SHENANDOAH™
UNIVERSITY

Bernard J. Dunn School of Pharmacy

SCHOOL OF PHARMACY

STUDENT HANDBOOK

Revised August 2020

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GENERAL INFORMATION

HANDBOOK REVISION PROCEDURE

The School of Pharmacy Student Handbook is 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 http://www.su.edu/pharmacy under Student Life.

ACADEMIC CALENDAR

The Academic Calendar describes the dates when classes start and stop, important deadlines during the semester, and holidays when the University will be closed. For the most current version of the Academic Calendar, click here.

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), located at 190 S. LaSalle Street, Suite 2850 Chicago, Illinois 60603-3499; phone: (312) 664-3575; fax: (866)-228-2631.   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

The Strategy Map below describes the School of Pharmacy's mission, vision, goals and values. The School is committed to enacting these values in order to provide a positive learning environment where students can grow both professionally and personally.

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.

Achieve an adaptive sustainable financial led model.

Inspire students through transformative Learning.

Process Excellence Goals:
3. Achieve excellence in student-centered teaching and learning.

4. Position students to be highly competitive for post-graduate opportunities.

Vision:
A recognized leader in pharmacy education and personalized medicine to help people live longer, healthier lives.

Stakeholder Engagement Goal:
7. Improve external stakeholder engagement to support student success.

Prioritize student success.

Build/create a world class learning environment.

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

FOUNDING OF THE SCHOOL

The Bernard J. Dunn School of Pharmacy (BJDSOP) was created in 1995 to respond to the growing need for pharmacists in the health-care system. The Health Professions Building (HPB) in Winchester, Virginia was founded in 1996 and the School of Pharmacy graduated its first class in 2000. A satellite campus was established in Ashburn, VA in 2006. In the summer of 2017, Shenandoah University 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 the then-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.

GRADUATE CATALOG

In addition to the contents of this Student Handbook, pharmacy students are responsible for familiarizing themselves with, and adhering to, the Shenandoah University Student Handbook. The University Handbook contains important information regarding academic policies, student life and student success policies, non-academic policies, and more. This includes, but is not limited to, information regarding:

- Academic Integrity Code
- Accommodations of Persons with Disabilities Policy
- Non-Discrimination and Bias Policy and Procedures
- Personal Conduct and Social Distancing Policy

- Religious Observances Policy
- Sexual/Gender Harassment, Discrimination and Sexual Misconduct Policy
- Student Code of Conduct
- Student Complaint Policy
- Student of Concern
- Student Rights, including Privacy, Transcripts, and Student Records
- Withdrawal from the University

The Shenandoah University Student Handbook and the Academic Catalog are merged together to create one easy-to-navigate resource, called the Graduate Catalog. The Graduate Catalog is located online and can be found by clicking here.

## 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 enrolled 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

The organizational chart for the Bernard J. Dunn School of Pharmacy is presented below. For the most current version of this chart, including links to job descriptions, click the image.

SHENANDOAH UNIVERSITY
Bernard J. Dunn School of Pharmacy

ADMINISTRATION ORGANIZATIONAL CHART
Click on a tile for the job description
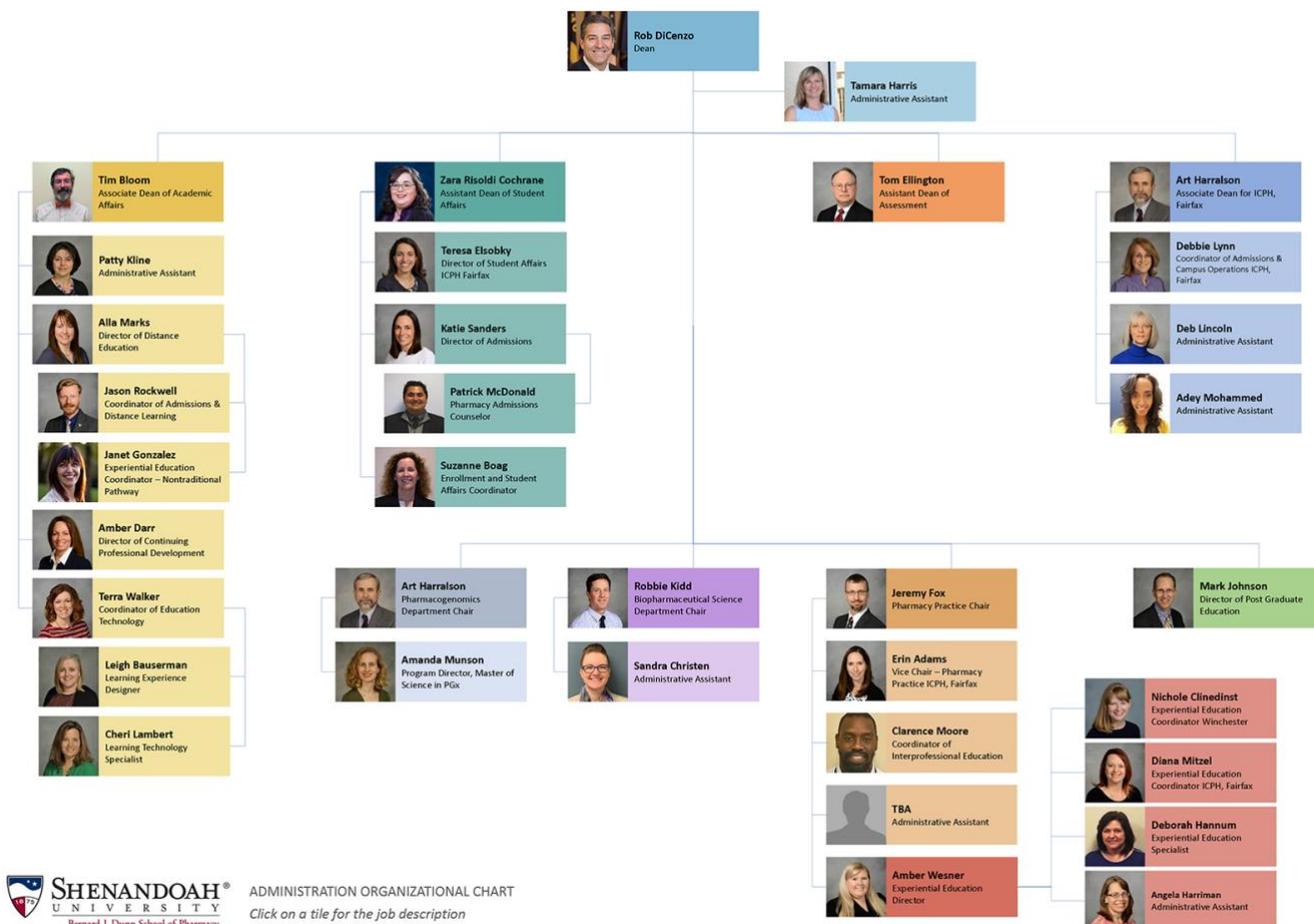
ACADEMIC STRUCTURE AND DEPARTMENTS

The School of Pharmacy is operated under the direction of **Dean Rob DiCenzo**, who provides strategic leadership and oversight of all School activities. The Dean also works closely with University leaders to represent the School of Pharmacy's interests and advocate for the needs of pharmacy students, faculty, and staff. Dean DiCenzo has been leading BJDSOP since 2016.

Dr. Art Harralson serves as the **Associate Dean for the ICPH, Fairfax campus**. The Associate Dean for the ICPH Fairfax campus has overall responsibility for leading and overseeing the operations of BJDSOP in Fairfax. This includes providing mentorship, vision and leadership on the ICPH, Fairfax campus; ensuring faculty, students and staff have the resources needed to be successful; and managing the operations of the ICPH, Fairfax campus.

Dr. Tim Bloom serves as the **Associate Dean of Academic Affairs**. The Associate Dean of Academic Affairs is

responsible for providing oversight, collaborative and strategic leadership for the planning, development, operationalization, maintenance and monitoring of all aspects of the academic programs in the School of Pharmacy.

Dr. Zara Risoldi Cochrane serves as the **Assistant Dean of Student Affairs**. The Assistant Dean of Student Affairs provides leadership for the achievement of excellence in student recruitment and the provision of student services on both the Winchester and ICPH, Fairfax campuses.

Dr. Tom Ellington serves as the **Assistant Dean of Assessment**. The Assistant Dean of Assessment is responsible for the operationalization and continuous quality improvement of the curriculum and programmatic assessment plans of the school.

The School of Pharmacy includes three academic departments. These include the following:
- **Biopharmaceutical Sciences**, chaired by Dr. Robbie Kidd
- **Pharmacogenomics**, chaired by Dr. Art Harralson
- **Pharmacy Practice**, chaired by Dr. Jeremy Fox and vice chaired by Dr. Erin Adams

FACULTY DIRECTORY
A complete directory of School of Pharmacy faculty can be found by clicking here.

SCHOOL OF PHARMACY COMMITTEES WITH STUDENT MEMBERS
Students are a vibrant and valuable component of School of Pharmacy standing committees. Committee membership affords students the opportunity to advocate for the needs of their classmates and to shape the activities and direction of the pharmacy program.

Student members of School of Pharmacy standing committees are expected to:
- Attend all Committee meetings (except when there is a conflict in scheduling)
- Actively participate in all Committee meetings, which may include voting privileges
- Protect private and confidential information that is discussed at Committee meetings

The Office of Student Affairs will solicit self-nominations for committee membership on an annual basis. Students will be given the opportunity to preference the committees they are interested in joining. The current directory of student committee representatives can be found on Canvas Class Commons pages.

The following School of Pharmacy standing committees currently include student members:

Assessment Committee
The Assessment Committee determines how the assessment of outcomes offers the School of Pharmacy an opportunity for strengthening the program and enhancing the program's accountability. The Assessment Committee also provides oversight to the assessment activities necessary for accreditation.

Curriculum Committee

The Curriculum Committee is responsible for conducting a continuing appraisal and evaluation of the professional pharmacy program of study.

Experiential Education Committee

The Experiential Education Committee serves as the oversight body for the experiential programs of the School.

Professional Performance Standards Committee

The Professional Performance Standards Committee maintains and upholds the Professional Performance Standards for students of the School.

Student and Alumni Affairs Committee

The Student and Alumni Affairs Committee develops recommendations and implements programming pertaining to student and alumni affairs.

Technology Committee

The Technology Committee provides guidance for the selection, implementation, and removal of technology for the School, including hardware, software, and educational platforms that support curricular delivery.

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 Shenandoah University Graduate Catalog. For pharmacy students who wish to request an appeal related to an experiential course (IPPE/APPE), please refer to the process defined in the Experiential Education 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.

Step One

The student should make an appointment with the faculty of record to discuss the grievance and to seek resolution. **[At the School of Pharmacy, this means reaching out to the faculty instructor first, and then contacting the Course Coordinator.]**

Step Two

If dissatisfied, the student should schedule an appointment with the appropriate department or division chair to seek a resolution. **[At the School of Pharmacy, this means scheduling an appointment with the department chair who oversees the Course Coordinator you met with in Step One. For a list of the current department chairs, see the Academic Structure and Departments section of this Handbook.]**

Step Three

If dissatisfied, the student should schedule an appointment with the appropriate dean or director of the school to seek a resolution. **[At the School of Pharmacy, this means scheduling a meeting with the Associate Dean of Academic Affairs.]**

Step Four

If dissatisfied, the student should make a written grievance to the provost. The written grievance must state the reason for the request and any other supporting documentation. If the provost 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 Integrity Code, which can be found by clicking here.

ACADEMIC POLICIES
Revised May 12, 2016

The School of Pharmacy 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.

For questions regarding these academic policies, please contact the Associate Dean of Academic Affairs.

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;
- 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 Bernard J. Dunn School of Pharmacy (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 ≥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 (e.g., 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 ≥ 70% (69.9 will <u>not</u> 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 ≥ 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
Revised July 2020

Regular class attendance and timeliness are expected and essential to the student's optimal learning and growth. Students are required to attend all classes (required and elective) and other required activities (e.g. Dean's hour). Attendance includes live, on-campus presence, as well as synchronous (live) presence from a remote location (e.g. from your home). In order to achieve maximum benefit from the lectures and discussion, preparation in advance for the day's topic(s) and participation in class are also required.

Course coordinators have the prerogative to monitor attendance and establish additional attendance requirements through the course syllabus. Course coordinators have the right to apply penalties due to a documented lack of attendance that arises from unexcused absences, including course grade reduction.

Excessive absence, tardiness, lack of preparation, and lack of participation are considered inappropriate and unprofessional (see Professional Performance Standards).

When a student cannot attend class, they must refer to the Excused Absence Policy and Procedure.

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 the Student Criminal Charge Report section of this Handbook.

BLOODBORNE PATHOGEN STUDENT EXPOSURE POLICY

The School of Pharmacy follows the Shenandoah University policy related to Bloodborne Pathogen Student Exposure. For more information, see the complete policy by clicking here.

CAMPUS CLOSURE POLICY

The School of Pharmacy adheres to Shenandoah University's Campus Closure Policy; click here to view the policy. Students can keep up to date about campus closures in the following ways:

- Enrolling in the University's Emergency Alert System [highly recommended]
- Checking www.su.edu for posted announcements
- Calling 540-665-4500 for an automated message
- Checking local TV and radio stations as listed in the Campus Closure Policy

When classes are canceled due to inclement weather, pharmacy students should check 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 August 2020

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, or 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 enrollment maximum has not been met and campus resources have not been exceeded in a specific class and/or campus.

Requests
- Requests must be submitted to the Assistant/Associate Dean for Student Affairs (ADSA) via e-mail and should contain the following information:
  - Student's current campus
  - Student's current year in the program (i.e. P1, P2, or P3)
  - Brief statement describing the reason for the transfer request
- Note: the ADSA may request additional information if necessary to make a decision.

Approvals
- Approved campus transfers will typically start at the beginning of the next academic year or between semesters. In extreme circumstances, a student may be allowed to transfer campuses during a semester.
- Approved campus transfers do not guarantee experiential rotations (IPPE/APPE) at the new campus, as these depend on site and preceptor availability.
- Students denied a campus transfer request may reapply for a campus transfer the following semester.

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 containers 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 ≤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

- o Click 'Exit Review' when you are finished reviewing assessment feedback.
- o You MUST show this screen to proctor
- o Next, when the wireless connection is restored you will see a GREEN 'Congratulations' screen verifying successful upload
- o 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
  - o Proctors are not obligated to answer questions pertaining to assessment content prior to or during an assessment.
  - o Issues with assessment content will be reviewed and assessed after the assessment has been completed.

Special Circumstances
- ● Lateness
  - o Students who arrive late may be denied access to the room.
  - o If students are late and are allowed to take the assessment, no additional time will be given for completion.
  - o 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
  - o Students requesting accommodations should follow Shenandoah University's policy.
  - o 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.
  - o Notify Assistant/Associate Dean of Assessment as soon as accommodation recommendations have been made by the Office of Learning Resources and Services.
  - o 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.
  - o Assessments will be given in a proctored room or room with video capabilities.
  - o The course coordinator should view videos after the assessment is complete.

- ● Deferral of Assessments
  - o Refer to the Excused Absence Policy.

- ● Integrity Issues
  - o 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 Examplify to open automatically; choose to 'open' applications that were open upon computer shutdown.
  - A dialog box will display a notification that Examplify 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.

This policy and procedure describe the excused absence process at the School of Pharmacy, in accordance with the Attendance Policy. The granting of excused absences is at the discretion of the Office of Student Affairs.

For Experiential Education absences, students should see the Experiential Education Handbook.

Policy:
For the purposes of this policy, "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 are required to complete all learning activities and Assessments in the format(s) approved by the Course Coordinator. For example, a Course Coordinator may require that an examination or laboratory be completed live on campus, rather than online.

Students should only miss Assessments or other required activities when absolutely necessary and when valid reasons exist that prevent the student from completing the Assessment or activity.

Examples of valid reasons for which students may receive an excused absence for an Assessment or other required activity include:
- personal illness
- illness or death of a close family member
- unavoidable mishaps such as an automobile accident
- jury duty or court summons
- religious holidays, for requests made through the Shenandoah University Religious Observances Policy

Examples of reasons which are **not** valid reasons for an excused absence include:
- student's work schedule
- personal travel, such as vacation or to attend a wedding

These lists of examples are not exhaustive.

When a student misses an Assessment, it is the student's responsibility to request an excused absence from the Office of Student Affairs following the procedure below.

Procedure:
- Students desiring an excused absence related to a missed Assessment must complete the Excused Absence Request Form (found by clicking here).
    - For planned absences, this procedure should be completed prior to the date of the student's absence.
    - For unplanned absences (e.g. unavoidable mishaps), this procedure should be completed as soon as the student returns to campus.

- Students should be prepared to upload substantiating documentation when completing the form. Questions on what constitutes substantiating documentation and/or concerns about obtaining this documentation should be directed to the Office of Student Affairs.

- Excused Absence Requests from students on the HPB campus will be processed by the Assistant Dean of Student Affairs (ADSA) and those from students on the ICPH campus will be processed by the Director of Student Affairs.
  - In the event that either the ADSA or Director of Student Affairs is unavailable, the opposite party will be responsible for processing excused absences.
  - In the event that the ADSA and Director of Student Affairs are both unavailable, the Associate Dean of Academic Affairs (ADAA) will be responsible for processing excused absences.

- Students will be notified by email as to whether or not an excused absence was granted. In some instances, additional information or documentation from the student may be requested.

- After an excused absence is granted, students are responsible for communicating with Course Coordinators regarding their absence and arranging to make up the missed Assessment as soon as possible.

EXPERIENTIAL EDUCATION POLICIES

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

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.

INTERPROFESSIONAL EDUCATION STATEMENT

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 Dean for Student Affairs or the Director of Student Affairs.

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
- 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 <u>business casual</u> 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 <u>professional</u> 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.

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.

PROFESSIONAL PERFORMANCE STANDARDS
Revised April 2020

Introduction

Student pharmacists enrolled at the Shenandoah University Bernard J. Dunn School of Pharmacy 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 (see [Professional Oaths and Codes](#)).

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.
- 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, accountability for the profession at large, and take the appropriate initiative to meet those responsibilities.
- 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.
- Honor & Integrity: Student pharmacists must be fair, truthful, ethical, honorable, and follow all federal, state, and local laws.
- 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.
- 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.

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. Violations will be handled on a case-by-case basis and the PPSC will determine the severity of the reported charge and sanction(s) that is (are) appropriate for the violation.

Outcomes may include, but are not limited to:
- Removal from leadership positions
- Community service
- Professional development activities
- Referral for medical and/or psychiatric evaluation and care
- Referral for evaluation of difficulties that impair the student's ability to be a professional in the field
- Referral for potential therapy to address any issues pertaining to psychological or behavioral disorder
- Verbal and/or written reprimand
- Verbal, audio-visual, and/or written reflection report
- Recommend loss of academic credit to the faculty / course coordinator reporter
- Recommend faculty to remove accused student from a course, as per the course syllabus
- Recommend repetition of a portion or the entirety of academic work for the academic year to the faculty/course coordinator reporter
- Unexcused absence for the day
- Completion of a remedial program
- Withhold from experiential rotations
- Suspension from the School
- Dismissal from the School

Potential violations that will be processed through the University Academic Integrity Process:
- Any report of suspected plagiarism
- Any report of suspected cheating
- Any report of suspected forgery

Procedure for Handling an Alleged Violation
The PPSC reviews students who have been accused of violating the Professional Performance Standards of the School of Pharmacy as charged by a faculty member, staff, students and/or course coordinator. Reporters are required to submit alleged violation reports using the following procedure(s):

Professionalism Concern Form
- Faculty and staff reporters can utilize the "Professionalism Concern Form" for student concerns that are not severe in nature or are first time student concerns.
- Student reporters can report their professionalism concerns only through the "Professionalism Concern Form".
- The "Professionalism Concern Form" is automatically forwarded to Assistant/Associate Dean of Student Affairs (ADSA) and the Director of Student Affairs. They will discuss the concern with the relevant parties and determine if further action is needed. The ADSA and the Director of Student Affairs reserve the ability to elevate the concern to a violation and send the report to the PPSC.

Professionalism Violation Form
- Faculty or Staff Reporter completes the labeled, "Professional Performance Standards Report of

[Violation Form](#)". This form can be accessed by our faculty and staff via the BJDSOP Dunn Central website, under Faculty/Staff -- Policies and Procedures.

- The reporter is expected to provide accurate and objective information on each student and the alleged professionalism violation as may be required by the PPSC to render appropriate decisions.
- The violation report is automatically forwarded to the ADSA, the Director of Student Affairs, and the PPSC Chair.
- The Director of Student Affairs and PPSC Chair will then discuss the violation charge, if necessary, and decide on 2 possible outcomes:
  - o Decide no further action needs to be taken at which point the Student Affairs office will meet with the student individually
  - o Decide that a hearing with the Committee is necessary
- The PPSC Chair will notify the faculty reporter as soon as the violation report is reviewed, regarding the outcome, whether it will go to the Committee hearing, and why or why not.
- The PPSC Chair must involve the accused student's faculty advisor early on during the violation report investigation and make them aware of the accused student's sanctions and/or any final recommendations of the committee. The faculty advisor may also help the accused student navigate the process, and follow up with the student to help them use the incident to learn and grow professionally.
  - o When the faculty advisor cannot be included in the proceedings because of a conflict of interest, then the student shall elect a faculty advocate.
- Prior to the violation hearing, the PPSC Chair will disseminate the violation report to the PPSC members and accused student and then schedule a hearing. PPSC will investigate the charge and meet with the accused student and the student's accuser (reporter) to determine the merit of the violation charge and possible sanctions.
- The PPSC team present during the violation hearing will constitute the voting and nonvoting members of the PPSC. The decisions and sanctions, if applicable, of the PPSC are determined by a majority vote of the voting members present at the scheduled hearing.
- An e-mail communication stating the violation and resulting sanction(s) will be sent by the PPSC Chair to the student, the ADSA, the Director of Students Affairs, the PPSC, and the student's faculty advisor. A standardized violation report template will be used for the email communication.
- Sanctions can be enforced by the ADSA, the Director of Student Affairs, the PPSC Chair, or the student's faculty advisor. Non-compliance of assigned sanctions will result in additional sanctions, including suspension or dismissal from the program.

Rights of the Accused Student

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

1. To have evidence evaluated impartially
2. To receive a copy of the alleged violation report prior to the Professional Performance Standards (PPS) hearing
3. To receive notification of the date, time, and location of the Professional Performance Standards Committee hearing no less than two (2) business days prior to the assigned hearing
4. To be present and receive notification of the PPSC's decision
5. To have assurance that discussion of all proceedings, findings, and sanctions are held in strict confidence. Only the ADSA may retain a copy of the violation report and related evidence. A report of the hearing is sent to the accused, faculty reporter, PPSC, accused student's faculty advisor, and the Office of Student Affairs

6. 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.

Procedure for Appeals

A student may appeal decisions made by the Professional Performance Standards Committee. If the student wishes to appeal the sanction, a formal letter must be submitted to the Assistant/Associate Dean for Student Affairs (ADSA) within five (5) business days of receiving the e-mail communication listing the assigned sanction(s). The ADSA will have five (5) business days to respond to the appeal. The ADSA's decision will be final.

Note:

- *The School of Pharmacy will follow the guidelines set forth by the Family Educational Rights and Privacy Act (FERPA) in all communication related to professionalism violations.*
- *Additional sanctions may be imposed depending on the circumstances surrounding the violation charge. If a student's conduct violates multiple standards of professionalism concurrently, the highest-level sanction will be imposed.*
- *This policy does not modify or change the authority of the faculty to implement specific course requirements. Faculty maintain the right to remove a student from a course if the student's performance does not meet established standards or is detrimental to patient care.*
- *If a sanction results in removal from a course, a student has the right to return to classes until all appeals have been finalized. If a sanction results in course failure and a referral to the Academic Progressions Committee, the student may not be able to progress until they have met with the Academic Progressions Committee and any appeals have been completed.*

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. The statement below may be copied and pasted into 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 that a signature is not required if sent via Shenandoah University email)

SCHOOL OF PHARMACY STUDENT EMERGENCY FUND
Revised July 2020

The School of Pharmacy has an endowed account that produces limited funds to support student emergencies each year. 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 circumstances approved by the Office of Student Affairs

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 complete the [Request for Student Relief Form](#), including the following information:

- Amount requested
- Date the funds are needed
- Brief description of reason for request

After submitting the application, students will be asked to meet with the Assistant Dean and/or Director of Student Affairs. The purpose of this meeting is to obtain additional information regarding the request, and to ensure the student has access to other resources that are offered by the School and the University. In considering the student's request, the Office of Student Affairs may also consult the Student and Alumni Affairs Committee. A decision will be communicated to the student within 7 business days of receipt of the student's meeting with Student Affairs.

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 when requesting emergency funds.

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

Student pharmacists[1] 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 by clicking here.

STUDENT TRAVEL FUNDING FOR PROFESSIONAL MEETINGS
Revised July 2020

NOTE: Due to travel restrictions in the 2020-2021 academic year, reimbursement will be limited to the cost of professional meeting registration. Questions about this procedure may be directed to the Office of Student Affairs.

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, including the following information:
  - Meeting name and location
  - Proposed travel dates and cost
  - Whether the student has already received travel funding for the current academic year
  - Reason for attending the meeting
  - Short statement from a faculty member 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:

Deadline	Meeting Dates
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 the School of Pharmacy in an official capacity
  - $200 if attending for professional development only

Travel Reimbursement Requests:
- Reimbursable expenses are limited to the following:
  - Meeting registration
  - Hotel/lodging
  - Airline ticket

- In order to be reimbursed, students must submit a Travel Reimbursement Request Form **no later than 10 business days** after attending the meeting. Late reimbursement requests will not be accepted. The following information is required:
  - Meeting name and travel dates
  - Original or scanned receipts (see below)
  - Student's mailing address, which is required for SU reimbursement

- Acceptable receipts include an original copy of the bill, or an email invoice from the vendor (i.e. the conference, airline, or hotel).
- Due to University rules, the following receipts **cannot** be accepted:
  - Receipts from mobile payment services, such as Venmo

o   Screenshots of a receipt
- **Receipts must show payment by the student who is requesting the funds**. For example, if students share lodging, only one individual may submit for reimbursement. That individual's name must appear on the receipt, and reimbursement will be subject to the limits described above.

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

The development of pharmacy leaders is central to the mission of the PharmD program, and student organizations at the School of Pharmacy play a vital role in that process. More than 85% of our student pharmacists participate in student organizations, and their contributions are broad and diverse. Through student organizations, our students sponsor and coordinate community projects and health fairs; are active in professional organizations at the local, state and national levels; and influence decisions within the School and on campus through representation in governing committees and special projects.

To view a list of BJDSOP student organizations, click here.

STUDENT LEADERS & ADVISORS REGISTRY

A registry of student organization leaders & faculty advisors can be found on the Canvas Class Commons pages, or by clicking here.

ORGANIZATION LEADERS (OL) HANDBOOK

The OL Handbook provides additional guidance for student leaders. The most current version of the OL Handbook can be found on the Canvas Class Commons pages.

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).

Students are also expected to demonstrate professionalism as a condition of participation.

An organization is a group of currently enrolled School of Pharmacy students who wish to pursue a common purpose. Any group of students who meets regularly, elects officers, collects dues, and/or manages a program is required to seek official approval from the School of Pharmacy.

The process below is designed to assist students who would like to propose the formation of a new organization at the School of Pharmacy. The proposal will be reviewed by the Assistant Dean for Student Affairs (ADSA) and the Director of Student Affairs (DSA). The request will then be presented to the Student and Alumni Affairs Committee for consideration and approval. The ADSA will notify the student organizer(s) of the Committee's decision.

- Criteria to become a School-recognized organization:
  - The organization must support and enhance the mission of the School of Pharmacy via 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
  - Student organizer(s) must demonstrate interest in the organization's mission among currently enrolled students
  - Student organizer(s) must demonstrate that no current organization has a similar purpose

- The student organizer(s) should do the following:
  - Meet with the ADSA or DSA to discuss the interest, potential obstacles, and campus need for the organization
  - Enlist a School faculty member to serve as the organization's advisor
  - Complete the [Proposal to Form a New Organization](#) form
  - Once confirmation has been received by the ADSA or DSA, meet with interested students at least twice to discuss whether or not there is sufficient interest to justify organizational existence and to formulate a plan of creation and sustainability
  - Provide a proposed membership list of at least 20 students to the ADSA or DSA via email
    - This list should include students' current year in the program (i.e. P1, P2, P3, P4)
  - If organization is approved, then the student organizer will draft Bylaws under which the organization will operate and work with the School's Organizational Leadership (OL) to become a University-recognized organization
  - The organization must then register officers annually with the OL

STUDENT SERVICES

Shenandoah University and the School of Pharmacy offer numerous resources to support the wellbeing, academic success, and personal and professional development of our students. If you have questions about accessing any of the services below, or for information on resources not listed here, contact the Office of Student Affairs by emailing pharmdstudentaffairs@su.edu.

ACADEMIC SUCCESS

The University's Office of Learning Resources and Services provides:
- Academic coaching
- Disability services
- Study skills development courses
- Study skills resources & workshops

CAMPUS ALERTS

Sign up for the University's Emergency Alert System to be notified in the event of a campus emergency or weather-related closure. You can find instructions for signing up here.

CAREER SERVICES

The University's Career & Professional Development team offers resources and services for current students and alumni. This includes:
- Career fairs
- Job and internship search tools
- Help writing resumes and letters of intent
- Mock interviews

COUNSELING CENTER

The University's Counseling Center supports students' well-being through services such as:
- Free, confidential counseling
- Individual and group therapy sessions
- Stress reduction activities
- Telehealth (online) appointments
- Self-help resources on their website

The Counseling Center's experienced clinicians can help students address a wide range of concerns, such as life transitions, self-esteem, relationship conflicts, anxiety, depression, substance abuse, eating disorders, self-harm, and more.

DISABILITY SERVICES

The University's Disability Services team helps students access the resources and services they need in order to create a learning environment that is equitable and inclusive. Contact Disability Services for:
- Course modifications, such as alternative formats for textbooks or other course materials
- Note takers

- Testing accommodations, such as extra time on exams
- Requests to use an emotional support animal on campus

FINANCIAL AID AND SCHOLARSHIPS

Financial aid resources from the University can be found by clicking here.

In addition, the School of Pharmacy awards merit and need-based scholarships each year at the Scholarships, Awards, and P3 Pinning Ceremony in the spring semester. The application is distributed 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.

PUBLIC SAFETY

Public Safety services are available on both campuses:

HPB/Winchester: To contact Shenandoah University Public Safety, call 540-678-4444. In case of an emergency, call 911.

ICPH/Fairfax: To contact Inova's Public Safety, call 571-472-3115. In case of an emergency, call 911.

Additional information regarding Shenandoah University Public Safety, including parking, can be found on their website.

TECHNOLOGY SUPPORT

The University's Institutional Computing Help Desk can be found by clicking here. In addition, laptop support is available Monday through Friday in HPB room 266 and ICPH room D3302.

TUTORING

Individual and group tutoring sessions for P1 and P2 courses are offered by Rho Chi Pharmacy Honor Society. For more information or to request tutoring, click here.

WILKINS WELLNESS CENTER

Located on main campus, the Wilkins Wellness Center offers free and low-cost medical services to all SU students:
- Office visits
- Physical exams
- Immunizations
- Laboratory tests
- Gynecological exams
- Health insurance options

WRITING CENTER

The University's Writing Center helps students plan, write, revise, and edit their written work. In addition to one-on-one appointments, the Writing Center offers self-help resources on their website.

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 <u>or</u> do not consent 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. I will follow the procedures outlined in this handbook for recommendation requests. _____

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

_____
Signature   Date