



# HANDBOOK

## SCHOOL OF PHARMACY

*Updates and changes are made periodically to this handbook. Anyone with suggestions for amending or changing any of the information in this handbook should make those suggestions to the CUW SOP Office of Student Affairs. CUW SOP reserves the right to make changes to policies and procedures without notice as necessitated by governing authorities or administrative needs.*

*Students are responsible for regular review of the handbook and any changes made outside of the annual update.*

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## CUWSOP Academic Calendars

### Class Schedules

	<u>2021-2022</u>	<u>2022-2023</u>
1 <sup>st</sup> Day of Fall Classes	August 16, 2021	August 15, 2022
Labor Day Holiday	September 6, 2021	September 5, 2022
Fall Break (P3 students only)	October 21-22, 2021	October 20-21, 2022
Thanksgiving Holiday	November 25-26, 2021	November 27-25, 2022
P3 Fall Final Exams	November 29-December 3, 2021	November 28-December 2, 2022
P1/P2 Fall Final Exams	December 6-10, 2021	December 5-9, 2022
1 <sup>st</sup> Day of Spring Classes	January 10, 2022	January 9, 2023
Martin Luther King Jr. Holiday	January 17, 2022	January 16, 2023
Spring Break (P1-P3 students only)	March 7-11, 2022	March 6-10, 2023
Good Friday Holiday	April 15, 2022	April 7, 2023
Easter Monday Holiday	April 18, 2022	April 10, 2023
P3 Spring Final Exams	May 2-6, 2022	May 1-5, 2023
P1/P2 Spring Final Exams	May 9-13, 2022	May 8-12, 2023
Graduation	May 13, 2022	May 12, 2023

### APPE Rotation Schedules

	<u>2021-2022</u>	<u>2022-2023</u>
Block 1	May 17 – June 25, 2021	May 16 - June 24, 2022
Block 2	June 28 – August 6, 2021	June 27 - August 5, 2022
Block 3	August 9 – September 17, 2021	August 8 - September 16, 2022
Block 4	September 20 – October 29, 2021	September 19 - October 28, 2022
Block 5	November 1 – December 17, 2021	October 31 - December 16, 2022
Block 6	January 3 – February 11, 2022	January 2 - February 10, 2023
Block 7	February 14 – March 25, 2022	February 13 - March 24, 2023
Block 8	March 28 – May 6, 2022	March 27 - May 5, 2023

### IPPE Rotation Schedules

	<u>2021-2022</u>	<u>2022-2023</u>
IPPE-1 Week 1 for P1 students	Week of September 27, 2021	Week of September 26, 2022
IPPE-1 Week 2 for P1 students	Week of October 4, 2021	Week of October 3, 2022
IPPE-3 Week 1 for P2 students	Week of October 11, 2021	Week of October 10, 2022
IPPE-3 Week 2 for P2 students	Week of October 18, 2021	Week of October 17, 2022
IPPE-5 for P3 students	Weekly August 16 –November 26, 2021	Weekly August 15 –November 25, 2022
IPPE-2 Week 1 for P1 students	Week of February 21, 2022	Week of February 27, 2023
IPPE-2 Week 2 for P1 students	Week of February 28, 2022	Week of March 6, 2023
IPPE-4 Week 1 for P2 students	Week of March 14, 2022	Week of March 20, 2023
IPPE-4 Week 2 for P2 students:	Week of March 21, 2022	Week of March 27, 2023
IPPE-6 for P3 students	Weekly January 10 - May 6, 2022	Weekly January 16 – April 28, 2023

### 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	Martin Luther King Jr. Day
Fall Break (P3 students only)	Good Friday
	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 be 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.*

# GENERAL INFORMATION





## 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](http://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 Deans' Office 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](mailto: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](http://my.cuw.edu)).

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.

If a student is being reviewed for both a potential CUW Code of Conduct violation and a process within the School of Pharmacy (e.g. SOP progression, professionalism review, etc.), the CUW Code of Conduct review needs to be completed before any further School of Pharmacy process continues. The Deans' Office, 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.

## 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 Deans' Office, the Director of Experiential Education, and/or the Director of Student & Alumni Affairs.



6. The Deans' Office, 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 or other appropriate personnel, as approved by the Director of Student and Alumni Affairs. 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 and Alumni 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 Deans' Office.
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 Deans' Office may impose sanctions including suspension or dismissal from the PharmD program.
  - a. In the event the student wishes to return from suspension to CUWSOP, the student may petition the Deans' Office. 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 Deans' Office.

### **CUWSOP Statement of Student Professionalism**

At CUWSOP, we strive for our students to demonstrate the highest level of professionalism. The CUWSOP Statement of Student Professionalism is based on the ACCP 2009 White Paper Tenets of Professionalism for Pharmacy Students. Adherence to these tenets in their entirety is critical to the development of future pharmacists. It is the expectation of the School that all students exhibit the following tenets of professionalism at all times.

- **Attitude & Motivation:** Participates willingly and displays interest and integrity in all activities. Accepts constructive criticism respectfully. Strives for excellence and continued learning in all areas.
- **Accountability & Responsibility:** Accepts responsibility or account for one's actions, products, and decisions. Exhibits pride in outcome of work and completes tasks in an efficient and self-directed manner. Completes all assignments, tasks and responsibilities on time.
- **Interprofessionalism:** Works collaboratively and effectively with other students and health care professionals to provide optimal care for patients. Treats all members of the health care team with respect and recognizes their contribution to the team.
- **Interpersonal Skills:** Establishes relationships with students, faculty, staff, patients, family members, caregivers, and other health care professionals, as necessary, to provide optimal care. Displays respect, compassion, benevolence, and empathy, as appropriate. Patients are a priority.
- **Integrity:** Displays honesty and truthfulness at all times, and clearly and correctly acknowledges other's ideas or words (avoids plagiarism). Maintains confidentiality and complies with site and CUW SOP policies. Adheres to legal and ethical standards of practice. Appropriately notifies necessary faculty or staff of unethical behaviors observed. This may include academic misconduct of other students.

- **Punctuality & Attendance:** Arrives at classes, labs, meetings, clinical rotations, and other scheduled activities on or before the designated time. Notifies necessary personnel appropriately of unscheduled or scheduled absences or delays.
- **Professional Appearance:** Maintains professional decorum at all times. Displays appropriate outward appearance, as defined by CUWSOP.
- **Professional Communication:** Conveys information through written, verbal and non-verbal means in a professional and respectful manner.

If a student demonstrates behavior that does not adhere to these standards, the student will be subject to the following procedure.

### ***Procedure to Address Unprofessional Behavior***

Professionalism violations that are a breach of the CUW Student Code of Conduct, CUW Academic Conduct Policy, or the CUWSOP Privacy Policy will first follow the process associated with that violation. At the conclusion of that process, the violation may also be subject to the CUWSOP Professionalism Policy and Procedure. If the same instance of a violation is found to occur in multiple policies, it will be counted as a single offense. Guidance on the jurisdiction of the violation may be sought from the CUWSOP Director of Student and Alumni Affairs or the Deans' Office.

The Course Faculty, Course Coordinator or School of Pharmacy staff are encouraged to meet with a pharmacy student who does not meet professionalism standards as soon as concerns are identified.

Instances of Academic Misconduct will follow the process associated with that misconduct at the University-level. Academic misconduct by a pharmacy student will also be considered unprofessional behavior and will be counted as an occurrence in the outlined process.

#### ***First Occurrence***

In the event attempts to give the pharmacy student feedback about issues of concern have been unsuccessful, or if the behavior is of a significant or serious nature, a Professionalism Concern Form (PCF) will be completed by the Course Faculty, Course Coordinator, or School of Pharmacy staff who observed the behavior. A PCF must be filed within one week from the time the behavior was observed or reported.

Pharmacy students in IPPEs, APPEs or any other patient-care setting where they represent CUWSOP who do not demonstrate that they are meeting the professionalism standards set forth by the CUWSOP will be reviewed further by the Director of Experiential Education. For instance, this review may be triggered by receiving one or more Significantly Below Expectations ratings on the professionalism components of an experiential course evaluation.

In the case that a faculty or staff member has completed a PCF or a student has not met the professionalism or communication standards on an experiential rotation (as defined above), the faculty or staff will meet with the pharmacy student to discuss ways in which the behavior can be improved. This allows the pharmacy student adequate opportunity to make appropriate changes to the behavior. The pharmacy student is asked to sign the PCF to acknowledge that the PCF has been reviewed, and the student may provide additional information in response to the report. The faculty or staff can impose non-academic expectations of the student in an attempt to remedy the unprofessional behavior. Examples may include asking the student to write a paper about their unprofessional behavior or an apology letter. Faculty may also impose an academic penalty for unprofessional behavior that is related to an assignment based on the grading expectations for that assignment.

Following the meeting, the PCF is forwarded to the Director of Student and Alumni Affairs who may request an additional meeting with the student. The PCF is a part of a pharmacy student's academic file. In the event a pharmacy student is referred to Student Progression Committee for review, all PCFs on file will be available for review by the committee.

#### ***Second Occurrence***

The process for a first occurrence would apply for a second occurrence, and the pharmacy student will be required to meet with the Student Progression Committee who may apply additional sanctions, up to and including program suspension.

### ***Third Occurrence or More***

Students who receive three or more PCFs will be referred to the Student Progression Committee for a review of the student's professional and academic status. Student Progression Committee may apply sanctions, up to and including program suspension and dismissal.

### ***Appeal Process***

Students may appeal the finding of the violation of professional behavior or the sanction by submitting a formal appeal to the Dean of the School of Pharmacy in writing or 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 to render an appeal decision. A response to an appeal will be given to the student and the Director of Student and Alumni Affairs within two weeks of the Dean of the School of Pharmacy's recognized receipt of the appeal. In the case that the appeal determines that there was no violation, the PCF will be removed from the student's file.

Please direct questions about the professionalism policy to the Director of Student and Alumni Affairs or the Dean's office.

## **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 may exist for events which call for school spirit or themed parties.

### **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 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 effective 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 who 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 POLICIES



## Academic Conduct Policy

This policy is administered by the Assistant 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.

### Prohibited Conduct – Academic Behavior

Concordia University expects all students to display honest, ethical behavior at all times and under all circumstances. Academic dishonesty is defined as follows:

**Cheating:** includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment; b) assisting another student in cheating on a test or class assignment, including impersonation of another student.

**Plagiarism:** includes, but is not limited to: a) failure to give full and clear acknowledgement of the source of any idea that is not your own; b) handing in the same assignment for two different courses without the consent of the instructors.

**Fabrication:** the forgery, alteration, or misuse of any University academic document, record, or instrument of identification.

**Academic Misconduct:** 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 Deans' Office to discuss the incidence of academic dishonesty and the options for penalty prior to making a final decision. Feedback from the Deans' office 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 Deans' Office as such action would otherwise alter 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 Deans' Office 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 Deans' Office to the student. If written, this letter will also go to the faculty member and in the student's file.
- 2) **Second instance:** The faculty member determines the penalty and the campus-specific 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-1d 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. The Academic Conduct Board (ACB) consists of the CAO, Assistant Vice President of Academics, and the appropriate Dean. If the student is in an accelerated post-traditional program, the appropriate Center Director joins the ACB. If the student is a graduate student, the appropriate Program Director joins the ACB.
  - a. Within CUWSOP, in addition to the information in 3) above, the processes described in items 1a-1d above must also be followed for the third instance of academic dishonesty.

Academic misconduct by a pharmacy student will also be considered unprofessional behavior and will be counted as an occurrence in the outlined professionalism process on pgs 10-12.

## ***Appeal Process***

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 Deans' Office. 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 Deans' Office.

Required coursework in the Doctor of Pharmacy program may not be dropped without the written approval of the Deans' Office. As this is required coursework, any dropped required coursework must be taken later in a student's academic plan, as designed by the Deans' Office. 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 University policy, as defined by the Registrar's Office.

## ***Academic Resignation***

Students may submit their resignation from the program at any time. Students may not "officially" 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, 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) of the upcoming absence or, when specifically not possible, within 24 hours of the absence. Students must complete the Request for an Excused Absence form to initiate the process for requesting an excused absence.

The following types of absences are considered "excused" absences:

1. **Illness/injury of students:** Verified illness or hospitalization
  - University COVID-19 Language
  - Virtual learning is not an option, per University policy
  - Excused at the discretion of individual faculty
2. **Health (immediate family):** Immediate family includes student's spouse, parents, legal guardian, siblings, children, grandparents, father/mother-in-law, son/daughter-in-law, or grandchild. Students' absences due to care of immediate family members with terminal or acute illness or scheduled surgery may be excused. Students will not receive excused absence for missed class or examination because child/dependent care is not available.
3. **Death in the immediate family:** Immediate family members (as listed above). Allowance of absences for the funeral of an immediate family member may be excused. The specifics of the situation will determine the length of the excused absence. Students should discuss their situation with the Director of Student & Alumni Affairs.
4. **Short term military:** Deployment for two consecutive days or less may be considered excused. Note: longer deployment should be handled through a leave of absence request.
5. **Jury duty or subpoena for court appearance**
6. **Religious Holidays:** Students wishing to request consideration of a religious holiday as an excused absence from didactic (classroom/laboratory) coursework must submit request within 7 business days of the first day of class.
7. **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. For professional meetings, students may be required to provide documentation of faculty/advisor support or sponsorship.
8. **Other circumstances:** Examples of other circumstances may include, but are not limited to: serious illness of extended family members, accidents, attending funerals of friends or extended family members, etc. All of these absences will need to be approved by the course coordinators on a case-by-case basis. A request should be filled out, and supporting documentation may be required.
9. **Private or Confidential circumstances:** Students may contact the Director of Student & Alumni Affairs and/or the Deans' Office directly by email to request an excused absence for private or confidential matters. All of these absences may be approved by the Director of Student & Alumni Affairs and/or the Deans' Office on a case-by-case basis.

The student who seeks an excused absence will be asked to submit acceptable documentation, as necessary.

## ***Make-up Work and Examinations***

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. 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.

## ***Process for Requesting an Excused Absence***

An excused absence will be granted only for the reasons stated above in the Attendance and Absences policy. All excused absences may require documentation of the reason for the absence for the absence to be considered excused. To request an excused absence:

1. Prior to the absence, students must complete the Request for an Excused Absence form (<https://kydon.cuw.edu/CUWSOPAbsenceForm.cfm>).
  - a. If the student is unable to complete the form prior to the absence, due to the circumstances of the absence, the form must be completed within 24 hours of the return from the absence.
2. Upon submission of the Request for an Excused Absence form, the Course Coordinator(s), Deans' Office, and Director of Student & Alumni Affairs will be notified of the absence.
3. Students who seek an excused absence will be asked to submit acceptable documentation, as necessary, to the Director of Student & Alumni Affairs, Lauren Dixon, at [Lauren.Dixon@cuw.edu](mailto:Lauren.Dixon@cuw.edu).
4. Once documentation is submitted, the student and course coordinator will be notified if documentation is sufficient for an excused absence.
5. Students and course coordinators will be contacted within 24 hours of submission documentation, when possible.
6. If the Director of Student & Alumni Affairs determines that the documentation is insufficient for an excused absence, or if the Director of Student & Alumni Affairs doesn't receive documentation within two business days of the absence, the student and course coordinator(s) will be notified that the absence is unexcused, unless otherwise determined by the course coordinator(s).
7. Extreme extenuating circumstances may allow for deviation from the regular absence process as deemed necessary by the Director of Student & Alumni Affairs, in consultation with the Deans' Office.
8. Students requesting an excused absence from a lab may be subject to different and/or additional expectations as dictated by the course syllabus.
9. Student requesting an absence from experiential rotations should do so by following the Experiential Education absence policy, as outlined in the SOP Student Handbook.

## ***Leave of Absence***

Students may, for valid reasons, petition in writing the Deans' Office 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 Deans' Office, the leave of absence may not exceed one academic year. Students who are granted a leave must notify the Deans' Office of their intent to re-enter the program at least 45 days before the beginning of the term for which they intend to return, unless otherwise specified in student's documentation. 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 Deans' Office the reason and his or her intentions regarding returning to the professional program. The Deans' Office 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 Deans' Office, 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 Deans' Office and in conjunction with the instructor. The Deans' Office 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 Progression Committee (SPC) and the Dean's Office 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. Students who are on academic probation without receiving a D or F in a course must meet with the Dean's Office and/or their designee.
2. Students who have received a grade of less than a C- 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. The SPC then makes a determination of the action to take regarding the academic progression of the student. The actions may include the following:

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. *Short Term Remediation*

In some instances, remediation and the opportunity to continue progression through the curriculum despite setbacks in courses may be extended to a student. The student's specific remediation plan will be determined by the Deans' Office in consultation with the Course Coordinator. In instances of short-term remediation outside of the course offering, the Deans' Office 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 Deans' Office.

C. *Repeat the Course*

In some instances, students may be required to repeat a course or related course(s). The student's revised academic plan will be prepared by the Deans' Office consistent with the SPC determination. 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.

**D. 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 decision of Academic Suspension:

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.

**E. 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. In such a decision, it is the determination of SPC that 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.

SPC will prepare a letter that informs the student of their decision, and this letter is presented to the student by the Deans' Office, along with the revised academic plan when applicable.

**Transition to Academic Good Standing**

Students must achieve a PGPA of 2.00 or above and achieve a grade of C- or better in all professional courses in the term following placement on academic probation 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 Dean's Office 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 Dean's Office will communicate his/her decision to the student within two weeks of receiving the documentation. A visit with the student or additional supportive information may be requested during this process.
3. At the point in which a student is allowed to return from suspension, the Deans' Office 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 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, if accepted.

**Appeals Process**

Should the student feel a due process error occurred during the progression process, the student may appeal the progression decision by submitting a formal appeal to the Dean's Office in writing via email within two weeks of the decision. This appeal reviews SPC procedures and processes only. Upon receiving an appeal, the Dean's Office will review the student's records and documentation from the SPC and provide an appeal decision within two weeks.

**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 Dean within ten (10) working days of receiving the Step 2 report. The 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. Student use of cell phones and other electronic devices (including, but not limited to: computers, smart watches or other smart devices, and iPads/tablets) is prohibited during class, unless specifically permitted by the instructor. Cell phones and other electronic devices should be set to a non-audible mode while a student is in class. If electronic devices are permitted by the 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.
- 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 (e.g. 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 in the main lecture hall 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 any student, in any University program, 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 and the space. Students are responsible for leaving the room in the same condition in which it was found. Failure to adhere to these expectations may result in the loss of access to breakout rooms.
- 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 violation of the CUWSOP professionalism policy and/or the Student Code of Conduct.

## 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 requirements 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 some 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, etc.) 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 Deans' Office, if accepted.

## Student Accessibility Services

In accordance with the Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendment Act (ADAAA) and Section 504 of the Vocational Rehabilitation Act of 1973, individuals with disabilities are protected from discrimination and assured accessibility services and accommodations that provide equal access to the activities and programs of the University.

A student with a documented disability who requires accessible accommodations in order to obtain equal access to the course content or experiential education rotations must inform the course coordinator as soon as possible and contact the Director of the Academic Resource Center (ARC) & Accessibility Services at 262-243-4299 or [www.cuw.edu/arc](http://www.cuw.edu/arc)

## 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.

# EXPERIENTIAL POLICIES



## 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 eValue) 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 & Friday

Christmas / Winter Break  
Martin Luther King Jr. Day  
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.
3. Students are responsible for notifying the Director of Student & Alumni Affairs and the Associate Dean for Academic Affairs of any incidents that would potentially impact their background check, including any arrest.

4. CUWSOP agrees to notify the practice site/facility of any information contained on a BID form or in background check results about a student that would appear on Wisconsin DSPS Form #2252. 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 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.
2. 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.
3. 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 Viewpoint Screening or by contacting the Office of Student Affairs.

## 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 eValue ([www.e-value.net](http://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 eValue in person as well.

## Experiential Expectations

### *Expectations of Experiential Sites*

- Meet or exceed all legal and professional standards required to provide patient care.
- Provide qualified pharmacists, or other approved health care professionals, in areas used for pharmacy student experiences.
- Have a patient population that exhibits diversity in culture, medical conditions, gender, and age required to complete the learning activities for the rotation(s).
- Be able to provide access to learning and information resources needed for students to complete the learning activities for the rotation(s).
- Demonstrate a commitment to the education of pharmacy students.
- Have a management team that is supportive of professional staff involvement in the education of pharmacy students.
- Encourage a practice environment that nurtures and supports pharmacist and student interactions with patients.
- Provide daily contact with the Clinical Instructor or a qualified designee to ensure that students receive feedback and have opportunities to ask questions.
- Be adequately equipped with the technology needed to support student training and to reflect contemporary pharmacy practice.



- Establish collaborative professional and/or training relationships with other health care providers.

### ***Expectations of Clinical Instructors***

- Orient the student to the practice site (i.e. schedule, daily responsibilities, parking, etc.).
- Be familiar with the objectives for the experiential course(s) they are precepting.
- In collaboration with the student and the practice site demands, establish a plan for the experience that assures the student is able to complete the required activities and course objectives.
- Monitor student progress in accomplishing activities and objectives.
- Regularly assess the student and provide constructive feedback.
- Complete and discuss all evaluations with the student in a timely fashion.
- Serve as a resource and mentor for students.
- Immediately notify the Office of Experiential Education of any student experiencing difficulties.
- Maintain student confidentiality.
- Display enthusiasm for teaching and working with students.
- Understand the CUW School of Pharmacy mission and vision.

The following steps outline the process to become a Clinical Instructor (preceptor) for the CUW SOP experiential education program:

1. Be a licensed pharmacist for at least one year. PGY1 residents may serve as primary preceptors for IPPE students.
2. Pharmacist license in good standing with the state Board of Pharmacy.
3. Participate and remain up to date in the CUW Clinical Instructor orientation and training program(s).
4. Understand and comply with the CUWSOP Clinical Instructor Expectations.
5. Complete the process for becoming a CUWSOP Clinical Instructor, which includes the Clinical Instructor application and an affiliation agreement between CUW SOP and the experiential site.

### ***Expectations of Students***

- Contact their Clinical Instructor(s) no less than two weeks prior to the start of their experiential rotation in order to finalize logistics for the first day of the rotation.
- Exhibit professional behavior at all times.
- Understand experiential policies and course requirements and self-monitor progress towards completion.
- Adhere to site rotation/work schedule, as discussed with Clinical Instructor.
- Maintain strict patient confidentiality at all times (as per HIPAA training and CUWSOP Privacy Policy).
- Complete Clinical Instructor and site evaluations at the end of the rotation.
- Display CUWSOP core values at all times while on rotation, understanding that they are a representative of CUWSOP in both their words and actions.
- Exhibit mutual respect and courtesy with Clinical Instructor, other healthcare workers and staff, patients, and other students at all times.
- Take initiative with patients, physicians, or other healthcare professionals, within the policies and standard practices of the site.

### **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 Viewpoint Screening. 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.

## 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 eValue 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 Experiential Education and that information is reflected in Viewpoint Screening. If requested, students can provide their vaccination documentation directly to their Clinical Instructor or experiential site via Viewpoint Screening.

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 Viewpoint Screening.

1. Hepatitis B series: 3-dose series administered over a minimum of 6 months (Recombivax HB or Engerix-B) OR 2-dose series administered over a minimum of 4 weeks (Hepilisav-B)
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 and not accepted for polio
4. Tetanus, Diphtheria, Pertussis (Tdap): one dose (minimum) required within the last 10 years
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.

## Immunization Injection Technique Training

Students will complete the Pharmacy-Based Immunization Delivery course through the American Pharmacists Association (APhA) before their first IPPE rotation. The certificate of achievement for this training must be uploaded to Viewpoint Screening at the conclusion of the training. Students will not be able to begin IPPE-1 rotations if the training has not been completed or if the certificate has not been uploaded.

## 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 Viewpoint Screening.

## Privacy Policy

Students at CUWSOP must adhere to the standards of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and the related security rules in the HITECH Act of 2009. Students must assume full personal and professional responsibility for maintaining these standards in any course, experiential rotation, and University-sponsored activity, such as student organization activities, service learning activities, volunteer opportunities, etc.

During each academic year containing experiential rotations, students are required to complete “HIPAA & Privacy” and “HIPAA & Security” online modules through *Pharmacist’s Letter*. The CUWSOP Office of Student Affairs will maintain a signed copy of the CUWSOP Confidentiality Agreement in each student’s file. Students will also be expected to comply with all site-specific HIPAA requirements prior to beginning any rotations.

All violations of HIPAA and the CUWSOP Privacy Policy are taken very seriously. Any suspected or confirmed violation of HIPAA, the CUWSOP Privacy Policy, or breach of protected health information (PHI) must be reported to the Director of Experiential Education as soon as possible. The Director of Experiential Education will work in conjunction with the experiential rotation site and Course Coordinator to determine an appropriate course of action.

## Definitions

**Breach:** The acquisition, access, use, or disclose of PHI in a manner not permitted which compromises the security or privacy of the PHI

**Protected Health Information (PHI):** Information on an individual transmitted or maintained in any form that contains demographic, physical or mental health, payment of health care information, or other identifiers that identifies an individual or may reasonable lead to the identification of the individual

## Violations of CUWSOP Privacy Policy

The following categories describe potential violations of the CUWSOP Privacy Policy. All reported Privacy Policy violations require consultation with the CUWSOP Director of Experiential Education, the Director of Student & Alumni Affairs, and the Associate Dean for Academic Affairs. The alleged violation will be reviewed with the experiential site and student to determine if there is a violation of the Privacy Policy, the level of the violation, and sanction (see additional information in table below).

The sanction process is intended to ensure compliance with HIPAA to protect the public, patients, students, faculty, and staff; ensure the high standard of care and best practices expected of CUWSOP students; and fulfill the professional obligation of each student to provide competent patient care. The level of sanction depends on a number of factors, including the nature and severity of the violation, number of offenses, and other circumstances. Failure to satisfactorily complete the sanction may result in further sanctions.

All instances of CUWSOP Privacy Policy violations will result in notification of the student’s academic advisor.

### Acquisition/Access

Violations of acquisition or access deal primarily with the circumstances in which PHI is obtained and handled, including its location and format. Violations of access also include failure to prevent improper access through inadequate safeguarding, storage, and transit, regardless of the media on which the information resides. The examples below do not represent all possible violations of this Policy:

- Taking or making copies of records containing PHI
- Removing copies of records containing PHI from an experiential site
- Inappropriate use of staff identification or access to unauthorized areas of a facility
- Leaving a record containing PHI in a public space
- Accessing records containing PHI without a need to know (including one’s own records or those of family members)
- Taking photos/videos of patients without authorization
- Leaving PHI on a printer, desk, or other unsecure workspace

### Use/Disclosure

Violations of use and disclosure include handling of PHI for purposes other than treatment, payment and routine health care operations without authorization. *Use* involves the unauthorized sharing, employment, application, utilization, examination, or analysis of PHI for purposes internal or external to the health care facility and may or may not include release to a third party. *Disclosure* is the release, transfer, provision of access to, or divulging in any other manner of PHI to persons or organizations outside of the facility holding the information. The examples below do not represent all possible violations of this Policy:

- Use of patient identifiers for scholarly papers and presentations
- Use of clinical test results (radiology scans, pathology reports, etc.) in class for scholarly papers or presentations without it being de-identified OR without obtaining appropriate authorization from the patient and the Health Information Management/Medical Records department.
- Misuse of PHI for personal use
- Sale of PHI
- Faxing PHI to the incorrect fax number
- Talking about patients within an inappropriate area (elevators, hallways, etc.)
- Failure to provide a private environment to discuss PHI
- Inappropriate disclosure of PHI to an unauthorized individual without authorization (family, friends, students, vendors, patients, and other healthcare professionals without a need to know)
- Texting or sending PHI via email; inappropriately forwarding an email containing PHI
- Posting information about patients or photos of patients on social media sites or blogs
- Making comments on social media sites or blogs that contain inappropriate PHI
- Not properly verifying individuals by phone, in person, or in writing before providing PHI
- Leaving detailed PHI on a phone answering machine without patient authorization
- Engaging in personal relationships or dating patients or their family members which can lead to sharing of PHI

### Technology Security

A violation of technology security (security incident) involves the attempted or successful unauthorized access, use, disclosure, modification, or destruction of information or interference with system operations in an information system. The examples below do not represent all possible violations of this Policy:

- Leaving oneself logged onto the computer and walking away
- Loading data on unprotected devices or networks (phones, fax machines, computers, flash drives, and other media)
- Careless handling of username or passwords
- Allowing another person to access any systems using one's password
- Connecting unapproved devices to a facility computer or network
- Deliberately compromising electronic record security measures

### Destruction/Disposal

A violation of destruction or disposal involves the improper destruction or disposal of PHI. The examples below do not represent all possible violations of this Policy:

- Disposing of records containing PHI in an unsecured trash receptacle
- Failure to follow organizational policy regarding shredding of paper records

## Classification and Sanctions for Privacy Policy Violations

Example Level One Violations	Possible Sanctions
<p><i>A negligent violation or one due to lack of education and training (not including non-compliance with training requirements)</i></p> <ul style="list-style-type: none"><li>• Misplacing or leaving patient care sheets or notes with PHI in public areas</li><li>• Leaving a workstation without logging off</li><li>• Talking about patients in an inappropriate or public area such as elevators, cafeteria, break rooms</li><li>• Failure to provide a private area to discuss PHI</li><li>• Texting or sending PHI via email</li><li>• Forwarding an email containing PHI</li></ul>	<ul style="list-style-type: none"><li>• Reduction of assignment or course grade</li><li>• Review HIPAA training materials at facility and/or University</li><li>• Reflection paper</li></ul>

<ul style="list-style-type: none"> <li>• Responding to a phishing attempt</li> </ul>	
<p><b>Example Level Two Violations</b>  <i>Purposeful disregard of policies without personal gain or malicious intent; purposeful failure to follow the minimum necessary standard</i></p>	<p><b>Possible Sanctions</b></p>
<ul style="list-style-type: none"> <li>• Any Level One violation that is shown to have knowledge, intent, or a repeat offense.</li> <li>• Using diagnostic results or other sensitive PHI in class for papers, presentations, etc. without de-identification or obtaining consent through facility channels</li> <li>• Leaving unprotected PHI on phones or other media</li> <li>• Inappropriate use of staff identification or access to unauthorized areas of a facility</li> <li>• Posting PHI and/or pictures of patients on social media or other sites or in any aspect of a class without de-identification or appropriate permissions</li> <li>• Taking pictures of data, patients or facilities</li> <li>• Connecting unapproved devices or media to a facility network</li> <li>• Inappropriate disclosure of confidential information to an unauthorized individual without permission</li> <li>• Disclosing information that could harm a patient</li> <li>• Disclosing a password to another person</li> <li>• Leaving PHI on an answering machine or phone without permission</li> </ul>	<ul style="list-style-type: none"> <li>• Failure of assignment</li> <li>• Course failure</li> <li>• Removal from experiential site</li> <li>• HIPAA training at facility and/or University</li> </ul>
<p><b>Example Level Three Violations</b>  <i>Blatant misuse of information in following standards, willful disregard of a known risk, purposeful disregard with personal gain or malicious intent.</i></p>	<p><b>Possible Sanctions</b></p>
<ul style="list-style-type: none"> <li>• Accessing records/PHI without need to know (intentional)</li> <li>• Intentional distribution of PHI</li> <li>• Sale of PHI</li> <li>• Theft of PHI</li> <li>• Inappropriate and purposeful destruction of PHI</li> <li>• Taking and sharing of pictures of patients, data and/or facilities (intentional)</li> <li>• Engaging in personal relationships that involve disclosure of PHI</li> <li>• Misuse of PHI for personal use/gain</li> <li>• Deliberately compromising electronic record security measures</li> <li>• Removing PHI in any form from a facility without express permission</li> <li>• Repeated previous offenses</li> </ul>	<ul style="list-style-type: none"> <li>• Mandatory HIPAA training</li> <li>• Removal from experiential site</li> <li>• Course failure</li> <li>• Program dismissal</li> <li>• University expulsion</li> </ul>

## 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](http://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 Viewpoint Screening

## **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.



# ADDITIONAL INFORMATION



## CUWSOP Curriculum

P1 Year	
Fall	Spring
Pharmacy Biochemistry	Pharmacy Microbiology, Immunology, & Molecular Biology
Pharmacy Anatomy & Physiology	Pharmaceutics II
Pharmaceutics I	Pharmacology & Medicinal Chemistry I
Pharmacy & the Healthcare System	Pharmacotherapy I: Self-Care
Applied Patient Care I	Pharmacy Calculations
Introductory Pharmacy Practice Experience 1	Applied Patient Care II
	Introductory Pharmacy Practice Experience 2

P2 Year	
Fall	Spring
Applied Pharmacokinetics	Pharmacology & Medicinal Chemistry III
Advanced Pharmaceutical Preparations	Social & Behavioral Pharmacy
Pharmacology & Medicinal Chemistry II	Pharmacotherapy III
Pharmacotherapy II	Medical Literature Evaluation II
Medical Literature Evaluation I	Applied Patient Care IV
Applied Patient Care III	Servant Leadership
Introductory Pharmacy Practice Experience 3	Introductory Pharmacy Practice Experience 4

P3 Year	
Fall	Spring
Patient Care Ethics	Pharmacoeconomics & Epidemiology
Pharmacy Law	Pharmacy Management & Leadership
Pharmacotherapy IV	Pharmacotherapy V
Applied Patient Care V	Applied Patient Care VI
Electives	Electives

P4 Year	
Community Pharmacy APPE	
Acute Care Medicine APPE	
Hospital / Health System Pharmacy APPE	
Ambulatory Care APPE	
Elective APPEs	

## 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:

Design of the Applied Patient Care series has the following guiding principles:

- Focus on skill and process development
  - Minimally incorporate new content but rather focus on developing students' Applied Patient Care and processes while building on knowledge from other courses
- Assessment tools must match in IPPEs, Patient Assessment, Patient Care Management series, and APPEs potentially including:
  - Medication history (current medication list)
  - Patient interviewing
  - Patient education
  - Case Presentation
  - Care Plan Delivery
  - Communication
  - Documentation skills (i.e., SOAP notes)
- System must exist to administer assessment tools, archive performance, and generate reports (individual and composite)
  - Campus and remote accessibility (preceptors, faculty, peer-assessment, self-assessment)
  - More than "Overall Score" – need to be able to capture rubric/skill components
  - Student skill development
  - Curricular effectiveness
  - Scholarship
- Student's individual accountability is an absolute MUST
  - Requires creative use of peer students, upperclass students, residents, and faculty to facilitate learning experiences, formative assessment and feedback, and summative evaluation
  - Teach / encourage self-directed and life-long learning
- Incorporate opportunities for interprofessional education

SEMESTER/COURSE	SKILL FOCUS AREAS	CONCURRENT COURSES AND INTEGRATION	KEY CONSIDERATIONS & COMMENTS
P1 Fall Applied Patient Care I	<ul style="list-style-type: none"> <li>Interpreting prescriptions</li> <li>Errors and Omissions</li> <li>Health literacy</li> <li>Cultural competence in health care</li> <li>Obtain a current medication list</li> <li>Patient education</li> <li>Profile / drug use review</li> <li>Basic tertiary references</li> <li>Intro Drug Info Questions</li> <li>Pharmacy Current Events</li> </ul>	<ul style="list-style-type: none"> <li>Pharmaceutics I</li> <li>Pharmacy &amp; the Health Care System</li> <li>Biochemistry - integrated w/DI</li> <li>Anatomy/Physiology - integrated with Top drugs</li> <li>IPPE-1 <ul style="list-style-type: none"> <li>Cultural competency</li> <li>Critical reflection</li> <li>Intro to communication skills</li> <li>Intro to medication safety</li> <li>StrengthsFinder</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Critical introductory semester to prepare for IPPEs</li> <li>Ties to pharm sci courses critical in case / education development</li> </ul>
P1 Spring Applied Patient Care II	<ul style="list-style-type: none"> <li>All P1 Focus Areas Reinforced</li> <li>Secondary Database Searches</li> <li>Root Cause Analysis</li> <li>Pharmaceutical Care Assessment</li> <li>Pharmaceutical Care Plan Development</li> <li>Pharmaceutical Care Plan Delivery</li> <li>Introduction to OTC tests (pregnancy/fertility, HIV, Drugs of Abuse , UTI etc)</li> <li>Interpreting Laboratory Values</li> <li>Otic and Ophthalmic Medication Use</li> <li>Clinical Approaches to Drug Interactions</li> <li>Introduction to Guideline Use and Development</li> <li>Dietary Supplements Presentations</li> </ul>	<ul style="list-style-type: none"> <li>Pharmacotherapy I: Self-care <ul style="list-style-type: none"> <li>Musculoskeletal pain and headache</li> <li>Cough, cold, allergies, fever</li> <li>Heartburn, dyspepsia, diarrhea, constipation</li> <li>Smoking cessation</li> <li>Complementary and alternative medicine</li> <li>Ophthalmic, otic, and dermatologic disorders</li> </ul> </li> <li>Pharmaceutics II (w/lab)</li> <li>Pharmacology I</li> <li>Immun., Mol. Biol., and Micro</li> <li>Pharmacy Calculations</li> <li>IPPE-2 <ul style="list-style-type: none"> <li>Error reporting systems, analysis, &amp; solutions</li> <li>Communication during conflict management &amp; difficult situations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Assessment Focus</li> <li>Includes focus on concurrent dosage forms, routes of administration</li> </ul>
P2 Fall Applied Patient Care III	<ul style="list-style-type: none"> <li>Intro to health record and clinical doc</li> <li>Patient interviewing</li> <li>Care plan development</li> <li>Patient education</li> <li>Intermediate Drug Info Questions</li> </ul>	<ul style="list-style-type: none"> <li>Applied Pharmacokinetics</li> <li>Pharmacotherapy II <ul style="list-style-type: none"> <li>Acute &amp; chronic kidney disease</li> <li>Hyperlipidemia</li> <li>Hypertension</li> <li>VTE</li> </ul> </li> <li>Pharmacology II</li> <li>Medical Literature Eval I</li> <li>Advanced Pharmaceutical Prep (w/lab)</li> <li>IPPE-3 <ul style="list-style-type: none"> <li>APhA Career Pathways</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Self-Assessment Focus</li> <li>Self-care emphasis should tightly coincide with OTC topics</li> <li>Ties to social / behavioral and law courses critical</li> </ul>

SEMESTER/COURSE	SKILL FOCUS AREAS	CONCURRENT COURSES AND INTEGRATION	KEY CONSIDERATIONS & COMMENTS
P2 Spring Applied Patient Care IV	<ul style="list-style-type: none"> <li>• Patient-oriented written information</li> <li>• Patient education – special populations</li> <li>• Interprofessional communication</li> <li>• Public health issues</li> <li>• Preventative services</li> <li>• Immunizations</li> <li>• Intermediate Drug Info Questions</li> </ul>	<ul style="list-style-type: none"> <li>• Pharmacotherapy III <ul style="list-style-type: none"> <li>○ <i>Infectious disease</i></li> <li>○ <i>Endocrine</i></li> <li>○ <i>Inflammatory disorders</i></li> </ul> </li> <li>• Patient Assessment</li> <li>• Pharmacology III</li> <li>• Medical Literature Eval II</li> <li>• Social and Behavioral Pharmacy</li> <li>• IPPE-4 <ul style="list-style-type: none"> <li>○ <i>Letters of recommendation</i></li> <li>○ <i>Letters of intent</i></li> <li>○ <i>Interview skills</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Peer (P2) Assessment Focus</li> <li>• Strong emphasis on useful augmentation of verbal education with written documentation</li> <li>• Emphasize public health roles</li> </ul>
P3 Fall Applied Patient Care V	<ul style="list-style-type: none"> <li>• Integrated Cases (inc multiple providers)</li> <li>• Comprehensive patient care (MTM)</li> <li>• Clinical documentation</li> <li>• Advanced Drug Info Questions</li> <li>• Assessing practitioners' skills</li> <li>• Billing</li> </ul>	<ul style="list-style-type: none"> <li>• Pharmacotherapy IV <ul style="list-style-type: none"> <li>○ <i>Oncology</i></li> <li>○ <i>Pulmonary</i></li> <li>○ <i>Psychiatry</i></li> <li>○ <i>Neurology</i></li> <li>○ <i>Pain</i></li> </ul> </li> <li>• Patient Care Ethics</li> <li>• Pharmacy Law</li> <li>• Electives</li> </ul>	<ul style="list-style-type: none"> <li>• Peer (P1, P2) Assessment Focus (supervisory role)</li> <li>• Incorporate ethics in cases and discussions</li> <li>• Emphasize leadership / other supervisory roles</li> <li>• Peer (P3) Assessment Focus</li> </ul>
P3 Spring Applied Patient Care VI	<ul style="list-style-type: none"> <li>• Integrated Cases (inc multiple providers)</li> <li>• Comprehensive patient care</li> <li>• Clinical documentation (FTN, letter to a provider)</li> <li>• Advanced Drug Info Questions</li> <li>• Pharmaceutical Care Assessment</li> <li>• Pharmaceutical Care Plan Delivery</li> <li>• Provider Communication</li> <li>• Patient education</li> <li>• Interprofessional experience with nursing students in nursing simulation lab</li> <li>• Servant Leadership</li> <li>• Case presentation</li> <li>• Medication reconciliation</li> </ul>	<ul style="list-style-type: none"> <li>• Pharmacotherapy V <ul style="list-style-type: none"> <li>○ <i>Nutrition</i></li> <li>○ <i>Men's/women's health</i></li> <li>○ <i>Hepatology/transplant</i></li> <li>○ <i>GI</i></li> </ul> </li> <li>• Pharmacoeconomics and Epidemiology</li> <li>• Pharmacy Management &amp; Leadership</li> <li>• Electives</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce all previous learned concepts in the context of more complex patients or scenarios</li> <li>• Capstone experience that requires students to integrate knowledge from across the curriculum</li> <li>• Peer (P3) Assessment Focus</li> </ul>