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CUWSOP School of Pharmacy Contact Information

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CUWSOP Academic Calendars

Class Schedules

<table>
<thead>
<tr>
<th>Event</th>
<th>2018-2019</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Day of Fall Classes</td>
<td>August 13, 2018</td>
<td>August 19, 2019</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>September 3, 2018</td>
<td>September 2, 2019</td>
</tr>
<tr>
<td>Fall Break (P3 students only)</td>
<td>October 18-19, 2018</td>
<td>October 17-18, 2019</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>November 22-23, 2018</td>
<td>November 28-29, 2019</td>
</tr>
<tr>
<td>P3 Fall Final Exams</td>
<td>November 26-30, 2018</td>
<td>December 2-6, 2019</td>
</tr>
<tr>
<td>P1/P2 Fall Final Exams</td>
<td>December 3-7, 2018</td>
<td>December 9-13, 2019</td>
</tr>
<tr>
<td>1st Day of Spring Classes</td>
<td>January 14, 2019</td>
<td>January 13, 2020</td>
</tr>
<tr>
<td>Spring Break (P1-P3 students only)</td>
<td>March 11-15, 2019</td>
<td>March 9-13, 2020</td>
</tr>
<tr>
<td>Good Friday Holiday</td>
<td>April 19, 2019</td>
<td>April 10, 2020</td>
</tr>
<tr>
<td>Easter Monday Holiday</td>
<td>April 22, 2019</td>
<td>April 13, 2020</td>
</tr>
<tr>
<td>P3 Spring Final Exams</td>
<td>May 6-10, 2019</td>
<td>May 4-8, 2020</td>
</tr>
<tr>
<td>P1/P2 Spring Final Exams</td>
<td>May 13-17, 2019</td>
<td>May 11-15, 2020</td>
</tr>
<tr>
<td>Graduation</td>
<td>May 17, 2019</td>
<td>May 15, 2020</td>
</tr>
</tbody>
</table>

APPE Rotation Schedules

<table>
<thead>
<tr>
<th>Block</th>
<th>2018-2019</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Block 1</td>
<td>May 21 – June 29, 2018</td>
<td>May 20 – June 28, 2019</td>
</tr>
<tr>
<td>Block 2</td>
<td>July 2 – August 10, 2018</td>
<td>July 1 – August 9, 2019</td>
</tr>
<tr>
<td>Block 3</td>
<td>August 13 – September 21, 2018</td>
<td>August 12 – September 20, 2019</td>
</tr>
<tr>
<td>Block 4</td>
<td>September 24 – November 2, 2018</td>
<td>September 23 – November 1, 2019</td>
</tr>
<tr>
<td>Block 5</td>
<td>November 5 – December 21, 2018</td>
<td>November 4 – December 20, 2019</td>
</tr>
<tr>
<td>Block 6</td>
<td>January 2 – February 8, 2019</td>
<td>January 6 – February 14, 2020</td>
</tr>
<tr>
<td>Block 7</td>
<td>February 11 – March 22, 2019</td>
<td>February 17 – March 27, 2020</td>
</tr>
<tr>
<td>Block 8</td>
<td>March 25 – May 3, 2019</td>
<td>March 30 – May 8, 2020</td>
</tr>
</tbody>
</table>

IPPE Rotation Schedules

<table>
<thead>
<tr>
<th>IPPE-1 Week 1 for P1 students</th>
<th>2018-2019</th>
<th>2019-2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of September 24, 2017</td>
<td>Week of September 30, 2019</td>
<td></td>
</tr>
<tr>
<td>IPPE-1 Week 2 for P1 students</td>
<td>Week of October 1, 2017</td>
<td>Week of October 7, 2019</td>
</tr>
<tr>
<td>Week of October 8, 2017</td>
<td>Week of October 14, 2019</td>
<td></td>
</tr>
<tr>
<td>Week of October 15, 2017</td>
<td>Week of October 21, 2019</td>
<td></td>
</tr>
<tr>
<td>Weekly August 13 –November 30, 2017</td>
<td>Weekly August 19 –November 27, 2019</td>
<td></td>
</tr>
<tr>
<td>IPPE-2 Week 1 for P1 students</td>
<td>Week of February 25, 2018</td>
<td>Week of February 24, 2020</td>
</tr>
<tr>
<td>Week of March 4, 2018</td>
<td>Week of March 2, 2020</td>
<td></td>
</tr>
<tr>
<td>Week of March 18, 2018</td>
<td>Week of March 16, 2020</td>
<td></td>
</tr>
<tr>
<td>Week of March 25, 2018</td>
<td>Week of March 23, 2020</td>
<td></td>
</tr>
<tr>
<td>Weekly January 14 - May 3, 2018</td>
<td>Weekly January 13 - May 1, 2020</td>
<td></td>
</tr>
</tbody>
</table>

Holidays

Students are not required to be in class or at their experiential rotation sites on the following CUWSOP holidays:

- Memorial Day
- Thanksgiving Thursday & Friday
- Independence Day
- Christmas / Winter Break
- Labor Day
- Good Friday
- Fall Break (P3 students only)
- Easter Monday
CUWSOP Mission, Vision and Values

Vision Statement
The Concordia University Wisconsin School of Pharmacy will have an inspired, supportive atmosphere that compliments the university mission by nurturing the mind, body and spirit of each student. The school will take full advantage of its metropolitan location to enter into alliances and strategic partnerships with local, regional and national healthcare entities to advance our mission of producing pharmacists ready to practice in rural and urban areas, thereby serving Christ in the church and in the world.

Mission Statement
The School of Pharmacy is committed to the development of pharmacists who are servant leaders, dedicated to providing value-based, patient-centered care that improves the health of our communities in rural and urban areas through excellence in teaching, research, service, and practice. We meet this mission through the following mission elements:

Patient-Centered Service
The Concordia University Wisconsin School of Pharmacy is dedicated to advancing patient-centered care through medication therapy management, working with other healthcare providers to address the physical, mental, and spiritual needs of each patient.

Service to the Underserved
The Concordia University Wisconsin School of Pharmacy will partner with local, regional, and national healthcare entities to advance pharmacy practice in underserved rural and urban areas, thereby serving Christ in the Church and in the world.

Servant Leadership
The Concordia University Wisconsin School of Pharmacy will promote servant leadership and an enthusiasm for life-long learning through excellence in teaching, service, practice, and scholarship.

Service with Values
The Concordia University Wisconsin School of Pharmacy will model and promote: honesty, civility, collaboration, tolerance, mutual respect, integrity, motivation to improve, lifelong learning, and service to others.
Pharmacist Code of Ethics

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. As such, we hold our students to these same obligations and virtues throughout their time in the curriculum. Alleged violations of this code will addressed by the Director of Student & Alumni Affairs.

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 membership of the American Pharmacists Association October 27, 1994.
Accreditation
The Accreditation Council for Pharmacy Education (ACPE) accredits Doctor of Pharmacy programs offered by Colleges and Schools of Pharmacy in the United States and selected non-US sites. Concordia University Wisconsin’s Doctor of Pharmacy program has been granted Accreditation Status by the Accreditation Council for Pharmacy Education, 20 North Clark Street, Suite 2500, Chicago, IL 60602-5109, 312/664-3575; FAX 312/664-4652, web site www.acpe-accredit.org.

ACPE Complaint Procedures
The Accreditation Council for Pharmacy Education (ACPE) is a national agency for the accreditation of professional degree programs in pharmacy. Complaints, as related to ACPE standards, policies, or procedures, should be written (in detail) and submitted to any CUWSOP administrator including the Associate Dean for Academic Affairs and the Director of Student & Alumni Affairs. Complaints related to ACPE standards may also be submitted in writing to the ACPE office at csinfo@acpe-accredit.org. All complaints and responses will be maintained by the Office of Student Affairs for review by ACPE.

Student Code of Conduct
The Office of the Vice President of Student Life administers the Student Conduct Code in effect for all students enrolled at CUW. This document can be found in its entirety on the student portal (my.cuw.edu) under Campus Life, Student Life Resources: www.cuw.edu/academics/compliance/consumer-info/_assets/Code%20of%20Student%20Conduct.pdf.

Student pharmacists take part in an honorable profession that is dedicated to the welfare of others and held in high regard in society. Conduct that is illegal, unethical, immoral or unprofessional not only affects the reputation of the student but also that of Concordia University and the profession of pharmacy. Students agree to act honorably at all times academically and professionally with honesty, integrity and compassion. Students understand that if they are ever found to be in violation of the CUW Student Code of Conduct, they may be subject to appropriate disciplinary action which will be documented in their student file.

Alcohol and Drug Abuse Policy – SOP Addendum
In addition to the CUW Student Code of Conduct, the SOP adds the following alcohol and drug abuse policy.

Policy
1. It is the policy of the School of Pharmacy that students be both physically and mentally fit to participate in pharmacy practice experiences and academic work and be free from the inappropriate use of drugs and/or alcohol. CUWSOP reserves the right to randomly test students for drugs and alcohol.
2. All violations of this policy will be referred to the CUWSOP Office of Student Affairs who will work with the CUW Office of Student Life for adjudication pursuant to the CUW Student Conduct Code.
3. The School of Pharmacy may also impose additional disciplinary sanctions upon any student who is found to be in violation of these policies.
4. Clinical facilities may require that students submit to and pay for substance abuse testing prior to beginning or at any time during the experiential rotation.
5. If there is reasonable suspicion based on the student’s behavior, observed or reported, that the student is using or under the influence of drugs or alcohol use, abuse, or diversion, the student shall be tested for drugs and alcohol at the discretion of the Associate Dean for Academic Affairs, the Director of Experiential Education, and/or the Director of Student & Alumni Affairs.
6. The Associate Dean for Academic Affairs, the Director of Experiential Education and/or the Director of Student & Alumni Affairs may suspend the student from all classroom and/or experiential activities while the CUW Student Conduct Code is in progress.

**Procedure during Experiential Rotations**

This procedure must be followed at an experiential site where the student is under the direct or indirect supervision of a Clinical Instructor. In addition to these steps, Clinical Instructors should also follow their individual site policies. If a suspicious behavior is observed or reported, the following steps will be taken:

1. Remove the student from patient care and direct work with all medications.
2. The student should be directly supervised by a representative from the experiential site until the student is granted permission to leave the facility.
3. Contact the Director of Experiential Education at the School of Pharmacy immediately. If the Director of Experiential Education is not available, the Clinical Instructor should contact the CUWSOP Dean’s Office.
4. Inform the student of the behavior or performance issue observed, preferably with a second Clinical Instructor observing the meeting with the student.
5. In a private area, the Clinical Instructor will ask the student to disclose any alcohol/drug use or possession (prescribed, illicit or over the counter) or diversion of drugs.
   a. If drug diversion is suspected or known or if the student is in possession of illegal drugs, the Clinical Instructor will call the police to report the incident.
6. If there is reasonable suspicion based on the student’s behavior, observed or reported, that the student is using or under the influence of drugs or alcohol use, abuse, or diversion, the student shall be tested for drugs and alcohol at the discretion of the Clinical Instructor and/or experiential site policy. Substance abuse testing will be done at the student’s expense.
   a. If testing is available at the clinical facility, the Clinical Instructor will accompany the student to the appropriate location for the drug testing to be done. If testing is not available at the site, the Clinical Instructor will inform the student that he/she must submit to a urine test at an accredited health care agency, approved by the School of Pharmacy, within five (5) hours of leaving the facility. The results of this testing must be provided to the Director of Experiential Education as soon as they are available.
   b. If the student refuses testing or refuses to release the results to the University, this action shall be considered a positive test and the student is subject to immediate suspension.
7. If the student is found to be intoxicated or impaired, the student is not to drive home. Upon direction from the Clinical Instructor, the student will contact a family member or arrange transportation.
8. The Clinical Instructor will document, in writing, the behavior(s) or the observed performance issue/concerns, including dates, times and names of all parties involved.
9. The completed documentation should be sent to the Director of Experiential Education and the CUWSOP Dean’s Office, with the original documentation kept on file with the Clinical Instructor. All written documentation and drug testing results will be maintained in the student’s file with the CUWSOP Office of Student Affairs.

**Voluntary Disclosure Policy for PharmD Students**

A. A pharmacy student who has engaged in prohibited drug or alcohol use is encouraged to seek confidential assistance by voluntarily disclosing his or her use to a staff or faculty member in the School of Pharmacy or a counselor in the CUW Counseling Center.
B. If the pharmacy student seeks assistance prior to being identified as having violated this policy or being notified that he or she must undergo screening, the impermissible use of drugs/alcohol will not be deemed an offense for purposes of determining sanctions under the CUW alcohol and substance abuse policy.

C. The Director of Student and Alumni Affairs will be notified of the student’s disclosure, if originally made to a different staff or faculty member in the School.

D. The pharmacy student will be required to undergo an evaluation by a licensed substance abuse counselor. The counselor shall determine the appropriate form(s) of intervention and rehabilitation needed by the pharmacy student, based on the circumstances of the case. The counselor will provide a summary of his or her findings and recommendations to the Director of Student Affairs.

E. A pharmacy student will be permitted to remain in the program for a reasonable period of time, not to exceed ninety (90) days, as determined by the treatment plan. However, the pharmacy student will not be permitted to return to classes or participate in School-affiliated extracurricular activities until the counselor has interviewed the pharmacy student following the conclusion of the recommended treatment (or stage of treatment, as applicable), and has determined that reentry into the pharmacy program is appropriate. If the counselor deems it necessary, the pharmacy student will be required to undergo drug and/or alcohol testing as part of the reentry evaluation.

   a. Failing to complete the treatment recommended by the counselor, or having a positive result on a re-entry drug or alcohol screening test will be deemed a violation of the School’s drug and alcohol use policy.

F. If the pharmacy student regains his or her eligibility to complete the PharmD program, he or she may be required to undergo unannounced follow-up drug testing at the discretion of the Director of Student Affairs, in consultation with the counselor. A positive drug test result will be processed as prescribed by the CUW Code of Conduct and CUWSOP Drug and Alcohol Use policies and may result in the student being dismissed from the PharmD program.

Sanctions and Readmission

1. After referral to the CUWSOP Office of Student Affairs, the student shall have all the procedural rights set forth in the CUW Student Conduct Code.

2. Pursuant to the Code, the student may be subject to disciplinary action, which may include suspension or dismissal from the University and restrictions on course enrollment.

3. When such action pursuant to the Student Conduct Code is complete, the Director of Student & Alumni Affairs or designee shall report the results, including the sanction imposed, to the Director of Experiential Education and the Associate Dean for Academic Affairs.

4. The CUWSOP has determined that those individuals who are currently impaired by alcohol or substance abuse cannot meet the CUWSOP Technical Standards. Because of the important public health and safety issues related to pharmacy, the Associate Dean for Academic Affairs may impose sanctions including suspension or dismissal from the PharmD program.

   a. In the event such sanction is for a limited time period and the student wishes to return from suspension to CUWSOP, the student may petition the Associate Dean for Academic Affairs. A student may return from suspension into the School of Pharmacy only upon successful completion of all requirements/sanctions and upon written approval by the Associate Dean for Academic Affairs.

Computer Policy

Every PharmD student will be required to have a laptop computer. The computer must meet hardware and software requirements established by CUWSOP. Students are notified of these requirements prior to their
matriculation. Students should consult the Office of Student Affairs for additional information about these minimum standards.

**Dress Code**

The following professional standards of attire have been adopted by CUWSOP.

**General Classroom Attire**

Students are expected to dress appropriately in the classroom and when representing CUWSOP on campus or during extracurricular activities. Appropriate classroom attire for male students shall include pants/jeans/shorts and a shirt or sweater. Appropriate classroom attire for female students shall include skirts/dresses/pants/jeans and a shirt or sweater. Shorts, dresses, or skirts must not be above mid-thigh in length. See-through or low cut clothing is not acceptable. Shoes are required for all students at all times. All attire must be clean and in good repair. Clothing that includes advertising or “mock advertising” for alcoholic beverages, sexual behavior or innuendos, tobacco products, profane language or gestures is not allowed. Students are expected to maintain good personal hygiene and grooming including the use of deodorant. Cologne or perfume should be used sparingly.

Any medical conditions that inhibit adherence to these Standards must be discussed with the Director of Student & Alumni Affairs of the pharmacy school.

CUWSOP faculty or staff members may require students to follow alternate dress code guidelines for special events or in specific laboratories. For example, lab coats must be worn while participating in lab.

**Experiential Attire**

Students are expected to dress professionally and to adhere to site-specific dress codes at all times during experiential rotations. Appropriate professional attire for male students shall include pants, collared shirt, and necktie, unless neckties are not allowed by the site’s dress code. Appropriate professional attire for female students shall include skirts, dresses, or dress pants and a blouse or sweater. Closed toe shoes and socks or nylons are required for all students at all times.

A white lab coat should be worn at all times, unless instructed otherwise by the Clinical Instructor. Students must wear their CUWSOP identification badge and/or site identification at all times, as instructed by the Clinical Instructor. All students are expected to practice good personal hygiene (clean and well groomed) and the use of perfume/cologne should be avoided or minimized to avoid potential patient irritation.

The following items do not constitute professional attire and shall not be worn by CUWSOP students during experiential rotations:

- Miniskirts
- Capri pants
- Leggings
- Shorts
- Jeans and/or denim clothing
- Tee shirts
- Sweatpants
- Sweatshirts
- Ripped or torn clothing
- Revealing clothing (low-cut shirts, deep v-neck shirts, spaghetti straps, midriff shirts)
- Open-toed shoes
- Tennis shoes

Students are expected to adhere to all dress code policies in place at their experiential sites.
Attire for Professional Meetings, Conferences and other CUW-Sponsored Events

1. Business casual dress for all interactions with others from the profession, including other students.
2. Exceptions for events which call for school spirit or themed parties.
3. Business casual dress for on campus events when the School of Pharmacy is hosting other professionals, students or prospective students.

Non-Discrimination Policies

Concordia University Wisconsin does not discriminate on the basis of personal attributes including but not limited to race, color, national or ethnic origin, age, sex, religious affiliation, sexual orientation, physical or mental condition, or developmental disability in the administration of its admission policies, education policies, scholarship and loan programs, athletic and extra-curricular programs or other school-administered programs. Concordia University Wisconsin does not discriminate on the basis of handicap. (cf. Section 504 of the Rehabilitation Act of 1973). The School of Pharmacy will engage in an interactive process with applicants with disabilities. The School of Pharmacy reserves the right to not admit any applicant who, upon completion of the interactive process, cannot meet the Technical Standards set forth in the CUWSOP Handbook, with reasonable accommodations.

Open Door Policy

The environment at CUW is one of an open door policy. In an effort to promote healthy communication, students are encouraged to speak directly to their instructors when they are faced with issues relative to a course.

Student Advising

Each student will be assigned a faculty advisor and will meet their advisor during the mandatory orientation session. The advisor advises students about their academic decisions and other issues relative to the educational experience as a whole. It is important for students to meet regularly with their advisors to ensure that they are fulfilling their requirements and developing strategies and practices for academic success. An advisor is a resource for school and university support in academic growth and development. An advisor shares options for extracurricular choices, community service experiences, networking or other student issues.
Academic Conduct Policy

This policy is administered by the Office of the Vice President of Academics. This code is to be taken in the spirit of academic excellence and for the expectation that CUW students will demonstrate these principles in their academic pursuits:

Respect for Oneself, Others & the Academic Community

In respecting oneself, the student will have the integrity to develop and enhance his/her own academic skills. This can also be accomplished by respecting other students and the faculty. Faculty members are professional in their expectations of academic excellence, and students should respond with an appropriate level of effort and commitment. In respecting students, the faculty will inform the student, in writing of the instructor’s policies at the beginning of each course. The student is then responsible for being aware of such policies. The University further expects that the student will not undermine other students’ academic pursuits and/or the academic community of Concordia. Therefore, the following has been developed to create an environment where respect for self, others, and the academic community can be fostered.

Academic Definitions

Cheating: The term “cheating” includes, but is not limited to: a) use of any unauthorized assistance in taking quizzes, tests, or examinations; b) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff; d) possessing, obtaining, or giving unauthorized information prior to, or during, an examination; e) having someone impersonate a student in an examination or effecting such an impersonation; and/or f) the electronic theft of papers, reports, or other similar material.

Plagiarism: The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Papers handed in for one course may not be used for another course unless specific approval has been given by the instructors. NOTE: If the student uses the services of a typist, the student bears the responsibility for any mistakes or omissions that may constitute plagiarism/cheating.

Prohibited Conduct – Academic Behavior

The following constitutes unacceptable behavior that gives evidence that disrespect for self, others, and/or the academic community. Students may be penalized for the following:

a. Cheating
b. Plagiarism
c. Possession of Library material that has not been properly checked out.
d. Forgery, alteration, or misuse of any University academic document, record, or instrument of identification; knowingly submitting a forged or altered document or instrument of identification to the University or to any office.
e. Intentionally or recklessly interfering with teaching, research, and/or other academic functions.
Academic Disciplinary Process

1) First instance: The faculty member determines the penalty. This may include any of the following: an opportunity to redo the assignment or test, a reduced grade on the assignment or test, a failing grade on the assignment or test, a lower grade in the course, a failing grade in the course, or removal of the student from the course.
   a. Within CUWSOP, the faculty member is expected to meet with the Associate Dean for Academic Affairs to discuss the incidence of academic dishonesty and the options for penalty prior to making a final decision. Feedback from the Associate Dean for Academic Affairs is advisory to the faculty member’s decision, not compulsory with one exception: the faculty member may not remove the student from the course without the approval of the Associate Dean for Academic Affairs as such action directly alters the student’s academic progression independent of other usual processes (i.e., a failing grade sending a student to Progression Committee).
   b. The faculty member should make their decision regarding the penalty expeditiously and yet without undue haste.
   c. The faculty member must document the penalty for academic misconduct to the student. This documentation must be forwarded to the Associate Dean for Academic Affairs and the Director of Student and Alumni Affairs for placement in the student’s file.
   d. A letter of reprimand may be written by the Associate Dean for Academic Affairs to the student. If written, this letter will also go to the faculty member and in the student’s file.
   e. The chief academic officer at CUW will be notified of the incident of academic dishonesty.

2) Second instance: The faculty member determines the penalty and the chief academic officer or designee connects with the student, at which time additional sanctions may be imposed.
   a. Within CUWSOP, in addition to the information in 2) above, the processes described in items 1a-1e above must also be followed for the second instance of academic dishonesty.

3) Third instance: The faculty member determines the penalty, and the Academic Conduct Board (ACB) meets with the student, at which time additional sanctions may be imposed, including suspension or expulsion. On the Mequon campus, the ACB consists of the CAO at Mequon, AVP of Academics for Student Success, and the Dean of the School in which the student resides. The decision of the ACB is final.
   a. Within CUWSOP, in addition to the information in 3) above, the processes described in items 1a-1e above must also be followed for the third instance of academic dishonesty.

Appeal Process

On the Mequon campus, students may appeal a faculty-issued academic dishonesty decision or penalty in writing to the Dean of the School in which the course was offered within 15 working days of receiving the report. The Dean (in consultation with the Department Chair or Program Director or Center Director) will consider the appeal and render a decision within 10 working days of receiving the appeal and issue a written response to the student.
Academic Standards for CUWSOP

Pre-professional Courses, Professional Course Load, Grading and Schedule

All pre-professional courses must be successfully completed prior to entry into the professional program. Students in the Pharm.D. program are expected to carry a full course load during each semester. The School of Pharmacy schedule of classes, assignments, experiential education, examinations, and other activities take precedence over outside employment or extracurricular activities. Course sessions, experiential education and examinations will normally be scheduled during the hours of 7:30 a.m. – 5:00 p.m., Monday through Friday. However, for students to obtain the most value from all experiences, there may be requirements that happen earlier than 7:30 a.m. or later than 5:00 p.m. The extra hours of participation or work are part of the students’ professional responsibility and no compensatory time off is guaranteed.

Add/Drop Deadlines and Tuition Reimbursement

Required coursework in the Doctor of Pharmacy program must be added to a student’s schedule at the start of the semester. Exceptions to this are rare and may only be approved by the Associate Dean for Academic Affairs. For students eligible for professional elective coursework in the School of Pharmacy, such coursework must be added at the beginning of the semester, with later additions requiring the approval of the course faculty in conjunction with the Associate Dean for Academic Affairs.

Required coursework in the Doctor of Pharmacy program may not be dropped without the written approval of the Associate Dean for Academic Affairs. As this is required coursework, any dropped required coursework must be taken later in a student’s academic plan, as designed by the Associate Dean for Academic Affairs. Even with such approval, both required and elective courses that are dropped after the second week of the PharmD semester remain on the transcript with assignment of a “W” grade by the university registrar and drops after the eleventh week of the PharmD semester remain on the transcript with an assignment of an “F” grade by the university registrar. Students are not permitted to “unofficially withdraw” by merely not attending classes and this may result in failing the course(s).

In the event that a student is allowed to drop classes, resigns from the Doctor of Pharmacy program, or is otherwise no longer in the Doctor of Pharmacy program after the start of a semester, tuition refund follows the following schedule.

<table>
<thead>
<tr>
<th>Withdrawal Date</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdraw prior to the first day of the PharmD</td>
<td>100% refund</td>
</tr>
<tr>
<td>semester:</td>
<td></td>
</tr>
<tr>
<td>Withdraw before start of second week of the</td>
<td>80% refund</td>
</tr>
<tr>
<td>PharmD semester:</td>
<td></td>
</tr>
<tr>
<td>Withdraw before start of third week of the</td>
<td>75% refund</td>
</tr>
<tr>
<td>PharmD semester:</td>
<td></td>
</tr>
<tr>
<td>Withdraw before start of fourth week of the</td>
<td>60% refund</td>
</tr>
<tr>
<td>PharmD semester:</td>
<td></td>
</tr>
<tr>
<td>Withdraw before start of fifth week of the</td>
<td>40% refund</td>
</tr>
<tr>
<td>PharmD semester:</td>
<td></td>
</tr>
<tr>
<td>Withdraw before start of sixth week of the</td>
<td>20% refund</td>
</tr>
<tr>
<td>PharmD semester:</td>
<td></td>
</tr>
<tr>
<td>Withdraw following the start of the sixth week</td>
<td>No refund</td>
</tr>
<tr>
<td>of the PharmD semester:</td>
<td></td>
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</tbody>
</table>

Academic Resignation

Students may submit their resignation from the program at any time. Students may not "unofficially resign" by failing to attend classes. Students who wish to resign must officially communicate this in writing to the Associate Dean for Academic Affairs. Once approval is granted from the Associate Dean for Academic Affairs, the University registrar will be notified. Depending on the timing of the resignation, students will be withdrawn or will fail the courses being taken. Students seeking readmission after resignation must reapply.
Attendance and Absences

Section 5.410 of the CUW Faculty Handbook permits each course’s faculty to set their attendance policies. These must be clearly communicated to students through the course’s student syllabus. In addition to any course-specific criteria, students must notify both the course coordinator(s) and the Director of Student & Alumni Affairs (or his/her designee) by email of the upcoming absence or, when specifically not possible, within 24 hours of the absence. The determination of whether the absence is excused or unexcused is made by the course coordinator based on the criteria in their syllabus. In the event of an excused absence, the format of the work to be made up will be left to the discretion of the instructor. If further information is not provided in the course syllabus, following types of absences are considered “excused” absences:

1. Illness/injury of students
2. Death or illness in the immediate family: “Immediate family” is typically defined as spouse, child, parent, legal guardian, sibling and grandparent.
3. Short term military
4. Jury duty or subpoena for court appearance
5. Extraordinary circumstances: Examples of an extraordinary circumstance may include, but are not limited to: serious illness of family members, accidents, attending funerals of friends or extended family members, etc. All of these absences will need to be approved by the Director of Student & Alumni Affairs on a case-by-case basis.
6. Professional Interviews and Professional Meetings: If an interview, students may be asked to submit documentation from the organization he/she will be interviewing with to have this absence excused.

The student who seeks an excused absence may be asked to submit acceptable documentation.

Make-up Examinations

Make up exams are given at the discretion of the instructor. In the event a make-up exam is given, the instructor or their designee must proctor the exam.

Leave of Absence

Students may, for valid reasons, petition in writing the Associate Dean for Academic Affairs for a leave of absence from the program. In the written petition, the students must specify the reason for the request. Unless special permission is granted by the Associate Dean for Academic Affairs, the leave of absence may not exceed one academic year. Students who are granted a leave must notify the Associate Dean for Academic Affairs of their intent to re-enter the program at least 45 days before the beginning of the term for which they intend to return. Students returning from a Leave of Absence, for any reason, are required to complete all necessary vaccinations, a background check, and a drug screening prior to beginning coursework. In addition, students must participate in all necessary trainings (e.g. BLS) to continue their matriculation through the program. Students will not receive credit specifically toward the Doctor of Pharmacy degree at Concordia for any courses taken at this or any other university or college during the leave of absence. In the event that students are not able to return to the professional program within one year, the students must submit, in writing, to the Associate Dean of Academic Affairs the reason and his or her intentions regarding returning to the professional program. The Associate Dean of Academic Affairs will make a determination on their request for an extension to the leave of absence. Students who do not request or are not granted an extension on their leave of absence and do not return within one year will be resigned from the program. Students may reapply to the program and may seek advanced standing from the Associate Dean for Academic Affairs if accepted. See Graduation Requirements for additional details regarding allowable length of time in the program.
Missed or Incomplete Course Work

Students who, for legitimate reasons, are unable to complete some portion of the required material in a professional course may receive a grade of “I” (Incomplete), at the discretion of the Associate Dean for Academic Affairs and in conjunction with the instructor. The Associate Dean for Academic Affairs must receive documentation that the reasons for the incomplete work are valid. Students must adhere to the plan created by the instructor to complete the coursework. The incomplete work must be made up as soon as possible. If an “I” grade is not resolved in the designated time, the grade changes to an F, unless otherwise specified.

Academic Progression

Graduation from the Doctor of Pharmacy program is dependent upon the successful completion of the program curriculum and requirements. While the curriculum is designed to be completed in four years, student progression may deviate from this design. The following outlines situations in which students would not progress through the curriculum as designed due to poor academic performance. It also outlines the processes by which the Student Progress Committee (SPC) and Associate Dean for Academic Affairs will address issues related to academic progression, promotion and probation.

For the purpose of academic progression, professional courses include all PHAR-designated courses and any other course approved to fulfill professional elective credit in the PharmD program.

Academic Good Standing: Students are considered in academic good standing, and will progress through the program, with both a professional grade point average (PGPA) of 2.0 or better, and the achievement of a grade of C- or better in all professional courses in the most recently completed semester.

Placement on Academic Probation: Students will be placed on academic probation if they meet the following criteria related to professional grade point average or course grades.

A. Professional Grade Point Average (PGPA)
   Calculation of PGPA will include all required professional courses and approved electives taken while enrolled in the PharmD program. Term PGPA will be calculated at the end of each semester. Students with a term PGPA under 2.00 will be placed on academic probation.

B. Course Grades
   Students earning a D or F in any professional course within a given semester will be placed on academic probation.

Steps Taken In Addressing Academic Probation

1. The student will receive written notification by CUW email from the Associate Dean for Academic Affairs or his/her designee that they are being placed on academic probation.
2. Students who are on academic probation without receiving a D or F in a course must meet with Associate Dean for Academic Affairs and/or their designee.
3. Students who have received a D or F in a professional course will be informed of their right to come before the SPC during a scheduled meeting. Students are strongly encouraged to attend the meeting to explain and clarify their placement on academic probation. Students may ask their assigned faculty advisor to attend the meeting with them. No other attendees are permitted. Students have the right to not attend the meeting and may submit a written statement in their absence.
   a. The SPC will make a recommendation on the student’s case to the Associate Dean for Academic Affairs. The actions recommended by the committee may include retaining letter grade without further action, remediation, suspension, or dismissal. Each of these actions is described below.
b. After considering the SPC recommendation, the student’s academic record, and any other factors specific to the student, the Associate Dean for Academic Affairs will make a decision and communicate it by CUW email to the student.

Plausible Actions Recommended While on Academic Probation

A. Retaining Letter Grade without Further Action
   Students may be allowed to continue progression through the curriculum without the need or option for remediation, most often in the following two examples: a D letter grade in required coursework or an F letter grade in a chosen elective course. Students will not be allowed to progress through the curriculum, without further action, if they receive a failing grade in any required professional course.

B. Course Remediation
   The School of Pharmacy will consider allowing remediation and the opportunity to continue progression through the curriculum despite setbacks in courses. Remediation may include (1) short-term remediation outside of course offering, (2) repeating a course or series of courses partially or completely. The remediation plan will be determined by the Associate Dean for Academic Affairs in consultation with the Course Coordinator and/or Instructor(s). In instances of short-term remediation outside of the course offering, the Associate Dean for Academic Affairs may defer to the Course Coordinator for development of the specific remediation plan.
   1. Remediation and the Impact on Grades
      a) Students participating in Short-term Remediation will have their failing grade replaced, as determined by their remediation plan, upon successful completion of the remediation. Unsuccessful remediation will result in the original grade being retained on official transcripts. Furthermore, the student’s academic plan will be revised by the Associate Dean for Academic Affairs.
      b) Students retaking a course will retain their original grade on their official transcript. The grade earned during the retake of the course will also appear on the official transcript. The most recent grade will be applied to the student’s GPA.

C. Academic Suspension from the School of Pharmacy
   Academic Suspension includes denial of enrollment, attendance, and other privileges within the School of Pharmacy for a specified period of time, up to 12 months, due to poor academic performance. The SPC will take the following factors into account when considering the recommendation of Academic Suspension to the Associate Dean for Academic Affairs:
   1. The student’s academic performance is consistent with failure to progress through the curriculum even with remediation.
   2. The student fails to adhere to the criteria of remediation.
   3. Other indications that a student may continue to fail to progress in the program.

D. Dismissal from the School of Pharmacy PharmD Program
   Students dismissed from the School of Pharmacy will no longer be allowed the opportunity to continue their progression toward graduation. This recommendation may be suggested to the Associate Dean for Academic Affairs if a student otherwise meets the factors for consideration of suspension from the School of Pharmacy, but it is unlikely that timely changes can be made to adequately improve their future academic performance.

Transition to Academic Good Standing
Students must achieve a PGPA of 2.00 or above in the term following placement on academic probation and achieve a grade of C- or better in all applicable required professional courses to be placed back in Academic Good Standing.
Process for Returning to the School of Pharmacy from Suspension

1. The student must send a letter via email to the Associate Dean for Academic Affairs requesting a return to the program at least 45 days in advance of their desired return to coursework, unless directed otherwise in the notification of suspension. The documentation must state the reasons why the student believes they are able to return to and successfully complete the required coursework.

2. The Associate Dean for Academic Affairs will communicate his/her decision to the student within two weeks of receiving the documentation.

3. At the point in which a student is allowed to return from Suspension, the Associate Dean for Academic Affairs will develop a revised academic plan.
   a. NOTE: Students returning from a suspension are required to complete all necessary vaccinations, a background check, and a drug screening prior to beginning coursework. In addition, students must participate in all necessary trainings (e.g. BLS) to continue their matriculation through the program.

4. Students who do not request to return to the program within one year from their date of suspension will be resigned from the program. Students may reapply to the program and may seek advanced standing from the Associate Dean for Academic Affairs if accepted. See Graduation Requirements for additional details regarding allowable length of time in the program.

Process for Returning to the School of Pharmacy from Dismissal

Students may reapply to the program and may seek advanced standing from the Associate Dean for Academic Affairs, if accepted.

Appeals Process

Students may appeal the Associate Dean for Academic Affairs’ final decision by submitting a formal appeal to the Dean of the School of Pharmacy in writing and via email within two weeks of the decision. Upon receiving an appeal, the Dean of the School of Pharmacy will review the student’s records and documentation from the SPC and the Associate Dean for Academic Affairs to render an appeal decision. A response to an appeal will be given to the student within two weeks of the Dean of the School of Pharmacy’s recognized receipt of the appeal.

Enrollment in other CUW Programs

Students who have resigned, have been suspended, or have been dismissed from the professional program may apply through the normal CUW admissions process to be admitted into another university program.

Academic Grievance Procedure

The following procedure is outlined within CUW Faculty Bylaws 5.060. The steps below are to be carried out with an attitude of Christian love and concern for academic, moral and spiritual growth. Face-to-face meetings are encouraged throughout the process.

Step 1. The student meets with the instructor to resolve the matter informally.

Step 2. If the student is dissatisfied with the outcome of Step 1, s/he may file a written grievance with the appropriate Department Chair within ten (10) working days after meeting with the instructor. Upon receipt of the student’s written grievance, the Department Chair will notify the instructor, who will then have ten (10) working days to submit a written explanation of the incident to the Department Chair. Within five (5) working days of receiving the instructor’s written explanation, the Department Chair will send a written response to the student and instructor.
**Step 3.** If the student is still not satisfied, s/he may file a written complaint with the Associate Dean for Academic Affairs within ten (10) working days of receiving the Step 2 report. The Associate Dean will render a decision and send a written response to the student, the instructor, and to the Department Chair within ten (10) working days of receiving the grievance.

**Step 4.** Finally, the student may appeal a Step 3 decision in writing to the Academic Grievance Committee (AGC) who will meet with the student within ten (10) working days of receiving the grievance and render an immediate decision. For traditional undergraduate and graduate students the AGC includes the CAO or designee, the Registrar or designee, and the student’s advisor or another faculty member in the student’s program.

**Classroom Etiquette**

A. Any individual faculty member may reserve the right to be more or less stringent with the rules for classroom etiquette, provided that the framework for those changes is made known through the syllabus for the course.

B. Sustained conversation that impedes student learning may result in the student(s) being asked to end the conversation or leave the classroom.

C. Cell phones, pagers and PDAs are to be turned off or in “silent mode” (not “vibrate”) while class is in session. Students failing to follow such policies may be subject to grade deductions as described in the course syllabi and/or asked to leave class at the discretion of the instructor.

D. Students are expected to be prepared for class at the designated start time and attentive during the lecture. Any students considered to not be meeting this criteria (i.e. sleeping) may be asked to leave the classroom.

E. Students are expected to dispose of their trash (e.g. beverage containers or papers) prior to exiting any university facility.

F. Students who must leave class early are encouraged to sit in areas closest to the exit to minimize the degree of disruption to the learning environment for those remaining students.

G. Breakout rooms surrounding PH132, PH008, and PH026 are not available for individual scheduling, but accompany the use of the adjacent main lecture hall. As posted on breakout room doors, use of the breakout rooms while class is in session is not allowed, unless approved by the course faculty in advance. Requesting use of the breakout rooms during a class session (including a class break) is not appropriate. Use of breakout rooms during exams in the main lecture hall is not allowed. When the adjacent main lecture hall is not scheduled for use, breakout rooms are available for use on a first-come, first-serve basis. Leaving materials unattended in the breakout room for excessive lengths of time to attempt to hold the room is not appropriate. At all times, it is expected that students are respectful and courteous of each other other and the space. Students are responsible for leaving the room in the same condition in which it was found.

H. Any behavior determined by faculty/staff to be disrespectful, disruptive, or unprofessional to peers or instructors will not be tolerated and may result in the student being dismissed from the educational space and a potential discussion with the Director of Student & Alumni Affairs regarding professionalism and the Student Code of Conduct.

I. Failure to adhere to the classroom etiquette expectations may result in the loss of access to educational space.

**Dean’s List**

The Office of the Dean will publish an honor roll (Dean’s List), made up of students who have demonstrated their academic excellence by achieving 3.5 grade point average or better (with no grade below a B-). For each semester in which this is accomplished, the student will receive a certificate of recognition signed by the Dean.
Graduation Requirements

Candidates for the Doctor of Pharmacy degree must:

1. complete a minimum of 148 credit hours of professional study;
2. attain at least a 2.0 grade point average;
3. pay all fees and financial obligations to the University;
4. be recommended for the degree by a majority vote of SOP Faculty;
5. fulfill the general regulations for granting degrees of the University; and
6. complete the requirements of the Doctor of Pharmacy degree within the allowable timeframe

Time in the PharmD Program

While the CUWSOP Doctor of Pharmacy program is designed for completion in 4 years, in rare instances students may require additional time for completion. In these instances, the total amount of time in the Doctor of Pharmacy program cannot exceed any of the following: 6 years (12 semesters) or 7 calendar years. In such instances, students may be required to complete coursework that was previously passed, if such coursework is deemed to be 1) dynamic in nature (e.g. therapeutics coursework) and 2) critical to future success in experiential education. If a student reaches the point where they cannot complete the PharmD program in the timeline stated above, the student will be resigned from the program. The student may reapply to the program and may seek advanced standing from the Associate Dean for Academic Affairs, if accepted.

Technical Standards for Admission and Fulfillment of the PharmD degree

The educational objective of the Concordia University Wisconsin School of Pharmacy (CUWSOP) is to ready students for the practice of pharmacy. Students admitted to CUWSOP must have the intellectual, emotional and physical abilities, with reasonable accommodations as needed for those with disabilities, to obtain the knowledge, behaviors, clinical and technical skills that they will need to successfully complete the curriculum in order to pursue the practice of pharmacy. The ability, with reasonable accommodations as needed for those with disabilities, to meet the technical standards essential for the fulfillment of the requirements for the Pharm.D. degree and the educational objectives established by the faculty are evaluated in all candidates for admission and graduation. The technical standards outlined below, combined with the established academic standards, are followed by the Admissions Committee to select students who possess the intelligence, integrity, physical, and personal as well as emotional characteristics that are necessary to become an effective pharmacist. The academic and technical standards established by the faculty require that all students accepted by CUWSOP possess the physical, cognitive, and behavioral abilities that assure that they will be able to complete all aspects of the curriculum. All applicants and enrolled students are held to the same academic and technical standards of admission and training, with reasonable accommodations as needed for students with disabilities. Although CUWSOP will engage in an interactive process with applicants with disabilities, CUWSOP reserves the right not to admit any applicant who, upon completion of the interactive process, cannot meet the Technical Standards set forth below, with reasonable accommodations. Those individuals who would constitute a direct threat to the health or safety of others may not be considered suitable candidates for admission or continuation in the PharmD program.

Technical Standards

Observation: Candidates must be able to observe demonstrations and experiments in the basic and pharmaceutical sciences, medical illustrations and models, microscopic studies of microorganisms and tissues in normal and pathologic states. They must be able to directly and accurately see a patient’s physical condition, must be able to obtain a history and perform appropriate physical assessments and to correctly integrate the information derived from these observations to develop an accurate plan. They must be able
to prepare medications for dispensing to patients and observe the activities of technical staff operating under their supervision in accordance with State law. These skills require the functional use of vision, and somatic sensation.

**Communication:** Candidates must be able to communicate with, understand and observe patients in a clinical setting. They must be able to record information accurately and clearly, communicate fluently in and understand the English language, and communicate effectively and sensitively with patients. Candidates must also be able to communicate effectively with other members of the healthcare team in oral and written form, and in patient care settings in which decisions based upon those communications may be made rapidly. They must be able to effectively communicate with and supervise technical support staff.

**Motor:** Candidates must possess the motor function sufficient to accurately compound and prepare prescription products for dispensing to patients. They must have sufficient motor function to elicit information from patients using basic patient assessment skills such as palpation, auscultation, percussion and other diagnostic maneuvers. They must possess the motor function sufficient to perform basic laboratory tests such as glucose monitoring or venipuncture for laboratory testing needed for therapeutic monitoring. They must be able to use computer-based information systems.

**Interpretative, Conceptual and Quantitative:** Candidates must have effective and efficient learning techniques and habits that allow mastery of the pharmacy curriculum. They must be able to learn through a variety of modalities including, but not limited to, classroom instruction, small group activities, individual study, preparation and presentation of reports, and use of computer technology. They must be able to memorize, measure, calculate, reason, analyze, and synthesize. They must also be able to comprehend spatial relationships and three-dimensional models.

**Behavioral and Social Attributes:** Candidates must understand the legal and ethical aspects of the practice of pharmacy and function within the guidelines established by the law and by the ethical standards of the pharmacy profession. They must be able to relate to patients and their families, colleagues, and other members of the healthcare team with courtesy, maturity, and respect for the dignity of individuals. This requires that they place the welfare of their patients foremost, and demonstrate honesty, integrity, dedication, compassion and nondiscrimination in the care of their patients. They must at all times demonstrate the emotional stability to be able to exercise good judgment, and carry out prompt completion of all of the responsibilities attendant to the care of their patients in a sensitive and effective manner. This sensitivity includes self-examination of personal attitudes, perceptions, and stereotypes in order to avoid potential negative impacts on relationships and patient care. Candidates must be able to adapt to changing environments, display flexibility and professional responsibility to their patients, and to learn to function in an environment of uncertainty, in which changes may occur rapidly and without warning. All of these personal qualities will be assessed during the admissions and educational process.

The CUWSOP has determined that those individuals who are currently impaired by alcohol or substance abuse cannot meet the Technical Standards.
Affiliation Agreements

In accordance with accreditation standards set forth by the Accreditation Council for Pharmacy Education (ACPE), a written affiliation agreement must be in place between the experiential site and CUWSOP on or before the student’s first day of rotation. The Office of Experiential Education is responsible for coordinating appropriate documents and signatures for these agreements. In the event that an affiliation agreement cannot be completed on or before the student’s first day of rotation, accommodations will be made for the student to complete their rotation elsewhere or at another time.

Attendance

Each experiential rotation requires a full time commitment by the student. Attendance is required for academic credit to be received and for experiential hours to be submitted to the State of Wisconsin Pharmacy Examining Board prior to licensure.

Students are expected to be at an experiential rotation site for a minimum of eight (8) hours per day. During required IPPE rotations, students must accumulate a minimum of 40 hours during each rotation week. During elective IPPE rotations, students must accumulate a minimum of 96 hours over the duration of the semester. During each APPE rotation block, students must accumulate a minimum of 240 hours.

For students to obtain valuable experiences, sites may modify the rotation schedule to best accommodate instructor availability and student learning. Students must adhere to the schedule established by the rotation site; this may include alternate shifts, evening, or weekend hours. Patient care is not confined to an eight-hour day and students may be required to be on site earlier or later than a standard 8:00am – 5:00pm shift. Hours worked above the minimum requirement are part of the students’ professional responsibility and no compensatory time off is permitted. Additional time outside of the time spent at the site may also be necessary to complete course requirements and/or assignments.

Students are expected to participate actively in discussions with their Clinical Instructor(s); it is not acceptable to just listen and take notes. Clinical Instructors and students both can initiate such discussions. Experiential rotation sites are true pharmacy practice sites and are not “fabricated” for the purpose of student placement. As such, patient care must always come first. This should not be seen as a lack of interest in the students, but certain discussions and activities will be secondary to immediate patient care issues.

Employment or job-related orientation/training is not an excuse for missing rotation time, arriving late, or leaving early.

Absences

Extenuating circumstances occasionally occur that prevent attendance during an experiential rotation. It is the student’s responsibility to notify their Clinical Instructor and the Course Coordinator of any absence (e.g. due to illness, family emergency, etc) as soon as possible. Students may be asked to provide documentation to verify the reason for their absence. Outside employment is not considered a reason for being absent.

Students are expected to complete the Absence from Rotation Form (available in Blackboard and E*Value) for any absence from scheduled experiential rotation time. On the form, the student will outline the reason for the absence, provide any additional written documentation, and describe a plan for making up the missed time (if applicable). This form should be signed by the student and Clinical Instructor and faxed to the Office of Experiential Education within 48 hours of the initial absence.
All absences from experiential rotations must be made up, except as outlined below for professional meeting attendance and post-graduate interviews. Time missed will be made up at the discretion of the Clinical Instructor, in conjunction with the Course Coordinator and/or Director of Experiential Education. Long-term absences will be handled on a case-by-case basis. Students must contact the Director of Experiential Education as soon as possible to discuss their long-term absence.

**Holidays**
Students are not required to be at their experiential rotation sites on the following CUWSOP holidays:

- Memorial Day
- Independence Day
- Labor Day
- Fall Break (P3 students only)
- Thanksgiving Thursday
- Thanksgiving Friday
- Christmas / Winter Break
- Good Friday
- Easter Monday

Some experiential rotation sites may observe additional holidays throughout the year. Students must work with their Clinical Instructor to determine an attendance schedule that ensures they are meeting the hour requirements for their respective rotation. Clinical Instructors may use their discretion in determining whether students should be at the rotation site during site-specific holiday observances.

**Pharmacy Days**
Pharmacy Days is an annual event designed to expose CUWSOP students to the multitude of options available to them as they start planning their pharmacy careers. Employers come to campus to provide students with information about experiential rotations, internships, residencies, and post-graduation career options.

APPE students are expected to be at CUWSOP for Pharmacy Days to participate in the event and are not required to be at their rotation site. IPPE-1 students may choose to attend Pharmacy Days at CUWSOP; however it is not required for these students. Pharmacy Days is a university-sanctioned event and any rotation hours missed by attending this event do not need to be made up.

**Professional Meeting Attendance**
Professional meetings are considered educational experiences. However, prior approval from the Course Coordinator and/or Clinical Instructor approval is required. Students must inform their Clinical Instructor of a planned absence for professional meeting attendance as far in advance as possible.

Any experiential rotation time missed by an IPPE student for professional meetings must be made up (an exception for PSW Legislative Day is detailed below). APPE students will be allowed up to 2 excused rotation days (16 hours) per rotation block for attendance at state or national professional meetings (exceptions for the ASHP Midyear Clinical Meeting and PSW Legislative Day are detailed below). Any rotation time missed beyond 2 days or 16 hours must be made up.

Students may be required to complete scheduled or additional assignments during the absence or upon their return at the discretion of the Clinical Instructor and/or Course Coordinator.

*ASHP Midyear Clinical Meeting*
The ASHP Midyear Clinical Meeting is an important opportunity for students to learn about post-graduate career opportunities. To facilitate attendance and participation, CUWSOP students participating in APPE rotations during the scheduled meeting dates will be allowed up to 3 days of excused absence if they attend
this meeting. Time missed (up to 3 days or 24 hours) for attending this meeting does not need to be made up to meet CUWSOP requirements. However, experiential sites and Clinical Instructors may require make up time or additional assignments. Any rotation time missed beyond 3 days or 24 hours must be made up.

Students are expected to fax the completed Absence from Rotation Form and a copy of their meeting registration to the Office of Experiential Education prior to the meeting.

**PSW Legislative Day**

PSW Legislative Day is held annually in Madison, WI to discuss covering pharmacy issues in government affairs and promote professional advocacy. To facilitate attendance and participation, CUWSOP students participating in IPPE or APPE rotations during the scheduled meeting date will be allowed up to 1 day of excused absence if they attend this meeting. Time missed (up to 1 day or 8 hours) for attending this meeting does not need to be made up to meet CUWSOP requirements. However, experiential sites and Clinical Instructors may require make up time or additional assignments. Any rotation time missed beyond 1 day or 8 hours must be made up.

Students are expected to fax the completed Absence from Rotation Form and a copy of their meeting registration to the Office of Experiential Education prior to the meeting.

**Post-Graduate Interviews**

Students may need to miss rotation days to complete interviews for post-graduate training or positions (e.g. residency, fellowship, graduate school, or employment). Interviews are considered educational experiences. However, prior approval from the Course Coordinator and/or Clinical Instructor is required. Students must inform their Clinical Instructor of a planned absence for an interview as far in advance as possible.

Any experiential rotation time missed by an IPPE student for post-graduate interviews must be made up. APPE students will be allowed up to 2 excused rotation days (16 hours) per rotation block for post-graduate interviews. Any rotation time missed beyond 2 days (16 hours) must be made up.

Students may be required to complete scheduled or additional assignments during the absence or upon their return at the discretion of the Clinical Instructor and/or Course Coordinator.

**Inclement Weather Policy**

Students are expected to make every reasonable effort to be at their rotation sites in the event of inclement weather. If the student is unable to safely travel to their site, they should contact the Clinical Instructor as soon as possible. Cancellation of classes at the CUW campus due to inclement weather does not apply to students on experiential rotations. Students are required to make up all experiential rotations hours that are missed due to inclement weather.

**Make Up Hours**

To fulfill internship and curricular requirements, students must make up all absences from an experiential rotation. Exceptions to this policy are outlined above. Make up hours will be scheduled at the convenience of the Clinical Instructor and experiential rotation site, in conjunction with the Course Coordinator and/or Director of Experiential Education. At the discretion of the Clinical Instructor, make up hours may be fulfilled with additional projects, readings, or other outside work.
Students who miss more than 2 days (16 hours) of a rotation must work with their Clinical Instructor and the Director of Experiential Education to determine an appropriate plan for making up hours.

**Punctuality**

Students should establish a schedule of arrival and departure times with their Clinical Instructor on the first day of rotation at each site. If a student is going to be tardy, it is the student’s responsibility to notify the Clinical Instructor promptly. Tardiness should be documented by the Clinical Instructor in the student evaluation that is completed at the end of the rotation.

**Background Checks**

CUWSOP shall conduct a caregiver background check in accordance with the Caregiver Background Check statute (Wis. Stat. § 50.065) and regulations (Wis. Admin. Code Ch. HFS 12) for all students on IPPE rotations.

1. CUWSOP shall maintain completed Background Information Disclosure (BID) forms for all students, as well as the information that results from caregiver background checks.

2. Student background checks will occur at the beginning of the fall P1 semester (prior to IPPE-1) and again during the P3 year, prior to beginning APPE rotations. Students are responsible, per CUWSOP Code of Professionalism, to notify the Dean’s office of any incidents that would potentially impact their background check, including any arrest.

3. CUWSOP agrees to notify the practice site/facility of any information contained on a BID form or in caregiver background check results about a student that could bar that student from regular, direct contact with the facility’s patients. At the facility’s request and with the consent of the student, the CUWSOP shall arrange to provide the site with a copy of a completed BID form for each student scheduled for program participation at the site. In addition, if feasible, CUWSOP will arrange at the facility’s request, and with the consent of the student, to provide the site with access to the information that results from a student’s caregiver background check.
   a. Prior to initial IPPE placement but after admission, all students need to have their background information reviewed by the Executive Committee to determine what, if any, of the information needs to be disclosed to experiential sites consistent with their affiliation agreements.
   b. The Office of Experiential Education shall notify the student of what is planned to be disclosed to the site along with a request for consent from the student and a reminder that this disclosure is being done in order to comply with the site’s affiliation agreement. A student should have the right to add a written statement as he or she elects to accompany the disclosure to the site to explain the record. This statement should be clearly labeled as being from the student and not from CUWSOP.
   c. A student may decline to provide consent for this disclosure, as this is their right to privacy. If a student declines consent to a specific site, an attempt will be made to obtain the student’s consent to disclose to a different site. If a student declines consent to disclose to a second site, they cannot be placed in an experiential site and will be dismissed from the Doctor of Pharmacy program.
   d. The student may appeal the disclosure to the Academic Dean.
   e. If at any point new information is obtained from a student, the disclosure about the student will be reviewed to confirm accuracy.

4. The practice site shall make the final determination whether a student may have regular, direct contact with its patients. Nevertheless, the site shall consult with the Director of Experiential Education before barring any such student from regular, direct contact with patients. If the facility determines that a student may not have regular, direct contact with patients, the CUWSOP agrees that the student shall not begin participation, or continue participation that was properly allowed, pending the results of the caregiver background check.
a. The Office of Experiential Education will attempt to assign or re-assign students to another experiential site if a given site determines that the student cannot complete a rotation in their facility. If, after reasonable effort and attempts, it is determined that the student cannot be successfully assigned to an experiential site, the student will be dismissed from the Doctor of Pharmacy program.

CUWSOP agrees to inform the facility/site of allegations of caregiver misconduct as defined in Wis. Admin. Code Ch. HFS 13 that come to the CUWSOP’s attention.

**Blood Borne Pathogen Training**

Students will complete the *Pharmacists Letter* Online module entitled “Protecting Yourself Against Bloodborne Pathogens” before their first IPPE rotation. Students will not be able to begin IPPE-1 if this has not been completed.

**Cell Phones**

Student use of cell phones and other electronic devices (including, but not limited to: computers, smart watches or other smart devices, iPods/iPads, and MP3 players) is prohibited during experiential rotations, unless specifically permitted by the Clinical Instructor. Cell phones and other electronic devices should be set to a non-audible mode while a student is at an experiential site. If electronic devices are permitted by the Clinical Instructor, students must limit their use to activities with an educational purpose (e.g. literature searches, drug information retrieval, patient care calculations, health care apps, etc). The unauthorized and/or distracting use of electronic devices will not be tolerated during experiential rotations.

**Compensation**

Students may not receive any monetary or other compensation for time spent at an experiential rotation site. This is a requirement of the American Council on Pharmacy Education (ACPE). It also includes any expectation of compensation. Compensation can include money, food, parking fees, or other incidentals.

**Computer Usage**

Use of computers at an experiential site (either the student’s laptop or a facility computer) is limited to rotation-related activities. Students shall not check personal email or social networking accounts (Facebook, Twitter, etc) during the experiential rotation.

**Conflict of Interest**

Students are not allowed to complete experiential rotations where their course grade will be determined, in whole or in part, by a first- or second-degree relative. For purposes of this policy, the term “first-degree relative” includes the student’s spouse, parents and/or step-parents, siblings and/or step-siblings, and children and/or step-children. The term “second-degree relative” will include the student’s grandparents, grandchildren, aunts, uncles, nephews, nieces, cousins, or half-siblings.

Students are required to notify the Office of Experiential Education of any known conflicts of interest with rotation sites and/or Clinical Instructors.
CPR Training
Students are required by CUWSOP policy to maintain current certification in Basic Life Support (BLS) for the Healthcare Provider at all times during enrollment, including while on APPE rotations during the P4 year. Documentation of this can be found in CastleBranch® or by contacting the Office of Student Affairs.

Disability Accommodations
Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 prohibit discrimination against individuals with disabilities. Student with a documented disability and needing accommodations to access the course content of experiential education rotations must inform the course coordinator as soon as possible and contact the Learning Resource Center (LU202) at 262-243-4535.

Dismissal from Experiential Sites
Students are accountable for their actions during experiential rotations. Any actions or events that violate either site or CUWSOP policies which are of such severity that may warrant removal from the experiential site should be communicated to the Director of Experiential Education immediately. Students must leave an experiential site if asked to do so, and should work with the Director of Experiential Education to determine next steps.

Evaluations
Evaluations for experiential courses are completed electronically in E*Value (www.e-value.net). Assessment scales and tools are provided by the Office of Experiential Education. Clinical Instructors and students should always provide direct and personal feedback in a timely manner and discuss any evaluations submitted to E*Value in person as well.

Health Insurance Coverage
CUWSOP requires students to maintain health insurance coverage while enrolled at the University, including while on APPE rotations during the P4 year. Proof of student insurance is verified by the Office of Experiential Education and documented in CastleBranch. Students can provide their proof of insurance to an experiential site upon request.

Clinical Instructors can refer the student to an appropriate outpatient/inpatient treatment center in case of accident, injury, or illness. The practice site shall not bear any costs associated with student treatment at any health facility.

Health Insurance Portability and Accountability Act (HIPAA) Training
Students will successfully complete “HIPAA & Privacy” and “HIPAA & Security” online modules through Pharmacist’s Letter prior to beginning experiential rotations. In addition, CUWSOP Office of Student Affairs will maintain a signed copy of the CUWSOP Confidentiality Agreement in each student’s file.

Students will be expected to comply with all site-specific HIPAA requirements prior to beginning any rotations. Student compliance with HIPAA and the site’s HIPAA policies and procedures is a necessary component of the student’s responsibilities and expectations. Any breach of patient confidentiality at the site must be reported to the Director of Experiential Education. The Director of Experiential Education will work in conjunction with the experiential rotation site and Course Coordinator to determine an appropriate course of action.
Housing
CUWSOP does not provide housing to students during experiential rotations. Students must coordinate and pay for their own housing and travel arrangements for all experiential rotations. Experiential sites may offer housing options to students; this will be delineated within E*Value for students to consider.

Immunizations
CUWSOP will assume responsibility for the health and welfare of its students in accordance with University policies. Students have provided vaccination documentation of all vaccinations to the Office of Student Affairs and that information is reflected in CastleBranch®. If requested, students can provide their vaccination documentation directly to their Clinical Instructor or experiential site via CastleBranch®.

Students who are unsure of their vaccination status or who do not have appropriate documentation have two options:

1. Receive the appropriate vaccine(s) and provide documentation of these immunizations.
2. Provide serologic laboratory evidence of immunity to the disease (positive titer results). If the outcome of serologic testing is negative, the student MUST receive the appropriate immunization(s).

The immunizations listed below are required for all CUWSOP students. All immunization documentation is maintained in CastleBranch®.

1. Hepatitis B: 3 doses administered over a minimum of 6 months
2. Measles, Mumps, and Rubella (MMR): 2 doses administered at least one month apart
3. Polio: a minimum of one dose; titer results are not reliable and therefore not accepted for polio
4. Tetanus, Diphtheria, Pertussis (Tdap): one dose (minimum) required as an adult (after age 18)
5. Varicella (Chicken Pox): two doses or titers required; physician notes that indicate past history of chicken pox disease are not acceptable
6. Tuberculosis: annual documentation of a negative tuberculosis test or a physician’s statement regarding lack of active disease is required. All P1 students will have a Quantiferon Gold Tuberculosis blood test performed at the Concordia Student Health Center early in the P1 fall semester, regardless of when their last TB testing was done.
7. Influenza: annual documentation of an influenza vaccine, including the lot number of the vaccine preparation, date of administration, and signature of the health care provider administering the vaccine

Immunization Declination
Any student who wishes to decline a vaccination will be required to submit written documentation and rationale from a health care provider and/or religious leader stating that a previous severe allergic reaction or personal religious beliefs preclude the student from receiving the vaccine. This documentation must be provided annually and received by the Office of Experiential Education each year by September 1.

Students who choose to decline vaccinations may be prohibited from participating in experiential rotations at certain health systems due to policies and procedures in place at individual hospitals and pharmacies, even with documented rationale on file at CUWSOP. Declining vaccinations may preclude students from completing the PharmD program if they are not acceptable for placement based on experiential site requirements.

Injury
Students should immediately notify their Clinical Instructor and the Director of Experiential Education of any injury sustained during an experiential rotation. The student should seek immediate care with appropriate providers at the experiential site or, if directed, with the nearest urgent care center/emergency department,
health care facility, or personal physician of choice. Clinical Instructors should provide guidance to the student regarding any site-specific procedures to follow.

Experiential sites are under no obligation to provide medical evaluation or treatment, if needed, after an injury. All students are required to maintain health insurance coverage for the duration of their enrollment at CUWSOP, including during APPE rotations. Students should take an active approach to understanding the procedures to follow after an injury at each experiential site.

**Liability Insurance**

CUWSOP and the practice facility each agree to obtain, and maintain in force and effect, general liability insurance with limits of at least $1,000,000 per occurrence, $2,000,000 aggregate, and professional liability/malpractice insurance with limits of at least $1,000,000 per occurrence, $3,000,000 aggregate, including coverage situations under 895.46(1), Wis. Stats., if applicable, insuring the CUWSOP and the practice facility, its employees, agents, and students who will be working under the affiliation agreement against claims, demands, losses, costs, damages, and expenses of every kind and description (including death), or damage to persons or property arising out of or in connection with the program at the Facility. *(Note: variability in liability limits may exist; see individual organization’s affiliation agreement with CUWSOP for specific details)*

**Out of State Assignments**

Students may choose to complete experiential rotations outside of the state of Wisconsin. These sites must be approved by the Office of Experiential Education and require a completed affiliation agreement on file with the site prior to the beginning of the rotation. Students may be asked to provide site locations or contact information to the Office of Experiential Education to help facilitate communication.

It is the student’s responsibility to determine if any pharmacist intern licensure requirements exist in other states prior to beginning the rotation. Students doing experiential rotations in other states are responsible for contacting the Board of Pharmacy in the state where they are placed to determine the licensure requirement(s) for students on rotation in that state. The student must comply with all requirements for that state and provide proof of compliance to the Office of Experiential Education. All travel and living expenses are the student’s responsibility.

In accordance with accreditation standards set forth by the Accreditation Council for Pharmacy Education (ACPE), all required rotations must be completed in the United States or its territories and possessions (including the District of Columbia, Guam, Puerto Rico, and the U.S. Virgin Islands).

**Parking**

Some sites have limited parking available for students. Students should ask their Clinical Instructors about parking availability and policies. Some sites may require students to pay for parking and students are expected to comply with all parking rules at their assigned rotation sites.

**Physical Exam**

All CUWSOP students are required to have a physical exam completed by a healthcare provider prior to beginning experiential rotations during the P1 year. Documentation of any physical exam from the past 15 years will be accepted. Acceptable forms of documentation could include, but are not limited to, a signed letter from a healthcare provider indicating students are capable of completing experiential rotations, medical record
progress notes with a healthcare provider signature, or a Physical Exam Verification Form (available from CUWSOP) signed by a health care provider. The completed Physical Exam Verification Form or other documentation of a physical exam must be submitted to CastleBranch®.

**Rotation Assignments**

Rotation site assignments are made several weeks (or even several months) before the scheduled start date of the rotation. Experiential sites that accept students are making a commitment to the profession and CUWSOP that must not be taken lightly. The relationships that CUWSOP establishes with experiential sites are very important to the success of the school and our students.

Once experiential sites assignments have been completed for an experiential course, students will not be permitted to “drop” the experiential course. Experiential rotation switches or changes will not be entertained except in the event of significant extenuating circumstances.

**Rotation Requirements**

Experiential rotation sites may have additional requirements such as, but not limited to: corporate online training, forms/documentation, additional screening/testing procedures, immunizations, and fingerprinting. Students will be notified in advance so that these requirements can be completed prior to the start of the rotation. Any costs associated with these rotation requirements are the students’ responsibility. Failure to complete these requirements may result in cancellation of the rotation, which may impact the student’s ability to complete the curriculum as scheduled.

**Transportation**

All students must have reliable transportation for experiential rotations. Students may want to consider coordinating carpooling with classmates in similar geographic areas. Whenever possible, efforts will be made to assign students to rotation sites close to campus, based on student preferences. Traveling approximately 60 miles one way is considered “commutable distance” for experiential rotations; the CUWSOP campus address will be used to determine this radius. Individuals with physical disabilities, as supported by the Americans with Disabilities Act (www.ada.gov), will be given special considerations.

CUW SOP students are not allowed to transport patients in their personal vehicles.

**Urine Drug Screening**

All CUWSOP students are required to complete a 10-panel urine drug screening to meet the requirements of our experiential partners. The urine drug screening will be performed on campus at the Concordia Student Health Center, in conjunction with CastleBranch®.

**Violation of Policies**

Clinical Instructors who note violations of the student policies and expectations outlined above should immediately contact Melissa Theesfeld, Director of Experiential Education, at 262-243-2769. These violations are taken seriously and students may be considered for grade reduction, dismissal from the site, or other measures, as deemed appropriate by the Clinical Instructor, Course Coordinator, and/or Director of Experiential Education.
# CUWSOP Curriculum

## P1 Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Pharmacy Biochemistry</td>
<td>Pharmacy Microbiology, Immunology, &amp; Molecular Biology</td>
</tr>
<tr>
<td>Pharmacy Anatomy &amp; Physiology</td>
<td>Pharmaceutics II</td>
</tr>
<tr>
<td>Pharmaceutics I</td>
<td>Pharmacology &amp; Medicinal Chemistry I</td>
</tr>
<tr>
<td>Pharmacy &amp; the Healthcare System</td>
<td>Pharmacotherapy I: Self-Care</td>
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<tr>
<td>Applied Patient Care I</td>
<td>Pharmacy Calculations</td>
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<tr>
<td>Introductory Pharmacy Practice Experience 1</td>
<td>Applied Patient Care II</td>
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<td>Introductory Pharmacy Practice Experience 2</td>
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## P2 Year

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<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Applied Pharmacokinetics</td>
<td>Pharmacology &amp; Medicinal Chemistry III</td>
</tr>
<tr>
<td>Advanced Pharmaceutical Preparations</td>
<td>Social &amp; Behavioral Pharmacy</td>
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<tr>
<td>Pharmacology &amp; Medicinal Chemistry II</td>
<td>Pharmacotherapy III</td>
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<tr>
<td>Pharmacotherapy II</td>
<td>Medical Literature Evaluation II</td>
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<tr>
<td>Medical Literature Evaluation I</td>
<td>Applied Patient Care IV</td>
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<tr>
<td>Applied Patient Care III</td>
<td>Servant Leadership</td>
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<tr>
<td>Introductory Pharmacy Practice Experience 3</td>
<td>Introductory Pharmacy Practice Experience 4</td>
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## P3 Year

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<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Patient Care Ethics</td>
<td>Pharmacoeconomics &amp; Epidemiology</td>
</tr>
<tr>
<td>Pharmacy Law</td>
<td>Pharmacy Management &amp; Leadership</td>
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<tr>
<td>Pharmacotherapy IV</td>
<td>Pharmacotherapy V</td>
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<tr>
<td>Applied Patient Care V</td>
<td>Applied Patient Care VI</td>
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<td>Electives</td>
<td>Electives</td>
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## P4 Year

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<tr>
<td>Community Pharmacy APPE</td>
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<tr>
<td>Acute Care Medicine APPE</td>
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<tr>
<td>Hospital / Health System Pharmacy APPE</td>
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<tr>
<td>Ambulatory Care APPE</td>
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<tr>
<td>Elective APPEs</td>
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### Applied Patient Care Series & IPPE Integration

Applied Patient Care (APC) is a 6 semester lab series at CUWSOP that focuses on pharmacy practice skill development. Many of the learning activities the students do during IPPE rotations are extensions of activities they have done in lab. The integration between classroom activities and real world practice is an important goal for CUWSOP. Below are the activities and topics CUWSOP students will have during their APC lab series:

<table>
<thead>
<tr>
<th></th>
<th>APC Lab Activities Students will have prior to IPPE</th>
<th>APC Lab Activities Students will have after IPPE</th>
</tr>
</thead>
</table>
| **IPPE-1**    | - Patient Oriented Information: Health Literacy and Medical Terminology  
                - Interpreting Prescriptions and Labels  
                - Introduction to Drug Information References  
                - Communication with Patients: Interview and Cultural competence  
                - Profiles and Charts  
                - Obtaining a Medication List  | - Patient Education and Case Studies: Oral Suspensions  
                - Patient Education and Case Studies: Oral dosage forms (tablets/capsules)  
                - Introduction to Drug information Questions  
                - Performance Assessment |
| **IPPE-2**    | - Review of Medication List and Patient Education skills  
                - Root Cause Analysis of Medication Errors  
                - Introduction to Secondary Databases  
                - Patient Care Plan Development and Delivery  | - Drug Information: Guideline Identification and Use  
                - Patient Assessment  
                - Care Plans: Otic and Ophthalmic Medications  
                - Cultural Competency  
                - Leadership Practices |
| **IPPE-3**    | - Review of Medication List and Patient Education skills  
                - Review of Profiles and Charts  
                - Drug Use Review  
                - Blood Pressure Assessment  
                - Pharmaceutical Care Follow-Up  
                  - Chronic Kidney Disease  
                  - Acute Kidney Injury  
                  - Lipids  
                - APha Career Pathways Program  | - Pharmaceutical Care Follow-Up  
                - Hypertension  
                - Anticoagulation  
                - Acute Coronary Syndrome  
                - Heart Failure  
                - Case Studies  
                  - Fluids & Electrolytes  
                  - Hypertension in Special Populations  
                  - Managing Statin Adverse Drug Reactions  
                - Introduction to Clinical Documentation |
| **IPPE-4**    | - Review of Profiles & Charts  
                - Drug Use Review  
                - Review of Med List and Patient Ed skills  
                - Interprofessional Communication  
                - Inpatient Infectious Diseases considerations  
                - Antibiotic Stewardship  
                - Cases and Discussions  
                  - Travel Medicines  
                  - Acute Otitis Media/Acute Bacterial Conjunctivitis  
                  - HIV  | - OA/RA Patient Cases  
                - Review Health Literacy  
                - You Be The Patient Exercise (Spanish language exercise)  
                - Diabetes Follow-up Patient Case  
                - Diabetes Physical Assessment and DME |