediation if competency is not achieved after the pre-determined number of attempts.

Remediation is allowed at the discretion of the Academic Progressions Committee. The following criteria will be utilized by the Committee as guidance in determining when to recommend remediation for students on academic probation.

- A. Students will be allowed to remediate no more than two (2) courses in any one academic year. No more than one (1) remediation course may occur during the winter break. No more than two (2) remediation courses may occur during the summer break. The maximum number of remediation attempts allowed for any individual student will be at the discretion of the Academic Progressions Committee.
- B. Students cannot remediate a course in which s/he has previously attempted remediation.
- C. Only students who must appear before the Academic Progressions Committee are potentially eligible for remediation.
- D. The Academic Progressions Committee, in consultation with the course coordinator, will determine eligibility for remediation. A student may be deemed ineligible for remediation if s/he has not demonstrated regular attendance, completed all assigned work in the course, utilized potential options for extra credit work (i.e. in-class participation points, bonus points, etc.), and/or utilized other academic resources such as tutoring and meetings with the instructor as identified in the student's academic performance improvement plan (APIP).
- E. The Academic Progressions Committee may also deny remediation based upon consistent poor performance in a course and/or capstone. Remediation is not meant to replace an entire course or capstone.

Section V: Remediation Timing

A remediation-qualified course taught in the fall semester, which serves as a prerequisite for a spring semester course, must conduct remediation during the winter break. All other remediation-qualified courses (both fall and spring semesters) will remediate during the summer break following the completion of the spring semester.

Fall semester remediation qualified courses, which are prerequisites for spring courses:

PHAR 508 Pharmaceutics I (for PHAR 512/513 Pharmaceutics II / Lab)
PHAR 519 Introduction to Physical Assessment (for PHAR 520 Physical Assessment Lab)
PHAR 521 Biomedical Sciences I (for PHAR 534 Essentials of Pharmacogenomics)
PHAR 600 Pharmacokinetic Principles (for PHAR 632 Applied Pharmacokinetic & Pharmacogenomics I)
PHAR 668 Pharmacology (for PHAR 671 Toxicology)
PHAR 723 Patient Assessment I (for PHAR 724 Patient Assessment II)

Students will be provided with a timeline for completing remediation. No more than six (6) weeks may be allotted to complete remediation for a course, including the assessment(s) for the course. No more than three (3) weeks may be allotted to complete remediation for capstone. A student may be allowed, at the Committee's discretion, to overlap remediation for more than one course/capstone in the same time frame.

Section VI: Remediation Plan & Format

At the end of the semester the course coordinator and the ADAA will review the performance (i.e., course assessments, attendance, problematic course content, and interaction with the course coordinator/faculty) of any student earning less than a C grade. The course coordinator will also provide their assessment as to which component(s) of the course the student should remediate, if the Committee allows for remediation. At the conclusion of capstone, the capstone coordinator and the ADAA will review performance of any student failing to demonstrate competency in any part of capstone. The capstone coordinator will provide a plan for remediation of capstone, if appropriate.

If the Academic Progressions Committee deems a student eligible for remediation, and the student accepts the opportunity to attempt remediation, the student will meet with the course/capstone coordinator as soon as practicable. If a student does not accept the opportunity to remediate, they may be required to repeat the entire semester and/or be dismissed from the program. The course/capstone coordinator will communicate to the student an individualized remediation plan that details 1) the number of times or hours the student is required to meet with the faculty member; 2) a list of all remedial work the student must complete (e.g., reviewing examinations, reviewing quiz questions, summarizing lecture notes or recorded classes); and 3) all deadlines and date(s) for assessment(s).

Remedial work could include specific reading assignments, review of content slides, review of lecture recordings, and a re-evaluation of student competencies by written and/or verbal examination. Acceptable knowledge and/or skills, consistent with the guidelines in Section VII, must be demonstrated to the course coordinator/instructor(s).

Accessibility to the course coordinator/instructor(s) may be limited. Frequent communication is not expected of course coordinators or instructors. The remediation plan will outline the course/capstone coordinator's preferred mode and frequency of communication. Course/capstone coordinators may opt to communicate with remedial students in person and/or via remote methods, such as email, phone and video teleconference. It is the responsibility of the student to initiate student/faculty correspondence during the remediation period. If the student has a concern about a possible lack of communication with the instructor(s) during the remediation period they should contact the ADAA.

The course/capstone coordinator may collaborate with course instructors to design and conduct the remediation course, including any assessment(s). Depending on the identified specific remedial needs of a student, the course/capstone coordinator may need to defer remedial instruction to other instructors in the course/program. The plan should identify which instructor(s) will be involved in a student's remediation, and the plan should include the instructor(s) role (eg., responsible for communication with the student and grading an assessment for specific content).

Section VII: Remediation Assessment

Students conducting remediation are required to take at least one assessment. Assessments should be designed to allow the student to demonstrate competency in areas where s/he previously failed to meet required levels of knowledge, skills, and/or attitudes. The assessment format(s) can vary widely and may include a paper and pen or electronic

assessment covering specific content, a cumulative evaluation, an oral presentation, skill demonstration and/or objective structured clinical exam. The instructor will determine if the assessment(s) need to be proctored or completed on campus.

Students attempting remediation will be required to earn a remediated course grade of a C or higher, with a numerical final grade of $\geq 70\%$ (69.9 will not be rounded to a C grade for a remediation course). Capstone remediation will be pass or fail. If the student earns a grade of $< 70\%$ for the remediated course, their originally posted non-passing grade will remain on their transcript. If the student fails to pass capstone remediation, the student will not achieve the programmatic requirement to progress. The student will then be required to meet with the Academic Progressions Committee to receive a ruling on their academic status and ability to remain in the program.

Students who successfully remediate with a final grade of $\geq 70\%$ will have their originally posted grade replaced with a final grade of "RC" for the course. No grade higher than a "C" will be recorded for a remediated course and "RC" will denote on the transcript that this was a remediated C grade.

Academic Dismissal

Academic Dismissal from the BJDSOP may occur if a student fails to make satisfactory progress during a period of academic probation;

- earns an original-posted grade lower than a "C" in any professional coursework while on probation;
- earns four or more original-posted, non-passing grades in all professional courses undertaken; or
- has academic and/or programmatic deficiencies (includes demonstrating competency on capstone) that preclude continuation in the prescribed program of study, and may not reasonably be expected to complete the requirements for the degree

Students dismissed from the BJDSOP may seek reentry by applying for readmission during the normal admissions cycle.

Appeals

At the end of each academic semester, the Assistant/Associate Dean for Academic Affairs will review the academic performance of all students enrolled in the School of Pharmacy, and evaluate each student's qualifications to progress in the professional program. The Assistant/Associate Dean notifies each student placed on academic probation; and furthermore, makes notification of current academic deficiencies to the student and the Academic Progressions Committee. Each student that is notified of academic difficulties will meet with the Academic Progressions Committee for direction on a plan of study or dismissal from the School.

Any student may appeal any decision made by the Academic Progressions Committee. Written confirmation of a student's intent to appeal must be sent to the Assistant/Associate Dean for Academic Affairs and the Dean of the School of Pharmacy. The student's letter of appeal must be sent electronically to the Dean of the School of Pharmacy within seven calendar days of the student's receipt of notification of the Committee's decision.

Course Assessment

Course coordinators will develop a set of course objectives that include relevant knowledge, skills, values and habits within the discipline(s) associated with the course and are derived from the curricular goals/outcomes of the school. Based on the course objectives, course coordinators will develop parallel assessment(s) designed to demonstrate that the student possesses the expected knowledge, skills, values, and habits.

BJDSOP requires a minimum of one assessment per credit hour for a course. Student grades are not to be posted publicly. Where appropriate, formative assessment (i.e., assessment for learning that results in feedback regarding strengths and areas for improvement) should be incorporated into professional coursework. Wherever, formative assessment is utilized, any subsequent summative assessment (i.e., assessments that are used for grades, credentialing, etc.) should mimic the style used in formative assessment. All assessments should be graded and performance feedback

provided in a timely manner.

Assessment and final course grades will be assigned by the faculty team responsible for each course. Course coordinators are responsible for maintaining course-related grades. The Assistant/Associate Dean for Academic Affairs will be accountable for maintaining final grade records and completion of graduation requirements as specified by University Policy.

Re-grading

Difficulties with assessment items on examinations should be communicated in writing to the examiner where permitted by course policies.

Students may request in writing to have an assessment re-graded. However, re-grading is done at the discretion of the course coordinator as specified in the course syllabus. Re-grading may result in an increased, decreased, or no change of the original score.

Course Waivers

Students wishing to waive a course must submit a letter requesting a waiver to the Assistant/Associate Dean for Academic Affairs at least one month prior to the beginning of the semester in which the course in question is being offered. The Assistant/Associate Dean will forward the request to the appropriate course faculty who would then make a recommendation to the Academic Progressions Committee to make a final determination. Waivers will be determined on a case-by-case review of each student.

ATTENDANCE POLICY

Regular class attendance, and timeliness, is expected and is essential to the student's optimal learning and growth. Students are required to attend all classes (required and elective, live or electronic) and other required activities (e.g. Dean's hour). In order to achieve maximum benefit from the lectures and discussion, preparation in advance for the day's topic(s) is also required. When attendance is taken, a student with ≥ 3 unexcused absences during a semester shall incur a maximum decreased final course grade reduction of 10%. Instructors have the prerogative to monitor attendance and establish additional attendance requirements through the course syllabus. Excessive absence/tardiness or lack of preparation/participation is considered inappropriate and unprofessional.

If a brief absence from class is needed, the student must receive an excused absence from the Office of Student Affairs and should confer with his/her instructors upon return. However, early notification is encouraged. It is the student's responsibility to make up all missed assignments according to the course syllabus.

BACKGROUND CHECK AND DRUG SCREENS

A cleared criminal background check and negative drug screen are required prior to starting IPPE/APPE. Students are responsible for the associated costs of obtaining these requirements. Students who do not obtain a clear criminal background check and negative drug screen prior to the beginning of scheduled rotations, or if a violation occurs while completing rotations, may not be allowed to complete their rotations as scheduled. This may result in a delayed start of rotations and/or may result in an altered rotation schedule. Students must understand that any history of criminal behavior and/or abuse of controlled substances may prevent them from successfully completing the PharmD program and/or obtaining licensure. See **Student Criminal Charge Report** policy.

BLOODBORNE PATHOGEN STUDENT EXPOSURE POLICY (SU)

[\(link to policy\)](#)

CAMPUS CLOSURE POLICY

The School of Pharmacy adheres to Shenandoah University's Campus Closure Policy; click [HERE](#) to view policy.

NOTE: When classes are canceled due to inclement weather, students should check the SOP online learning management system (Canvas) for announcements made by faculty, for affected courses, regarding how content will be made up. Students will be responsible for following the instructions posted by faculty.

CAMPUS TRANSFER POLICY

Revised May 2019

Campus transfers are not encouraged due to space, resources, advisor and team assignments, and other considerations. However, should a campus transfer become necessary due to extenuating circumstances, then the following process should be utilized.

Definition

"Campus transfer" is the process of registering as a student on the alternate campus than the one originally assigned when entering the pharmacy program. This is a permanent change, and does not refer to a situation where a student requests permission from the Office of Student Affairs to attend class on the alternate campus for a short period of time (e.g. one class, one day, one week).

Criteria

- Campus transfers will only be considered in extenuating circumstances for which relocation would resolve or attenuate the hardship and maximize student success.
- Campus transfer requests will only be considered if the following criteria are met:
 - The enrollment maximum has not been met and campus resources have not been exceeded in a specific class and/or campus; and
 - The student who requests a campus transfer must have completed at least one semester at the School of Pharmacy

Requests

- The deadline is May 15 for submitting a Campus Transfer Requests to the Office of Student Affairs for relocation the following fall semester.
- Requests must be submitted to the Assistant/Associate Dean for Student Affairs (ADSA) via e-mail and should contain the following information:
 - Current campus
 - Brief statement describing reason for transfer request (ADSA will request more information if required)

Approvals

- Approved campus transfers will start at the beginning of the next academic year.
- Only in extreme circumstances will a student be allowed to transfer campuses during the academic year.
- Approved campus transfers do not guarantee experiential rotations (IPPE/APPE) at the new campus, as this depends on site and preceptor availability.
- Students denied a campus transfer may reapply for a campus transfer annually, prior to the stated deadline.

ELECTRONIC DEVICE POLICY

Approved June 7, 2013

Electronic devices can be valuable learning tools when used appropriately. However, the unauthorized and/or distracting use of electronic device is prohibited in an academic setting. Academic settings include but are not limited to: classrooms, labs, and practice sites. Electronic devices include, but are not limited to: computers, netbooks, tablets, e-readers, MP3 players, PDAs, cell phones, and smart devices.

Examples of unauthorized and/or distracting use may include but are not limited to: instant-messaging; text-messaging; inappropriate internet browsing, playing games, talking on cell phones, use of social media, and e-mailing. Students are responsible for turning off audible notification for electronic devices prior to entering an academic setting.

A student who engages in distracting or unauthorized use of electronic equipment in an academic setting may be in violation of the Professional Performance Standards (PPS) for students of the BJDSOP and/or the Shenandoah University Honor Code. Therefore, a faculty member or preceptor may:

- ask the student to immediately leave the academic setting,
- ask the student to immediately report to the Office of Student Affairs,
- report the student after the fact to the Office of Student Affairs,
- report the student after the fact to an Academic Integrity Representative.

In addition, students and staff are encouraged to report a suspected violation to a faculty member or preceptor as soon as practicable.

EXAM POLICY (STUDENTS)

Revised September 28, 2018

Prior to Assessment Administration

- Install all software updates
- Check that your computer's date and time are accurate.
- Download the assessment file prior to the in-class assessment session.
- Charge your laptop battery and bring your power cord to the assessment.
- You enter and exit through one door, designated by the proctor.
- Upon arrival for an assessment, you must place all personal items along the walls of the classroom. This includes, but not limited to: bags (including laptop sleeves), pencil/pen cases, purses, phones, food, drink (see-through container without a label are allowed), watches and wearable smart devices.
- Student seating must be newly randomized for each assessment. The seating chart will not be shared with students more than 15 minutes prior to the start of the assessment.
- If space allows, students should be seated with one seat between each of one of them. If there is not a seat between students and the assessment is worth >10% of the final course grade, a privacy screen must be used for the duration of the assessment. Course coordinators may require privacy screen If the assessment is $\leq 10\%$ of the final grade.
- If scrap paper is used, scrap may need to be turned in at end of the assessment with your name on it. Failure to do so could mean deduction in points.
- No hats with visors or hoods may be worn.
- To preserve the integrity of the assessment, no one is permitted to leave the assessment room once the assessment has begun, unless, of course, it is a dire emergency, or after confirming that the assessment has been completed. You should use the restroom prior to the start of any assessments. If there are extenuating

medical issues, this should be discussed with the course coordinator and proctor before the assessment begins.

- You are required to sit in seat assigned and use assessment privacy screens if asked to do so by the proctor.

Assessment Administration

- ExamSoft and Examplify
 - Close (Force Quit) all other applications on the computer prior to launching Examplify.
 - Click 'Exit/Save' to save all answer choices and exit the assessment; Click 'OK' to close the assessment
 - Assessment results will be displayed (total and/or percentage score), if set by instructor
 - Click 'Yes' to enter Secure Review, if set by instructor
 - Click 'Exit Review' when you are finished reviewing assessment feedback.
 - You MUST show this screen to proctor
 - Next, when the wireless connection is restored you will see a GREEN 'Congratulations' screen verifying successful upload
 - If you are unable to upload successfully:
 - Choose 'Upload Later'
 - Close Examplify
 - Ensure connection to Internet
 - Launch Examplify
 - The upload should occur automatically
 - ExamSoft Support phone line 1-866-429-8889
- Questions during assessments
 - Proctors are not obligated to answer questions pertaining to assessment content prior to or during an assessment.
 - Issues with assessment content will be reviewed and assessed after the assessment has been completed.

Special Circumstances

- Lateness
 - Students who arrive late may be denied access to the room.
 - If students are late and are allowed to take the assessment, no additional time will be given for completion.
 - Regardless, if the late student arrives after the first student has completed the assessment and left the room on either campus, said student would not be allowed to take the assessment. If the lateness is deemed "excused" then a make-up assessment will be scheduled.
- Accommodations for Assessments
 - Students requesting accommodations should follow Shenandoah University's policy.
 - Notify course coordinator as soon as accommodation recommendations have been made by the Office of Learning Resources and Services and at least 5 days prior to the assessment as per the University's policy.
 - Notify Assistant/Associate Dean of Assessment as soon as accommodation recommendations have been made by the Office of Learning Resources and Services.
 - Once Course Coordinator is notified of the accommodation, they are responsible for arranging an alternate location to take the assessment if required as per the accommodation.
 - Assessments will be given in a proctored room or room with video capabilities.
 - The course coordinator should view videos after the assessment is complete.
- Deferral of Assessments
 - Refer to the Excused Absence Policy.

- Integrity Issues
 - Refer to, and abide by, the Professional Performance Standards, Honor Code and Classroom Use of Electronic Devices Policies.

- Disruption During an Assessment (power outages, fire alarms, other emergency, etc.)
 - These procedures will apply to the campus experiencing the disruption.
 - In the event that there is a disruption during an assessment, the following actions will be taken:
 - Paper assessments and/or Scantron forms will be turned over and the test will be suspended
 - Electronic assessments will be suspended by having the students power down the computer. After powered down, the computer lid should be closed.
 - While the assessment is suspended, the students will remain in place unless instructed otherwise and the testing conditions will be maintained (i.e. no talking, no electronic devices, etc).
 - If the situation has resolved within 10 minutes, then the assessment can resume.
 - Students can power on laptop.
 - Allow Exemplify to open automatically; choose to 'open' applications that were open upon computer shutdown.
 - A dialog box will display a notification that Exemplify located an assessment that was interrupted.
 - Click 'Return to Exam' to be returned within 60 seconds of where you left off in the assessment.
 - A dialog box will display a notification that you will need to call a proctor to proceed and to enter the matching Resume Code to continue with your assessment.
 - The proctor should provide students with the Universal Resume Code to resume taking the assessment.
 - If the situation cannot be resolved within 10 minutes after the exam has been suspended, the assessment will be cancelled, and students will be asked to exit the classroom.
 - If a student has already completed the disrupted assessment, he or she may not take the rescheduled assessment.
 - For paper assessment cancellations, it is suggested that students write their name on the paper assessments and/or Scantron forms and leave them in place for the instructor to collect.

 - For electronic assessment cancellations, the instructor must notify technology support as soon as possible to make them aware, as the assessments will need to be rescheduled and the assessment can be terminated so students cannot access the assessment again.
 - Cancelled assessments will be rescheduled; the rescheduled time will be announced within 24 hours of cancellation.
 - Rescheduled assessments cannot take place until 24 hours after the assessment was cancelled, unless the established Alternate Exam Time is available within the 24-hour period.
 - Rescheduled assessments will take place at the earliest possible time at the discretion of the instructor. This may include: established Alternate Exam Times, scheduled class time, or Saturdays as necessary. The Office of the Asst/Assoc Dean for Academic Affairs should be consulted for room availability.
 - The rescheduled assessment may or may not be the same assessment as originally administered.
 - The Asst/Assoc Dean for Academic Affairs will reschedule final exams.
 - The above policy and procedure applies to students with special testing accommodations and all accommodations will be applied to the rescheduled assessment date

EXCUSED ABSENCE POLICY AND PROCEDURE

- Definition: “Assessment(s)” means any examination, laboratory, assignment, quiz, or other exercise that is a graded component of a course or that is otherwise required for completion of a course.
- Students should only miss Assessments when absolutely necessary and when valid reasons exist that prevent the student from being present for the Assessment. Examples of valid reasons for which students may receive an excused absence for an Assessment include: personal illness, illness or death of a close family member, or unavoidable mishaps such as an automobile accident on the way to the Assessment. Work is not a valid excuse. Any student who has requested an excused absence to miss an Assessment should be prepared to produce a doctor’s note or other appropriate documentation in support of his/her absence.
- When a student misses an Assessment, it is the student's responsibility to notify the course coordinator or instructor of record and the Office of Student Affairs within the lesser of the time limitations indicated in the course syllabus or two business days.
- When an Assessment has been missed, the student will receive a zero if the course coordinator and the Office of Student Affairs were not notified within the applicable time limitations and other arrangements were not made. The student will also receive a zero if the student’s request for an excused absence is not granted.
- Excused absence procedure:
 - Students desiring an excused absence must submit a request for the excused absence as soon as possible by completing and Excused Absence Request Form (found [HERE](#)).
 - If the excused absence request includes a missed Assessment, the student must provide the Office of Student Affairs with the substantiating documentation promptly upon the student’s return to school.
 - Excused absence requests from students on the Winchester campus will be evaluated by the Assistant Dean for Student Affairs (ADSA) and those from students on the Fairfax campus will be evaluated by the Director of Students Affairs.
 - The granting of excused absences is at the discretion of the Office of Student Affairs and the substantiating documentation may be requested for any excused absence request.
 - In the event that the ADSA and Director of Student Affairs are both unavailable, the ADAA will be responsible for the granting of excused absences.
- For Experiential Education absences, students should see the applicable IPPE/APPE handbook.

EXPERIENTIAL EDUCATION POLICIES

The policies related to experiential education can be found in the Department of Pharmacy Practice Experiential Education Handbook located in CORE-Elm.

GRADUATE CATALOG

The Shenandoah University Student Handbook and the Academic Catalog are merged together to create one easy to navigate resource. The Graduate Catalogs are located on-line and are your best source for the latest version of the code of conduct. All students are expected to review the handbook as often as possible. Selected SU policies are referenced in this document. The entire Graduate Catalog (containing the SU Student Handbook) can be found [HERE](#).

IMMUNIZATION ADMINISTRATION CERTIFICATION

Initiated Fall 2010

The purpose of this policy is to outline the immunization administration certification program requirement to be followed by student pharmacists at the BJDSOP. This policy considers the current and future needs of patients to be immunized and the need for certified student pharmacists and pharmacists to administer them.

Program Requirement:

Student pharmacists are required to complete the American Pharmacists Association (APhA) Pharmacy-Based Immunization Delivery certificate program prior to the start of Advanced Pharmacy Practice Experiences (APPE). If a student does not obtain the certificate prior to the start of APPEs, they will not be permitted to progress to APPEs.

Student pharmacists are given various options as to how and he/she completes the certificate program:

1. Complete the program offered by the school each academic year
2. Complete the program at another venue (e.g. national, state or regional conference)

The student shall be responsible for the full cost of the program. Upon completion of the course, APhA awards each participant with a certificate acknowledging completion of the APhA Pharmacy-Based Immunization Delivery program. All student pharmacists who complete the program off-campus must provide to the Director of Experiential Education with a copy of the certificate to verify the student pharmacist has completed the program.

INFLUENZA POLICY

Revised July 26, 2016

The purpose of this policy is to outline the procedure to be followed by student pharmacists who have contracted influenza or have developed influenza-like symptoms. This policy considers the prevalence of seasonal influenza. This policy builds upon the policies of the Centers for Disease Control (CDC) with specific modifications to address the school's unique circumstances.

Influenza continues to be a significant health care burden resulting in absenteeism and is particularly concerning because of the risk of transfer of the virus from one person to another.

The school's faculty, staff, and administration are committed to working in conjunction with the Shenandoah University administration to facilitate completion of the Doctor of Pharmacy degree by the student pharmacists in our school. This includes using as much flexibility as possible regarding procedures by which student pharmacists can make up work.

Prevention procedures

All student pharmacists **MUST** receive an annual seasonal influenza vaccination unless there is a documented extenuating circumstance. Influenza vaccination will be the student pharmacist's responsibility, including any associated cost of vaccination.

Student pharmacists should also exercise appropriate prevention measures as outlined by the CDC including frequent hand washing, covering the mouth and nose during coughing or sneezing, and avoiding, whenever possible, persons that are known or suspected of having influenza.

It is the professional responsibility of student pharmacists to take those actions that will minimize the spread of influenza to other members of the Shenandoah University community, and particularly to patients. Student pharmacists are asked to self-isolate should they develop influenza-like symptoms.

Policies related to class attendance and missed course work

Student pharmacists with influenza or influenza-like symptoms (fever, cough, sore throat, headache, muscle aches, extreme tiredness, and possibly diarrhea and/or vomiting) should self-isolate and not attend classes or participate in other activities within the School. Student pharmacists should make every effort to keep up with any missed course work using the available, recorded class material. Student pharmacists with influenza-like symptoms should not return to class and other school activities until they have been afebrile for at least 24 hours without the use of fever-reducing medications. Student pharmacists are to notify the Office of Student Affairs of their illness and/or absence at the earliest possible time (see Attendance Policy). School faculty and staff members may ask student pharmacists with influenza-like symptoms to leave the building and return to their place of residence. Student pharmacists are expected to comply with these requests. Given the severity of influenza, student pharmacists are strongly encouraged to seek medical care should they develop influenza-like symptoms. This will facilitate proper evaluation and the timely provision of antiviral medications to appropriate individuals. Any medical evaluation and treatment will be the student pharmacist's responsibility.

Student pharmacists with children are expected to plan ahead and have alternative childcare options ready for times when their children display flu-like symptoms. Student pharmacists should not miss class unless the student pharmacist is also displaying flu like symptoms.

Policies related to Introductory and Advanced Pharmacy Practice Experiences in Training Sites

Student pharmacists with influenza or influenza-like symptoms (fever, cough, sore throat, headache, muscle aches, extreme tiredness, and possibly diarrhea and/or vomiting) should immediately notify their preceptor/facility coordinator and the respective Experiential Education Coordinator. The preceptor and/or coordinator(s) will provide further instruction and guidance to the student pharmacist with regards to isolation from the practice site and other students, including guidance on whether the student pharmacist should seek further medical evaluation and possible treatment. Student pharmacist decisions regarding medical evaluation and possible treatment should be based on severity of symptoms and/or underlying medical conditions.

Student pharmacist removal from the practice site will be based on the specific policies and procedures of the practice site. Return to the practice site will follow practice site policies and procedures, which should be based on CDC recommendations regarding length of time away from the health care setting. Student pharmacists will be required to make up all missed experiential time at the discretion of the preceptor/facility coordinator and the respective Experiential Education Coordinator.

Any medical evaluation and treatment related to suspected influenza infection would be the student pharmacist's responsibility.

Policy Maintenance

This policy will be reviewed annually and updated as necessary to ensure current standards and procedures are adhered to and that current CDC recommendations are being followed. The school's administration will continue to work with University administration to ensure appropriate compliance with this policy.

INTERPROFESSIONAL EDUCATION (IPE)

Interprofessional Education & Collaboration (IPEC) at Shenandoah University aligns with the mission, vision, values and strategic plan of the School. Student pharmacists at Shenandoah University are required to participate in activities through the Office of Interprofessional Education and Collaboration. Interprofessional educational activities are required by our accrediting body Accreditation Council for Pharmacy Education.

Activities will include participation in all of the IPEC Core Workshops offered throughout a student's time in the program. Student pharmacists are also required to participate in other interprofessional educational or practice experiences offered to them as part of the program's curriculum. All IPEC learning experiences will require student pharmacists to actively participate in the event and complete a survey upon completion for tracking of their participation.

Location/Timing: IPEC activities will take place in various locations, depending on the number and type of students participating in the event. Some events may take place in a virtual environment and some may be in-person. Students may be required to travel to any Shenandoah campus or affiliated location. Student pharmacists will be notified of their obligations to participate in IPEC activities, with dates, times, locations, and expectations for each event.

PROFESSIONAL ATTIRE GUIDELINES

The Bernard J Dunn School of Pharmacy acknowledges that appropriate personal appearance creates a positive impression of the School and the pharmacy profession. For any questions regarding professional attire, contact the Assistant/Associate Dean for Student Affairs or the Director of Student Affairs-ICPH.

Professional attire DOs:

- Clothing and shoes are neat, clean, well-fitting, and in good repair (e.g. without holes, rips, or tears)
- Appropriate undergarments are worn, but never visible
- Good personal hygiene (e.g. regular bathing, use of deodorants, and dental hygiene)
- Fingernails are well groomed and clean
- Hair is neat and clean
- Men's facial hair is clean and well groomed

Professional attire DON'Ts:

- Excessive jewelry, cosmetics, perfume, aftershave and cologne
- Provocative, revealing or tight-fitting attire (e.g. low necklines, backless tops, exposed midriffs, miniskirts or excessively short shorts, leggings with short top)
- Excessively casual clothing (e.g. pajamas, sweatpants, gym clothes, tank tops/sleeveless shirts, slippers, flip flops, etc.)
- Attire that is distracting to other students, instructors, preceptors, health care team members, or patients (e.g. vulgar language, offensive images, etc.)
- Ball caps or hoodies with the hoods up
- Sunglasses worn indoors

Appropriate casual attire includes:

- Casual pants, jeans, or shorts (professional length)

- Shirt with or without a collar
- Blouse, top, sweater, vest, or sweatshirt
- Casual shoes (including sandals and sneakers)

Appropriate business casual attire includes:

- Slacks or khakis
- Dress shirt (open-collar or optional tie) or polo shirt
- Seasonal sport coat or blazer
- Sweater or vest
- Blouse or knit shirt
- Dress or skirt (no shorter than 3 inches above the knee)
- Loafers, dress shoes, or flats

Appropriate professional attire includes:

- Suit, sport coat or blazer
- Collared dress shirt with tie
- Dress blouse
- Dress pants or dress skirt (no shorter than 3 inches above the knee)
- Dress shoes

PROFESSIONAL OATHS AND CODES

Oath of a Pharmacist

- "I promise to devote myself to a lifetime of service to others through the profession of pharmacy. In fulfilling this vow:
- I will consider the welfare of humanity and relief of suffering my primary concerns.
- I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients.
- I will respect and protect all personal and health information entrusted to me.
- I accept the lifelong obligation to improve my professional knowledge and competence.
- I will hold myself and my colleagues to the highest principles of moral, ethical and legal conduct.
- I will embrace and advocate changes that improve patient care.
- I will utilize my knowledge, skills, experiences, and values to fulfill my obligation to educate and train the next generation of pharmacists.
- I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public."

Adopted by the AACP House of Delegates in July 2007.

Code of Ethics for Pharmacists

Preamble

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

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

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

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

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

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

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

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

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

V. A pharmacist maintains professional competence.

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

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

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

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

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

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

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

Adopted by the American Pharmacists Association membership, October 27, 1994.

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PROFESSIONAL PERFORMANCE STANDARDS

Introduction:

Student pharmacists enrolled at the BJDSOP are expected to perform ethically, morally, and professionally at all times, both in their personal and professional life. Interactions with patients, colleagues, students/faculty/staff, pharmacists, other health care professionals, and the public at large must be professional to represent themselves, the School, and the profession in a favorable manner.

Student pharmacists are expected to uphold the Oath of a Pharmacist and the American Pharmacists Association Code of Ethics for Pharmacists.

Student pharmacists are required to meet specific professional standards in order to remain in good standing within the PharmD degree program. The following 6 standards for Professionalism in Pharmacy describe the non-academic qualifications, which the faculty members of the School consider essential for successful completion of the educational objectives of the curriculum.

Professional Expectations:

COMMITMENT TO EXCELLENCE

Student pharmacists must be committed to lifelong learning and exceeding minimum requirements in order to better serve patients. This includes the desire to exceed expectations and produce quality work.

Examples of appropriate behavior include, but are not limited to:

Lifelong learning

- Commitment to lifelong learning.
- Commitment to self-improvement.
- Seeks, is receptive to, and applies feedback for improvement.

Exceeding minimum requirements

- Strives to exceed minimum requirements.
- Seeks additional knowledge and skills.
- Demonstrates a strong work ethic.

Examples of inappropriate behavior include, but are not limited to:

Lifelong learning

- Does not demonstrate commitment to self-improvement.
- Does not seek help, is not receptive to feedback, or does not apply feedback.

Exceeding minimum requirements

- Only completes minimum requirements.
- Demonstrates poor work ethic.

ACCOUNTABILITY & INITIATIVE

Student pharmacists are responsible to provide safe and effective care for their patients. As such, student pharmacists should demonstrate accountability for their personal knowledge and actions, as well as accountability for the profession at large, and take the appropriate initiative to meet those responsibilities.

Examples of appropriate behavior include, but are not limited to:

Accountability

- Punctual, prepared, and actively engaged.
- Accepts personal responsibility for knowledge, skills, and actions.
- Accountable for own performance.

- Follows through with commitments in a timely manner.
- Demonstrates reliability.
- Communicates if unable to meet responsibilities.
- Recognizes limitations and seeks help when necessary.
- Demonstrates ethically sound decision-making.

Initiative

- Takes appropriate initiative to meet responsibilities.
- Addresses individuals who demonstrate unacceptable behavior (e.g. unprofessional, unethical, illegal, etc.).

Examples of inappropriate behavior include, but are not limited to:

Accountability

- Lack of attendance, tardiness, or lack of engagement in class/lab, experiential activities, or organizational activities.
- Does not accept personal responsibility for knowledge, skills, and actions.
- Demonstrates lack of accountability.
- Unreliable.
- Does not follow through on commitments in a timely manner.
- Does not communicate with others when unable to meet responsibilities.
- Does not recognize limitations and/or does not seek help when necessary.

Initiative

- Demonstrates lack of appropriate initiative.
- Does not address other individuals who demonstrate unacceptable behavior (e.g. unprofessional, unethical, illegal, etc).

SENSE OF DUTY & RESPONSIBILITY

Student pharmacists must be committed to meeting responsibilities and serving patients even when it is inconvenient.

The student pharmacist is an advocate for appropriate patient care, regardless of the circumstances.

Examples of appropriate behavior include, but are not limited to:

Sense of Duty

- Awareness of ethical and professional duties.
- Contributes to the profession.
- Provides service to the community.

Responsibility

- Awareness of responsibilities.
- Follows established policies.

Examples of inappropriate behavior include, but are not limited to:

Sense of Duty

- Lack of contribution to profession.
- Lack of service to community.

Responsibility

- Failure to keep abreast of changes in curricular and non-curricular activities (e.g. during inclement weather).
- Failure to communicate changes in planned experiential site visits with course coordinator.
- Failure to respond in a timely manner to a faculty/staff/preceptor request (e.g. request for a meeting, request to complete academic/non-academic/experiential requirements)

HONOR AND INTEGRITY

Student pharmacists must be fair, truthful, ethical, honorable, and follow all federal, state, and local laws.

Examples of appropriate behavior include, but are not limited to:

Honor and Integrity

- Demonstrates a high degree of integrity, truthfulness, and fairness.
- Does not lie, cheat, or plagiarize.
- Adheres to ethical standards.
- Be good role model/representative of the profession.

Follows laws

- Abide by all local, state, and federal laws.

Examples of inappropriate behavior include, but are not limited to:

Honor and Integrity

- Does not demonstrate a high degree of integrity, truthfulness, and fairness.
- Lies, cheats, or plagiarizes.
- Violates ethical standards.
- Does not represent profession in a positive way.

Follows laws

- The unlawful manufacture, distribution, dispensing, possession, or use of illicit drugs.
- Positive drug test without valid/legal prescription.
- Unlawful use of alcohol (e.g. DUI, distributing to a minor, etc.).
- Reporting to work, class, experiential rotation, or other official College activity impaired by drugs or alcohol.
- HIPAA or FERPA violation.
- Unprofessional collaboration.
- Violations of Board of Pharmacy regulations.

COMPASSION & CONCERN FOR WELFARE OF OTHERS

Student pharmacists must serve the best interest of patients above their own interests and above their employer's interest.

Examples of appropriate behavior include, but are not limited to:

Concern for Welfare of Others

- Displays compassion.
- Demonstrates concern for the welfare of the others.
- Treats others with respect and dignity; respectful of different backgrounds, cultures, and beliefs.
- Culturally sensitive and nonjudgmental.
- Inspires trust.
- Displays empathy.
- Advocates for others.
- Places others' needs above their own.
- Promotes a culture of safety.
- Appropriate rapport with others.

Concern for Welfare of Patients

- Respects privacy; maintains confidentiality.
- Completes patient care responsibilities in a timely manner.

Examples of inappropriate behavior include, but are not limited to:

Concern for Welfare of Others

- Does not act in the best interest of others.
- Fails to treat others with respect (e.g. talking down to others, use of inappropriate language, etc).
- Display of language or photographs that imply disrespect for any individual or group.
- Displays lack of empathy.

Concern for Welfare of Patients

- Does not secure patient identifiable information.
- Does not maintain privacy or confidentiality of others.
- Communicates about patients with others (not related to the care of the patient).
- Does not complete patient care responsibilities in a timely manner.

TEAMWORK AND PROFESSIONAL Demeanor

Student pharmacists must respect faculty, staff, students, other health professionals, patients, and their families. Student pharmacists must present themselves in a professional manner and demonstrate appropriate communication skills, interpersonal skills, interprofessional skills, and professional behavior, especially when interacting with patients or other healthcare professionals.

Examples of appropriate behavior include, but are not limited to:

Professional communication

- Use of professional language in interactions with students, faculty, staff, patients, caregivers, and other healthcare professionals.
- Use of professional communications (oral, written, or non-verbal); proper email and telephone etiquette.
- Listens and communicates effectively.
- Use of appropriate language and terminology (e.g. using proper medical terminology when communicating with other HCP, avoiding complex terms when communicating with patients).

Professional demeanor

- Respectful to students, faculty, staff, patients, and other healthcare professionals.
- Considerate of others.
- Cooperative; willing to assist others.
- Collaborates with others.
- Embraces teamwork.
- Completes group work appropriately, and in a timely manner.
- Respects authority.
- Avoids promoting gossip and rumor.
- Interacts effectively with others.
- Controls emotions appropriately.
- Is open-minded, flexible, and adaptable.

Professional appearance

- Adheres to guidelines for professional attire.
- Appropriate attire when working with patients or healthcare professional
- Clothing is neat and clean.
- Good personal hygiene.
- Maintains personal health and well-being; avoids harmful behaviors.

Professional technology use

- Appropriate and responsible use of technology in class and during patient care activities.

- Adheres to Classroom Use of Electronic Devices Policy.

Examples of inappropriate behavior include, but are not limited to:

Professional communication

- Unprofessional communications.
- Inappropriate language/terminology.
- Professional demeanor
- Lack of respect/consideration shown to others.
- Inappropriate conduct with group members, healthcare professionals, etc.
- Uncooperative group/team member; lack of participation.
- Inappropriate/unprofessional conduct with group/team members.
- Does not complete group work adequately, or in a timely manner.
- Lack of respect for authority.
- Participant in promoting/spreading gossip.
- Inappropriate control of emotions.
- Disruptive classroom behaviors (e.g. carrying on side-conversations, walking into the classroom late or walking out of the classroom early, cell phone alerts/alarms during class, inattentive or distracting behavior, sleeping during class).
- Use of vulgar language.

Professional appearance

- Violates guidelines for professional attire.
- Unprofessional appearance.
- Lack of self-care.

Professional technology use

- Violation of the Classroom Use of Electronic Devices Policy.
- Using technology inappropriately in classroom or patient care activities.
- Use of email, text, social media, or other websites not related to subject material during class/lab/experiential activities.
- Representing yourself as another person.
- Representation yourself as official representative of the school.
- Using a person's name/likeness without permission.
- Recording, posting, or dissemination of lecture/lab material without permission.
- Creation of external websites for student organizations.
- Using social media to communicate with faculty/staff.
- Giving medical advice via social media.
- Discussing patients (even if de-identified).
- Posts information, or photos (even if only a part of the body), about patients on social media.
- Complain or disparage patients or health care professionals.
- Recording (audio or visual) of any lecture or lab without the prior direct permission of the presenter. On-line posting or other forms of dissemination of any recordings or posted notes without prior specific written permission from the lecturer.

Failure to Meet Standards:

A student who has committed an alleged violation of the standards outlined herein will be required to meet with the Professional Performance Standards Committee, PPSC. The PPSC will review the evidence presented and render a judgment that will best address the failure to meet or uphold these standards.

Outcomes may include (but not limited to):

- Loss of academic credit

- Remediation
- Referral for medical and/or psychiatric evaluation and care
- Suspension
- Dismissal from the program

Procedure for Handling an Alleged Violation:

Students, faculty, staff, preceptors, and others may initiate a PPS violation report. Although many violations may be resolved locally, reporters are required to submit alleged violation reports using the following procedure.

1. Reporter completes the Professional Performance Standards Report (below)
2. Violation report is automatically forwarded to the Office of Student Affairs
3. The Office of Student Affairs shall forward the report to the PPSC Chairperson
4. After discussing the report, the Office of Student Affairs and PPSC Chairperson may decide that no further action be taken.
5. If a hearing is recommended then the PPSC Chairperson shall disseminate the violation report to the PPSC members and accused student and schedule a hearing.

Violation Report Form:

A violation of the Professional Performance Standards can be reported [HERE](#).

Professionalism Concern Form:

Professionalism concerns can be reported [HERE](#).

Rights of the Accused Student:

Students accused of violation of the Professional Performance Standards have the following rights:

- To have evidence evaluated impartially
- To receive a copy of the alleged professional performance standards violation report prior to the Professional Performance Standards (PPS) hearing.
- Previous violations of the Professional Performance Standards will not be considered during a meeting of a new Professional Performance Standards violation, but will be considered for determination of new sanctions if found guilty.
- To receive notification of the date, time, and location of the Professional Performance Standards hearing no later than two (2) business days prior to the assigned hearing (unless student provided the PPSC with his/her availability in advance)
- To be present and receive notification of the PPSC's decision
- To have assurance that discussion of all proceedings, findings, and sanctions are held in strict confidence. Only the Office of Student Affairs may retain a copy of the violation report and related evidence. A report of the hearing is sent to the accused, accuser, PPSC, and the Office of Student Affairs.

Procedure for Appeals:

Any student may appeal any decision made by the Professional Performance Standards Committee. Written confirmation of a student's intent to appeal must be received by the Dean of the School of Pharmacy within seven days of the original receipt of notification of a decision. An appeal of the Dean's decision may be made to the Shenandoah University Vice President of Academic Affairs (VPAA). Written confirmation of a student's intent to appeal the Dean's decision must be received by the VPAA within seven days of the Dean's decision.

RECOMMENDATION REQUESTS

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), a student's consent for disclosing confidential information (e.g. course name, dates of attendance, grades) is required before writing a letter of recommendation.

A student who requests a letter of recommendation from a Shenandoah University School of Pharmacy faculty or staff member must submit a 'FERPA Shenandoah University School of Pharmacy Consent to Release Statement' to each faculty or staff member at the time of requesting a letter of recommendation. This statement may be included in a letter or email requesting the letter of recommendation to the faculty or staff member. The purpose of the consent is so that the writer can provide an individualized letter of recommendation on behalf of the student.

Shenandoah University School of Pharmacy Consent to Release Statement is as follows:

[Date]"

I, [student name], authorize (faculty/staff member's name) at Shenandoah University to disclose [specify records (e.g. academic and extracurricular activities)] to [specify party or class of parties] for [state the purpose].

[Student Name]

[Student Signature] (note signature not required if sent via Shenandoah University email)

SCHOOL OF PHARMACY STUDENT EMERGENCY FUND

Created July 2019

The School of Pharmacy has an endowed account that produces limited funds to support student emergencies each year. The process for application for those funds is detailed below.

- Currently enrolled pharmacy students may request monies for emergencies including, but not limited to:
 - Loss due to fire, water or other damage
 - Student health issues
 - Immediate family emergencies (e.g., death, illness, etc.)
 - Other reasons approved by the Student and Alumni Affairs Committee
- Amounts disbursed will be up to \$500 per request and the amount provided will depend upon documented needs and available funds.
- Student requesting emergency funds should e-mail the Assistant/Associate Dean for Student Affairs (ADSA) with the following information:
 - Amount requested
 - Date needed
 - Brief description of reason for request
 - Student will be contacted if more information is needed
- Applications for funds will be considered by the Student and Alumni Affairs Committee and the Committee will provide a decision within 7 business days of receipt of the application.
- Students must provide receipts/documentation of money spent and must return any money not spent for the approved reason(s).
- Students may be required to repay in full any assistance received if false statements, omissions, or misrepresentations are made on the Request for Student Relief Form.

SOCIAL MEDIA POLICY

(modified from the Shenandoah University School of Health Professions Social Networking Policy)

Student pharmacists¹ are representatives of the University and the profession of pharmacy. As a student pharmacist, you should be concerned with any behavior that might reflect poorly on yourself, Shenandoah University, the BJDSOP, or the profession and be aware that such behavior may result in liability for yourself, the School, or the University. Such behavior includes any activities conducted online and/or through social media.

Examples of social media include, but are not limited to, collaborative projects, blogs and microblogs, content communities, social networking sites, virtual game worlds, and virtual social worlds. Student pharmacists are not restricted from using any online social network media site and/or digital platform. However, users must understand that any content they make public via online social networks or digital platforms is expected to follow appropriate professional behaviors and also to comply with all local, state, and federal laws, School of Pharmacy policies, Shenandoah University policies including, but not limited to, the Student Code of Conduct found [HERE](#), the Professional Performance Standards, the Professionalism Pledge, and the Code of Ethics for Pharmacists.

Before participating in any online community, it is important to understand the reach and permanence of social media, the best practices when engaging in social media, and the types of behavior that are not acceptable.

Examples of the Reach and Permanence of Social Media

- Any material posted online may be available to anyone in the world at any time. Any text, video, or photo placed online is completely out of your control from the moment it is placed online – even if you limit access to your site. And, it may be difficult if not impossible to completely remove. Materials created or posted prior to matriculation to Shenandoah University are also representative of you and your relationship with Shenandoah University.
- School of Pharmacy faculty and/or other Shenandoah administrators may monitor these web sites. Potential employers, internship supervisors, residency program personnel, and scholarship committees now search these sites to screen candidates and applications.

Suggested Best Practices and Guidelines for Utilizing Social Media

- Write in the first person and only post material that you wish to present in a public forum. Be professional, use good judgment and be accurate and honest in your communications.
- Only discuss a situation involving named or pictured individuals on a social media site with their knowledge and permission. Do not post pictures of other individuals or tag individuals in pictures without their prior consent.
- Where your connection to Shenandoah University or the BJDSOP is apparent, make it clear that you are speaking for yourself and not on behalf of the University or School of Pharmacy. In those circumstances, you should include this disclaimer: “The views expressed on this [blog; website] are my own and do not reflect the views of Shenandoah University or the BJDSOP.” Consider adding this language in an “About me” section of your blog or social media profile.
- Your social media activities are required to be consistent with Shenandoah University’s and the School of Pharmacy’s standards of professional conduct.
- To provide for your own safety, you should not post your home address, local address, phone number(s), birth date, or other potentially identifying personal information, as well as your

whereabouts or your plans. By doing so, you could be placing yourself, your property or others at risk to predators.

Examples of Prohibited Behavior

- Postings about yourself, your peers, faculty, staff, preceptors, patients or clinical instructors, the School of Pharmacy, or Shenandoah University that are unprofessional and/or could negatively alter professional reputations. Postings are considered to be information, text, video, photos, music or other online item placed, linked or forwarded via electronic media..
- Profane, vulgar and otherwise unprofessional postings do not reflect the values of the School of Pharmacy, Shenandoah University, or the Profession and must be avoided if there is even the slightest possibility that the student will be considered to have an affiliation (e.g. the student is otherwise identified as a student elsewhere) with the School of Pharmacy or University.
- Postings regarding patient information, including de-identified patient information, descriptions of patient encounters, and information pertaining to activities that occurred at pharmacy practice sites.
- Malicious use of online social networking programs. This includes derogatory language directed at Shenandoah administration, faculty, staff and students; demeaning statements about or threats to any third party; incriminating photos or statements depicting hazing, sexual harassment, vandalism, stalking, underage drinking, illegal drug use, or any other behaviors considered inappropriate and unprofessional for pharmacy students.
- Posting any online materials that could be interpreted as a violation of the Health Insurance Portability and Accountability Act (HIPAA) found [HERE](#) or Family Educational Rights and Privacy Act (FERPA) found [HERE](#).

Clear violations of this School of Pharmacy policy or suspected evidence of such violations in the content of social networks or digital platforms will be subject to investigation and sanction under the Graduate Student Handbook and the Professional Performance Standards. Any behaviors considered to be illegal will be referred to the appropriate law enforcement agency for investigation and potential prosecution. Students are also responsible for reading and complying with the Shenandoah University Information Technology Policy. Since multiple laws and/or policies may apply to a particular situation, the most stringent of these laws/policies will take precedence.

¹ Student pharmacists are defined as students who have been accepted into the program through graduation.

STUDENT CRIMINAL CHARGE REPORT

Shenandoah University pharmacy students who acquire criminal charges must report the charges within 72 hours or immediately upon return to school, whichever comes first. Charges to be reported include, but are not limited to, misdemeanors, including serious traffic violations, and any felony offenses. Charges must be reported in writing to the Office of Student Affairs. Upon filing, the University reserves the right to verify accuracy of the information through public officials or other authorized agents.

When the legal process is completed, it is the student's responsibility to notify the Office of Student Affairs of the outcome within 72-hours or immediately upon return to school, whichever comes first.

Failure of student to report **any** new criminal charges **when they occur** (as outlined above) may result in dismissal. The Criminal Charge Report Form can be found [HERE](#).

STUDENT TRAVEL FUNDING FOR PROFESSIONAL MEETINGS

Revised August 5, 2019

The School of Pharmacy will provide limited funding to support pharmacy students traveling to professional meetings in order to further education, professionalism, leadership, career development, and scholarship. The Office of Student Affairs will administer the process of distributing funding received from budgeted SU monies; priority will be given to students presenting research.

Travel Funding Application:

- Students must be in good academic standing (i.e. not on academic probation).
- Students will not be funded for more than one meeting per academic year.
- Prior to the meeting, students must submit a Student Travel Funding Application found [HERE](#), that will require the following information:
 - Meeting and location
 - Proposed travel dates and cost
 - Prior travel funding received for current academic year
 - Reason for attending
 - Short statement from faculty advisor confirming that this meeting is aligned with professional goals set by the student .
- The Student Travel Funding Application must be submitted by the appropriate deadline:

| <u>Deadlines</u> | <u>Travel Dates</u> |
|------------------|----------------------|
| May 15 | June - August |
| August 15 | September - November |
| November 15 | December - February |
| February 15 | March - May |

- Students selected to receive travel funding will be notified of the funding amount on a rolling basis.
- Note that funding is not guaranteed and is subject to availability of funds in the travel budget. Students may receive:
 - a maximum of \$400 per meeting if either presenting or representing SU in an official capacity
 - a maximum of \$200 if attending for professional development only

Travel Reimbursement Requests:

- In order to be reimbursed, students must a reimbursement request **no later than 5 business days after** attending the meeting. Late reimbursement requests will not be accepted. The following information is required:
 - Meeting, travel dates and actual cost
 - Original receipts for registration and travel expenses (hotel/airline tickets) must be provided
 - Student's mailing address required for SU reimbursement
- Reimbursable expenses are limited to the following (**receipts must show payment by the student requesting the funds**, no VENMO or other mobile payment service receipts will be accepted):
 - Meeting registration
 - Hotel/Lodging
 - Airline ticket

TECHNICAL STANDARDS FOR ADMISSION, PROGRESSION AND GRADUATION

Purpose

The BJDSOP (or the School) is dedicated to training patient-centered, ethical, compassionate pharmacists who make sound, evidence-based decisions and who are leaders in pharmacy. As an institution accredited by the Accreditation Council for Pharmacy Education (ACPE) students are expected to meet set academic and professional goals. Students must acquire a strong didactic foundation in pharmaceutical principles and skills while successfully mastering a variety of clinical competencies. This document addresses the non-academic, technical and physical skills required of students for admission, progression, and graduation from our program. Candidates for the Doctor of Pharmacy degree must be able to complete all of the listed technical standards in each of the following categories: Cognitive Ability, Communication, Sensory Attributes, Behavioral, Ethical and Social Skills, and Mobility. These categories are described in further detail below. All technical standards are mapped to the 2016 Accreditation Standards set by ACPE and to the Student Learning Outcomes (SLO) set by the BJDSOP. Consideration will be given to candidates and enrolled students who may require a reasonable accommodation to meet these standards.

In decisions regarding admission and progression through the BJDSOP, discrimination of any kind by any member of our staff is prohibited. This includes discrimination and harassment on the basis of race, color, religion, gender, age, sexual orientation, gender identity, national origin and any other characteristic prohibited by law.

Sensory Attributes

Students are required to have functional visual, auditory and sensory abilities in order to succeed in the BJDSOP curriculum and within the pharmacy profession. Students must be able to remain fully awake, alert and oriented during all coursework and experiential rotations. Coursework requires visual inspection and study of course material in both the didactic and experiential settings. (ACPE 2.1) Students must be able to listen to lectures actively during regularly scheduled classes and must be able to listen to pre-recorded material as well. (ACPE 1.1)(SLO 3.1)

Students must be able to observe demonstrations and listen to and follow directions in all settings including: didactic classrooms, small group facilitation sessions and labs, one on one experiential settings, and all other pharmacy practice sites. (ACPE 3.4)(SLO 5.1 & 5.2 & 5.6) Students must be able to read and understand material presented on a computer or hand-held device screen. (ACPE 2.1 & 2.2)(SLO 4.1 & 4.2 & 9.2)

Students must be able to see, hear, touch, actively listen, appropriately speak, interact, and engage with patients individually and in group settings in order to provide accurate and thorough patient care. This includes being able to see and evaluate signs and symptoms in a patient as well as being able to observe non-verbal cues from patients. Students must also have visual and sensory ability equipping them to read prescription orders and labels, medication vials/containers and can complete dispensing and compounding of medications. (ACPE 2.1 & 3.2 & 3.4)(SLO 1.4 & 1.5 & 6.1 & 6.2 & 6.3 & 6.4 & 6.8)

These skills must be applied in all settings including: the classroom, in laboratory sessions, in experiential rotations, during pharmaceutical lab instruction, during patient exam demonstrations, during microscopic studies and at all clinical and non-clinical practice settings. (ACPE 2.1 & 3.2 & 3.4)(SLO 1.4 & 1.5 & 5.1 & 5.2 & 5.6 & 6.1 & 6.2 & 6.3 & 6.4 & 6.8)

Behavioral, Ethical and Social Skills

All students must demonstrate emotional maturity and stability required to fully utilize their intellectual abilities and to successfully carry out all responsibilities. Students must act professionally and with integrity, accountability, honesty, and dedication at all times. This requires a host of qualities ranging from maintaining appropriate professional appearance and personal hygiene to taking responsibility for one's personal actions, accepting constructive criticism, functioning appropriately under stress, managing time appropriately, adapting to a variety of situations, and remaining motivated during the educational experience. (ACPE 4.4)(SLO 7.1 & 7.2)

Students must possess appropriate expertise and exercise sound judgment in providing patient-centered pharmaceutical care. They must possess effective interpersonal and communication skills to develop relationships with patients and healthcare professionals of various cultures and backgrounds. (Discrimination of any kind is prohibited and candidates may not discriminate on the basis of race, color, religion, gender, age, sexual orientation, gender identity, national origin or any other characteristic prohibited by law.) They must also promote inter-professional collaboration as members of the health care team. (ACPE 3.4 & 3.6)(SLO 7.1 & 7.3)

Students are required to have problem solving and analytical skills to be able to design and implement viable solutions to pharmacy practice problems. (ACPE 3.1). In addition to being advocates for optimal medication therapy and avoidance of any medication-related problems, students must demonstrate ability to engage patients in the process of managing their own healthcare. Additionally, students must demonstrate the ability to optimize patient care within the healthcare organization with respect to safety, cost effectiveness, and therapeutic outcome (SLO 6.8).

Students are required to maintain the highest ethical and legal standards and be of good moral character to avoid misconduct and any discrimination. (SLO 7.4) Empathy, respect for others, and cultural sensitivity should be displayed in all situations. (ACPE 3.5) Students should promote and advocate for best patient care outcomes and patient education. (ACPE 3.3)(SLO 1.5)

In the community, students must promote public health and support public health initiatives and humanitarian activities. Similarly, they must be able to develop, recommend, and advocate for community-based preventative care, education, management of chronic disease, and administration of community wellness programs for population health. (SLO 10.1 & 10.2) Moreover, students should always act as role models and advocates for the profession of pharmacy in the social, political, and healthcare arenas. (SLO 8.4)

Other student attributes include abilities to self-examine and reflect on personal qualities, improve strengths, identify and seek help for weaknesses concerning skills, knowledge, and beliefs. (ACPE 4.1 & 4.3)(SLO 8.1 & 8.2) This is a part of an ongoing evaluation of personal growth, professional development and aptitude for leadership in achieving goals. (ACPE 4.2)(SLO 8.3).

Cognitive Ability – Intellect, Quantitative Ability, Conceptual Ability, Critical Thinking

Students must be able to function at a high cognitive level in order to succeed within the BJDSOP curriculum and within the pharmacy profession. Students must be able to learn, retrieve, analyze, apply, prioritize, and integrate information independently and within a team. This content may be delivered through audio, written and video formats and students must be able to succeed regardless of the medium. Students must be able to formulate a clinical question and develop an effective and efficient research strategy to answer that question. (ACPE 1.1 & 2.1 & 2.3 & 2.4 & 3.2 & 3.6)(SLO 1.4 & 2 & 3.4 & 4)

Students must be able to solve problems involving measurement, calculation, reasoning, and evaluation by using previous knowledge and available health information resources within set time constraints. (ACPE 1.1 & 2.3 & 2.4 & 3.1& 3.2)(SLO 3.1 & 4) Also, students must be able to perform the pharmacist-patient care process model, determine relevant patient information to collect, interpret physical findings, and identify pertinent monitoring parameters. This information must be assessed to create an evidence-based patient care plan that abides by the overseeing organization's policies and procedures, and students must be able to implement, follow-up, monitor and defend their recommendations by providing a rationale for decisions made. (ACPE 1.1 & 2.1 & 3.1 & 3.5 & 4.4)(SLO 3.3 & 6.1 & 6.3 & 6.4 & 7.4)

In addition, students must be able to perceive three-dimensional relationships and understand the spatial relationship of structures, concentrate for prolonged periods of time and in the presence of distracting conditions, prioritize and accomplish multiple tasks without loss of efficiency and composure, accurately and independently evaluate his/her own performance related to academic and professional skills, and formulate strategies to address areas of deficiency in their knowledge and professional skills. (ACPE 1.1 & 2.1 & 2.2 & 3.1 & 4.1 & 4.2 & 4.3)(SLO 5.2 & 5.6 & 6.2 & 8.1 & 8.2 & 9)

Communication

In order to successfully complete the work required of the Pharm.D. curriculum all candidates/students must be able to speak in English with sufficient pronunciation and clarity. This includes using basic language, patient-friendly terminology and medical terminology. (SLO 1.1) Students must recognize verbal (e.g. volume, tone and pace) and non-verbal cues (e.g. body posture, facial expression, hand gestures and eye contact), and respond appropriately. (SLO 1.4) Students must effectively write in English with correct grammar and spelling. Written communication must include being able to accurately, legibly and efficiently record information within a simulated or actual patient record, electronically or on paper. (SLO 1.2)

Students must maturely, respectfully and professionally communicate with others including administrators, instructors, peers, patients, caregivers and members of the health care team while displaying the appropriate level of confidence and assertiveness according to their level of curricular mastery. (SLO 1.3 & 6.8)

In addition, students must relay information in an efficient and timely manner. This should include accurately providing information during a counseling encounter on prescription and non-prescription products, medical devices, and disease states using appropriate methods of education. (SLO 1.6) This should also include collecting information from the patient or caregiver in an effort to gain complete understanding of the patient or problem. During all interactions, students must communicate appropriately, effectively, and efficiently with sensitivity and empathy to people with diverse educational and cultural backgrounds. (SLO 1.3 & 1.5 & 1.6)

Finally, students must correctly utilize current technology platforms and educational resources to complete curricular requirements and practice pharmacy, develop organized and accurate presentations appropriate for the intended audience, and display confidence when speaking to others and answer questions accurately with thoroughness and understanding. (SLO 1.7) (ACPE 3.6)

Mobility

Student pharmacists must have sufficient motor skills to carry out the basic functions as required of the pharmacy profession. These motor skills require the functional use of gross and fine motor movements and manual dexterity in coordination with other senses. These skills must be able to be demonstrated within the classroom, laboratory, and experiential settings.

Students must be able to prepare, dispense, administer and/or dispose of medications and devices in accordance with federal, state and local rules and regulations. (ACPE 2.1 & 4.4 & Appendix 1 and 2) (SLO 5.2) They must accurately calculate, compound and prepare sterile and non-sterile medication products using correct techniques. (ACPE 1.1 & Appendix 1 and 2)(SLO 5.6)

Also, students must have the physical capability to perform physical assessment (e.g. blood pressure, immunization administration, CPR, point of care testing, etc.) in order to develop a management plan for the patient as well as be able to demonstrate appropriate use of medications and devices such as inhaler technique, injections, and eye/ear drop administration. (ACPE 2.1 & 3.2 & 3.6 & Appendix 1 and 2)(SLO 1.6, 6.2, 6.3)

Students must have the dexterity required to utilize health information technology in an optimal and secure manner (e.g. use of computers, computer-based health information systems, and electronic medical records) in order to collect and compile accurate, relevant and current health information. This includes the ability to write and/or type within set time constraints. (ACPE 1.1 & 2.2)(SLO 4.2 & 9.2)

Procedure

Prior to applying to the pharmacy program, prospective candidates should review these technical standards. If a candidate feels unable to meet the technical standards, or the school determines he or she is unable to meet the standards, the candidate is encouraged to discuss the problem and any potential disability with the Director of Learning Resources and Services at Shenandoah University to determine if a reasonable accommodation can be made. Candidates and students must submit appropriate medical documentation to accompany their request for accommodations. All accommodations must be made in consultation with the Office of Student Affairs and an accommodations plan must be approved prior to a final admissions decision being made. Reasonable accommodations will be made if they do not significantly alter the nature of the required activity, and they do not create unnecessary difficulty or undue hardship to the School or others.

Shenandoah University is committed to providing equal educational opportunities to individuals with disabilities in accordance with the Americans with Disabilities Act, as amended and Section 504 of the Rehabilitation Act of 1973. A copy of the Technical Standards and the acknowledgement form below will be sent to students along with their conditional acceptance letter. Students must acknowledge they are capable of completing the technical standards as part of finalizing admissions, or they must contact the School to determine if accommodations can be made.

Prior to beginning the curriculum of the BJDSOP all Pharm.D. candidates must read and sign the acknowledgement below stating that they are aware and capable of completing all technical standards or have an accommodations plan approved by the University. Any accommodation that was approved should be in place by the first day of classes. Delayed start of classes due to lack of appropriate accommodations will ordinarily not be permitted. Any otherwise qualified and accepted candidate or student who cannot complete the technical standards, and who does not seek appropriate accommodations prior to the start of classes, puts his or her academic standing in jeopardy and may, after an appropriate opportunity to appeal, be denied admission or be dismissed from the program.

If the event arises where a student loses the ability to complete one of the technical standards (as identified by either the student or school officials) he or she should notify the Director of Learning Resources and

Services at Shenandoah University and the Office of Student Affairs within seven business days. These administrators will meet with the student, consider any medical documentation, and determine if an individualized and appropriate accommodation can be made to allow for continuation within the Pharm.D. program. If, after proper consideration, a reasonable accommodation cannot be put in place within such time as to permit a candidate or student to progress on an acceptable pace, BJDSOP has the right to delay the candidate or student's continuation in the Pharm.D. program until the next academic year. If, after proper consideration, a reasonable accommodation is not foreseeable or cannot be made, the BJDSOP has the right to dismiss a student from the program.

Appeals Process

If a candidate or student is denied accommodations to the technical standards and this candidate or student feels this was done in error, a written appeal may be submitted. The appeal must be received by the Dean of the BJDSOP within seven calendar days of receipt of the denial of accommodations. The appeal must explicitly describe why the student cannot meet the technical standards, why he or she believes accommodations should be approved, and provide a detailed accommodation plan he or she believes is reasonable for the School to adopt. Submission of an appeal does not guarantee an accommodation request will be approved.

ORGANIZATION INFORMATION AND GUIDELINES

SCHOOL OF PHARMACY ORGANIZATIONS

Click [HERE](#) for a list of SOP Student Organizations

STUDENT LEADERS & ADVISORS DIRECTORY

A list of student organization leaders & advisors is located on the Canvas Class Commons pages.

ORGANIZATION LEADERS (OL) HANDBOOK

The OL Handbook is located on the Canvas Class Commons pages.

CLASS GRADUATION EXPENSES

Examples of graduation week activities the School of Pharmacy funds and an example budget for the non-school funded activities.

- Graduation Week expenses paid for by the School:
 - NAPLEX Review
 - Graduation Celebration Dinner [including venue but NOT beverages, alcoholic and non-alcoholic]
 - Hooding Ceremony [including speaker]
- Examples of graduation week expenses paid for by previous classes:
 - Beverages (wine, beer, sodas, bottled water) for Graduation Celebration Dinner [~\$2200]
 - DJ for Graduation Celebration Dinner [~\$600]
 - Photo Booth for Graduation Celebration Dinner [~\$500]
 - Class Advisor gift [~\$200]
 - School of Pharmacy gift [~\$1000]

ELIGIBILITY FOR PARTICIPATION IN STUDENT ORGANIZATIONS

- Professional Fraternities
 - Bylaws of the individual organizations state that in order to be eligible for membership or serve as an officer, students must be in good academic standing (i.e. not on academic probation).
- Professional Organizations
 - Bylaws of the organizations state that in order to serve as an officer, students must be in good academic standing (i.e. not on academic probation). There is no such requirement for participating as a member of the organization.
- Pharmacy Class Leadership Positions
 - In order to serve as a class officer, students must be in good academic standing (i.e. not on academic probation).

PROPOSAL TO FORM A NEW ORGANIZATION

Created July 2, 2019

This process is designed to assist students who would like to propose the formation of a new organization in the School of Pharmacy. The information will be reviewed by the Assistant Dean for Student Affairs (ADSA); the request will then be presented to the Student and Alumni Affairs Committee for consideration. The ADSA will notify the student organizer of the committee decision.

- A club or organization is a group of currently enrolled School of Pharmacy students who wish to pursue a common purpose. Any group of students who meet regularly, elect officers, and collect dues is required to seek official approval from the School of Pharmacy.
- Criteria to become a School-recognized organization:
 - Support and enhance the mission and purpose of the institution by one or more of the following:
 - Offering learning experiences
 - Developing academic/career competency
 - Developing leadership skills
 - Developing social/civic responsibility
 - Advocating for the pharmacy profession
 - Demonstrate interest in the organization's mission among currently enrolled students.
 - Demonstrate that no current organization has a similar purpose.
 - Identify a faculty advisor.
 - Obtain initial approval by the School of Pharmacy Student and Alumni Affairs Committee.
 - Register officers annually with the School of Pharmacy Organization Leaders (OL).
- The organizer should do the following:
 - Meet with interested students informally at least two times to discuss whether or not there is sufficient interest to justify organizational existence and to formulate a plan.
 - Meet with the ADSA to discuss potential obstacles and campus need.
 - Complete the ***Proposal to Form a New Organization*** and the template will be provided by the ADSA.
 - Enlist a School faculty member to potentially serve as a potential organization advisor.
 - Provide a proposed membership list of at least 20 students to the form.
 - If organization is approved, then the organizer will draft Bylaws under which the organization will operate.

STUDENT SERVICES

CAMPUS ALERTS

Sign up for campus alerts (instructions found [HERE](#); alert signup website found [HERE](#)).

CAREER SERVICES

[\(Information found HERE\)](#)

COUNSELING CENTER

[\(Information found HERE\)](#)

DISABILITY SERVICES

[\(Information found HERE\)](#)

FINANCIAL AID AND SCHOLARSHIPS

[\(Information found HERE\)](#)

The School of Pharmacy awards merit and need-based scholarships each year at the annual Scholarships and Awards Ceremony in the spring semester. The application is e-mailed in January to all students in the first three professional years of the program and the recipients are selected by the Scholarships and Awards Committee.

IT SUPPORT

[\(Information HERE\)](#)

Laptop support available in HPB Room 266 and ICPH D3302

LEARNING SUPPORT SERVICES

[\(\(Information HERE\)\)](#)

PUBLIC SAFETY

[\(Information HERE\)](#)

TUTORING

Provided by Rho Chi Pharmacy Honor Society (Information [HERE](#))

WILKINS WELLNESS CENTER

[\(Information HERE\)](#)

WRITING CENTER

[\(Information HERE\)](#)

APPENDIX: CERTIFICATE OF UNDERSTANDING

This form is provided during Orientation Week and is to be signed and turned in to the Office of Student Affairs

Name (print): _____

1. I have read, understand, and agree to abide by the policies, procedures, and provisions outlined in the Graduate Catalog and in the Bernard J. Dunn School of Pharmacy Student Handbook available on the School of Pharmacy's web page; including, but not limited to, Academic Policies, Professionalism Policies, and Experiential Policies. _____
2. I understand that the School and/or Shenandoah University may revise or add policies, procedures, and provisions and that I am responsible for keeping abreast of and complying with any such changes. _____
3. Virginia Code Section 23.1-405(c) prohibits a college or university from disclosing, pursuant to the "directory information" exception to FERPA, a student's email address, physical address or telephone number ("Contact Information") unless the student had affirmatively consented in writing to the disclosure. I consent to the disclosure of my Contact Information to: (i) outside organizations that fund any scholarship that I may be awarded; and (ii) any institutions where I may be assigned to do Introductory Pharmacy Practice Experience ("IPPE") or Advanced Pharmacy Practice Experience ("APPE"). _____
4. I consent to the posting of photographs of myself on the School's intranet and external webpage and agree that I will notify the Office for Student Affairs, in writing, if I do not want any photographs of myself to be posted on the public webpage. If I choose to have pictures of myself excluded from the external website, I agree to notify any photographers present at School activities that my picture should not be taken. _____
5. Pharmacy faculty have permission to discuss my performance, academic needs, and other relevant information, with other University faculty and appropriate personnel, should the need arise. _____
6. The Dean of the School of Pharmacy, or their designee, has permission to obtain results from my National Association of Boards of Pharmacy Examination upon my graduation from the pharmacy program. _____
7. I understand that I may be required to submit to random drug screenings and/or additional criminal background checks. _____
8. I authorize the School of Pharmacy and Shenandoah University's Wilkins Wellness Center to release the results of my drug screenings, criminal background checks, and medical records to the institutions where I may be assigned to do IPPE or APPE and consent to the disclosure of this information for this specific purpose. _____
9. I understand that lectures and exams (e.g. OSCEs) may be video and/or voice recorded and consent to such recording of my voice/image and irrevocably grant the Pharmacy School the right to replay and make available such recordings for educational purposes. _____
10. I understand that progression in the PharmD program, rotation selection and timing, and pharmacy intern/pharmacist licensure depend on the successful completion of many requirements. I agree to successfully complete all requirements as requested, report any criminal charges, and seek assistance for any possible issues surrounding misuse/abuse of legal, illicit, or controlled substances. I agree that it is my responsibility, and not the School's, to be aware of any personal impediments to licensure that I may have and to contact respective Boards of Pharmacy to ensure I am eligible for licensure. _____
11. I authorize faculty members at the Shenandoah University School of Pharmacy to provide written or verbal recommendations on my behalf. Content that may be disclosed includes subjective assessments, course names, course grades, organization names, and corresponding dates. _____

By initialing each statement above and signing below, I agree to the foregoing terms and provisions.

Signature

Date