

# **L.S. Skaggs College of Pharmacy**

## **Doctor of Pharmacy Student Handbook 2025-2026**

[isu.edu/pharmacy](https://isu.edu/pharmacy)



# Table of Contents

<b>CONTACT INFORMATION.....</b>	<b>7</b>
ADMINISTRATIVE OFFICES .....	7
ACADEMIC OFFICES .....	7
THE COLLEGE’S CAMPUSES .....	7
<b>ORGANIZATION CHARTS.....</b>	<b>7</b>
<b>LAND ACKNOWLEDGMENT.....</b>	<b>7</b>
<b>UNIVERSITY AND DOCTOR OF PHARMACY DEGREE ACCREDITATION STATUS.....</b>	<b>7</b>
<b>VISION, MISSION, AND VALUES .....</b>	<b>8</b>
UNIVERSITY .....	8
L.S. SKAGGS COLLEGE OF PHARMACY .....	8
<b>MESSAGE FROM THE L. S. SKAGGS COLLEGE OF PHARMACY DEAN TOM WADSWORTH, PHARMD, BCPS .....</b>	<b>8</b>
<b>ADMISSIONS &amp; FINANCES.....</b>	<b>9</b>
GENERAL EDUCATION REQUIREMENTS .....	9
PREREQUISITES .....	9
2025-2026 TUITION AND FEES .....	9
<b>FINANCIAL SUPPORT .....</b>	<b>9</b>
AMERICORPS (IDAHO ONLY) .....	9
EMERGENCY FUNDS & EMERGENCY SCHOLARSHIPS .....	10
FINANCIAL ASSISTANCE AND SCHOLARSHIPS .....	10
NON-RESIDENT TUITION WAIVER (NRTW) AND APPLYING FOR IDAHO RESIDENCY STATUS .....	10
PAYING TUITION AND FEES .....	10
TUITION REFUND POLICY .....	10
WICHE (BORDER COUNTY RESIDENTS) .....	10
INTERNATIONAL APPLICANTS .....	10
<b>CURRICULUM.....</b>	<b>11</b>
CURRICULUM OVERVIEW .....	11
CURRICULUM PHILOSOPHY .....	12
PHARMACISTS’ PATIENT CARE PROCESS (PPCP) & IDAHO STATE PHARMD STUDENT IDENTITY .....	13
IDAHO STATE UNIVERSITY PHARMD GRADUATE IDENTITY .....	13
IDAHO STATE UNIVERSITY PHARMD MODIFIED PPCP (PPCP+) .....	13
COEPA+ (CURRICULAR OUTCOMES AND ENTRUSTABLE PROFESSIONAL ACTIVITIES PLUS) .....	14
<i>Entrustable Professional Activities.....</i>	15
<i>Glossary.....</i>	15
CURRICULUM COURSE STREAMS .....	17
CURRICULUM STRUCTURE .....	18
CO-CURRICULUM STRUCTURE AND EXPECTATIONS .....	19
<i>Educational Outcomes of Required Co-curricular Activities .....</i>	19
<i>P1 .....</i>	19
<i>P2 .....</i>	19
<i>P3 .....</i>	19
<i>Point of Contact .....</i>	20
<i>Co-curriculum Activity Student Requirements (P1-P3) .....</i>	20
<i>Documenting Participation Activities .....</i>	20
<i>Assessing Participation Activities.....</i>	20
ELECTIVES .....	21
EXPERIENTIAL EDUCATION: IPPES AND APPES .....	21
INTERPROFESSIONAL EDUCATION AND PRACTICE .....	21
PROGRAM OF STUDY .....	22

<i>First Professional Year (P1): 38 Credits</i> .....	22
<i>Second Professional Year (P2): 31 Credits</i> .....	22
<i>Third Professional Year (P3): 29 Credits</i> .....	23
<i>Fourth Professional Year (P4): 52 Credits</i> .....	23
STUDENT COMPETENCY MEASURES AND ADVANCEMENT TO APPE (PRE-APPE READINESS) .....	24
STUDENT PROFESSIONAL DEVELOPMENT PORTFOLIO REQUIREMENTS (PHAR 9923/9933/9943) .....	24
<b>STUDENT COMPLIANCE REQUIREMENTS</b> .....	<b>24</b>
REQUIRED FORMS .....	24
OPTIONAL FORMS .....	24
CRIMINAL BACKGROUND CHECK & INTERN LICENSE/REGISTRATION .....	24
HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA) .....	25
IMMUNIZATIONS AND SCREENINGS .....	25
INTERN LICENSE/REGISTRATION .....	25
PHARMACIST LICENSURE .....	26
TECHNICAL STANDARDS .....	26
<b>ACADEMIC &amp; STUDENT AFFAIRS</b> .....	<b>27</b>
ACADEMIC ADVISING .....	27
ACPE COMPLAINTS PROCESS .....	27
ASSESSMENT REQUIREMENTS .....	27
ATTENDANCE REQUIREMENTS & ABSENCES .....	28
<i>Attendance Requirements</i> .....	28
<i>General Absence Information</i> .....	28
<i>List of Excused Absences</i> .....	29
CODE OF CONDUCT .....	29
COMPLAINTS: COURSE/EVENT/ACTIVITY COMPLAINT .....	29
COURSE AND TEACHING EVALUATIONS .....	30
COURSE RETAKE .....	30
CREDIT LIMIT .....	30
DEAN'S LIST/HONORS DESIGNATION .....	30
DUAL DEGREES .....	30
<i>PharmD/MBA</i> .....	30
<i>PharmD/MPH</i> .....	30
<i>PharmD/PhD</i> .....	31
GRADING .....	31
<i>Grading Framework &amp; Grade Point (GPA) Calculation</i> .....	31
<i>Course Grade Appeal</i> .....	31
<i>Appeal outside of the institution</i> .....	31
<i>Grade of Incomplete</i> .....	32
<i>Withdraw</i> .....	32
IN-PERSON ATTENDANCE REQUIREMENTS .....	32
LEAVE OF ABSENCE .....	32
ORIENTATION PROGRAMS & ACTIVITIES .....	32
PETITION .....	32
PROGRAMMATIC PROGRESSION .....	32
<i>Progression Requirements</i> .....	32
<i>Academic Standing</i> .....	33
<i>Probation</i> .....	33
<i>Removal of Probation Status</i> .....	33
<i>Suspension</i> .....	33
<i>Dismissal &amp; Readmission</i> .....	33
<i>Due Process and Right to Appeal</i> .....	33
PROGRESSIONS: COMMITTEE PARAMETERS AND PROCEDURAL GUIDELINES FOR MEETINGS INVOLVING STUDENTS .....	34
<i>Committee Structure and Purpose</i> .....	34
<i>Meeting Notice and Purpose</i> .....	34
<i>Procedural Guidelines for Progressions Committee Meetings Involving Students</i> .....	35

<i>Progression Committee Decision Appeal</i> .....	35
<i>Progression Dismissal Appeal</i> .....	35
<i>Grounds for Granting an Appeal</i> .....	36
<i>If a Dismissal is Overturned</i> .....	36
<i>Appeals outside of the Institution</i> .....	36
<i>Academic Integrity</i> .....	36
REGISTRATION .....	37
REMEDIATION IN PHARM D DIDACTIC COURSES .....	37
ROMANTIC OR SEXUAL RELATIONSHIPS BETWEEN FACULTY/PRECEPTORS AND STUDENTS .....	37
STUDENT SUCCESS NOTIFICATION .....	38
SUBSTANCE ABUSE AND TESTING .....	38
<i>Substance abuse</i> .....	39
<i>Drug and Alcohol Testing</i> .....	39
<i>Testing Protocol</i> .....	39
<i>Response to Positive Findings</i> .....	40
TIME TO DEGREE .....	40
TITLE IX NOTICE OF NON-DISCRIMINATION (SEXUAL HARASSMENT) .....	40
TITLE VI DISCRIMINATION BASED ON RACE, COLOR, OR NATIONAL ORIGIN .....	40
TRANSFER .....	40
<i>Transfer between campuses</i> .....	40
<i>Transfer from another School or College of Pharmacy</i> .....	41
<b>COMPUTER RESOURCES &amp; GUIDELINES</b> .....	<b>41</b>
COMPUTER SPECIFICATIONS AND SOFTWARE REQUIREMENTS .....	41
DUO SECURITY .....	41
EXAMSOFT/EXAMPLIFY MINIMUM SYSTEM REQUIREMENTS .....	41
GOOGLE SUITE: EMAIL, DRIVE, CALENDAR .....	41
INFORMATION TECHNOLOGY SERVICES & HELP DESK .....	41
LEARNING MANAGEMENT SYSTEM .....	41
SOCIAL MEDIA .....	42
<i>Official PharmD Social Media Accounts</i> .....	42
<i>Guidelines</i> .....	42
<b>STUDENT CODES AND RIGHTS: IDAHO STATE UNIVERSITY &amp; COLLEGE-SPECIFIC</b> .....	<b>43</b>
PROFESSIONAL BEHAVIORAL EXPECTATIONS (PROFESSIONALISM POLICY) .....	43
NOTIFICATION OF STUDENT RIGHTS UNDER FERPA .....	44
CODE OF ETHICS FOR PHARMACISTS .....	44
OATH OF A PHARMACIST .....	45
PLEDGE OF PROFESSIONALISM .....	45
<b>STUDENT ENGAGEMENT IN UNIVERSITY AND COLLEGE GOVERNANCE COMMITTEES</b> .....	<b>46</b>
UNIVERSITY COMMITTEES .....	46
COLLEGE OF PHARMACY FACULTY GOVERNANCE COMMITTEES .....	46
<b>STUDENT ORGANIZATIONS</b> .....	<b>47</b>
PROFESSIONAL PHARMACY STUDENT ALLIANCE (PPSA) .....	47
ALASKA PHARMACIST’S ASSOCIATION (AKPHA) .....	47
INTERNATIONAL PHARMACEUTICAL STUDENTS FEDERATION (IPSF) .....	47
AMERICAN PHARMACISTS ASSOCIATION — ACADEMY OF STUDENT PHARMACISTS (APHA-ASP) .....	47
IDAHO SOCIETY OF HEALTH-SYSTEMS PHARMACISTS (ISHP) .....	48
NATIONAL COMMUNITY PHARMACISTS ASSOCIATION (NCPA) STUDENT CHAPTER .....	48
FRATERNITIES .....	48
<i>Kappa Psi</i> .....	48
<i>Phi Delta Chi</i> .....	48
<i>Phi Lambda Sigma</i> .....	48
<i>Rho Chi Honor Society</i> .....	48
STUDENT COMPETITIONS .....	48

2023-2024 .....	49
2021-2022 .....	49
2020-2021 .....	49
2018-2019 .....	49
2017-2018 .....	49
2016-2017 .....	49
STUDENT SENATE .....	49
<b>RESOURCES.....</b>	<b>49</b>
ACADEMIC CALENDAR .....	49
ACADEMIC COACHING .....	49
ACCOMMODATION OF STUDENTS WITH DISABILITIES .....	50
ALERTS .....	51
ANNUAL LECTURES .....	51
<i>Tauscher Lecture</i> .....	51
<i>Chu Lectureship</i> .....	51
BOARD OF PHARMACY & SCOPE OF PRACTICE .....	51
<i>Alaska: <a href="https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/BoardofPharmacy.aspx">https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/BoardofPharmacy.aspx</a></i> .....	51
<i>Idaho: <a href="https://dopl.idaho.gov/bop/">https://dopl.idaho.gov/bop/</a></i> .....	51
CLASS AND EXAM SCHEDULES .....	51
COPY CENTER .....	51
DISABILITY SERVICES .....	51
DRESS CODE IN THE CLASSROOM .....	51
ELECTRONIC CLASSROOM RESOURCES .....	52
<i>Online Notes and Video Recordings</i> .....	52
<i>Copyright Infringement</i> .....	52
ENGLISH SPEAKERS OF OTHER LANGUAGES (ESOL) SUPPORT .....	52
EMAIL SIGNATURE .....	52
EMERGENCY FUNDS & EMERGENCY SCHOLARSHIP .....	53
EQUAL OPPORTUNITY .....	53
EXAMSOFT© AND EXAMPLIFY .....	53
FACILITIES & BUILDING ACCESS .....	53
<i>Leonard Hall – Pocatello</i> .....	53
<i>Sam &amp; Aline Skaggs Health Science Center – Meridian</i> .....	53
<i>Professional Studies Building – Anchorage</i> .....	53
FACULTY OFFICE HOURS .....	53
FOOD INSECURITY: BENNY’S PANTRY & SEAWOLF PANTRY .....	53
HEALTH SERVICES .....	53
INCLEMENT WEATHER .....	54
MALPRACTICE/LIABILITY AND WORKERS COMPENSATION INSURANCE .....	54
LIBRARY AND INTERLIBRARY LOAN .....	54
<i>Library</i> .....	54
<i>Interlibrary Loan</i> .....	54
NAME BADGES .....	54
PARKING .....	54
PHARMACY CAREER FAIR .....	54
POSTER PRINTING/COPY CENTER .....	55
PREGNANT OR PARENTING .....	55
PEER TUTORING: THE RHO CHI SOCIETY .....	55
RELIGIOUS ACCOMMODATIONS .....	55
ROOM CALENDARS AND REQUEST A ROOM .....	56
<i>Idaho:</i> .....	56
<i>Alaska:</i> .....	56
SEVERE WEATHER .....	56
STUDENT-SUBMITTED PROFESSIONAL CONDUCT AND WELLBEING NOTIFICATION .....	56
STUDY ROOMS .....	57
TESTING & EXAMSOFT©/EXAMPLIFY© .....	57

<i>In-person testing</i> .....	57
<i>Assessment Question Appeals</i> .....	58
<i>Testing Remotely</i> .....	58
<b>DISCLAIMER</b> .....	<b>58</b>
<b>PREVIEW REQUIRED FORMS – DIGITAL SIGNATURE VIA DOCUSIGN IS REQUIRED</b> .....	<b>60</b>
STUDENT HANDBOOK UNDERSTANDING .....	60
FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA) AUTHORIZATION .....	61
MEDIA RELEASE .....	62
EXPERIENTIAL EDUCATION AND CONFIDENTIALITY UNDERSTANDING .....	63
CLINICAL EDUCATION INFORMED CONSENT: RELEASE FOR CRIMINAL BACKGROUND INVESTIGATION, IMMUNIZATIONS, AND DRUG SCREENING .....	64
CLINICAL EDUCATION ASSUMPTION OF RISK .....	65

## Contact Information

### Administrative Offices

Office of the Dean	208-282-2175
Office of Academic Affairs	208-373-1824
Office of Experiential Education	208-282-4794
Office of Student Affairs	208-282-4597

### Academic Offices

Biomedical and Pharmaceutical Sciences Department	208-282-4455
Clinical Psychopharmacology Department	208-373-1802
Pharmacy Practice & Administrative Sciences Department	208-282-3413

### Faculty and Staff

See [College Directory](#)

### The College's Campuses

The Doctor of Pharmacy is delivered at three campus locations: Pocatello, ID; Meridian, ID; and Anchorage, AK. General information about each campus can be found [here](#).

Pocatello	Meridian	Anchorage
Physical Address: 970 South 5th Avenue, Pocatello, ID 83209 Building #8	1311 E Central Drive, Meridian, ID 83642-7991	Physical: 2533 Providence Drive, #111 Mailing: 3211 Providence Drive, PSB 111 Anchorage, AK 99508
Mailing Address: 921 South 8th Avenue, Stop 8288, Pocatello, ID 83209-8288 (208) 282-4597	(208) 373-1793	(907) 786-6553

## Organization Charts

The University administrative organization chart is available [here](#). The College administrative organization chart is available on the Faculty Resources page [here](#).

## Land Acknowledgment

Idaho State University (Pocatello) acknowledges that it is located within the boundaries of the original Fort Hall Reservation on the traditional lands of the Shoshone and Bannock peoples. Idaho State University (Meridian) acknowledges that it is located on the traditional lands and territory of the Shoshone, Bannock, and Paiute peoples. Idaho State University (Alaska) acknowledges that it is located on the ancestral lands of the Dena'ina, Ahtna Dene, Alutiiq/Sugpiaq, Chugachmiut, and Eyak peoples.

## University and Doctor of Pharmacy Degree Accreditation Status

ISU's regional accreditor is the Northwest Commission on Colleges and Universities (NWCCU). The University has full accreditation through Oct 1, 2028.

The Idaho State University L.S. Skaggs College of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE). The United States Department of Education recognizes ACPE as the national agency for accreditation of professional degree programs in pharmacy and continuing pharmacy education programs. The accreditation term granted to the professional Doctor of Pharmacy degree program extends through June 30, 2033. ACPE, 190 South LaSalle Street, Suite 3000, Chicago, IL 60603, 312/664-3575; FAX 866/228-2631 [www.acpe-accredit.org](http://www.acpe-accredit.org). To file a complaint with ACPE, see the *Academic & Student Affairs: ACPE Complaints* section of this Handbook or visit the [ACPE website](#).

## Vision, Mission, and Values

### University

- Vision:** We inspire a passion for knowledge and discovery.
- Mission:** We engage students through learning and research opportunities that improve the intellectual vigor, cultural vitality, and health of our communities.
- Values:** Integrity, Community, Inclusivity, Teamwork, Shared Responsibility, and Learning.

### L.S. Skaggs College of Pharmacy

- Vision:** To lead the nation in innovative pharmacy discovery and practice and inspire learners to be catalysts for change.
- Mission:** Develop caring and collaborative pharmacists and scholars who improve health outcomes through transformative research and patient-centered care.
- Values:** Integrity, Access, Inclusiveness, Collaboration, Intellectual Curiosity, and Accountability.

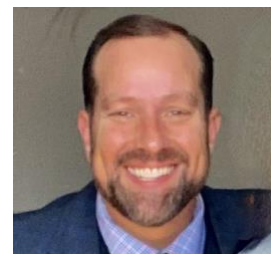
The full Vision, Mission, and Values and the Strategic Plan for the University are available [here](#).  
The full Vision, Mission, and Values and the College's Strategic Plan are available [here](#).

## Message from the L. S. Skaggs College of Pharmacy Dean

Tom Wadsworth, PharmD, BCPS

With heartfelt enthusiasm, the faculty and staff extend a warm welcome as you embark on an extraordinary journey at the L.S. Skaggs College of Pharmacy. Here, you are not merely enrolled in a program; you are entering a profession brimming with boundless potential and a future teeming with opportunities.

You are joining the field of pharmacy during an extraordinary era! The landscape is rich with possibilities, offering diverse career paths, numerous job opportunities, and avenues for leadership and advocacy. The scope of practice for pharmacists, now more closely aligned with our training and expertise than ever before, will empower you to directly and profoundly impact healthcare access and improve the lives of our patients. The rapid pace of drug discovery and breakthroughs opens new horizons each day, with the advent of artificial intelligence promising to accelerate this progress like never before. Indeed, a promising and meaningful career lies ahead.



As you stand at this pivotal moment, on the cusp of your career, I am reminded of the words spoken by Brutus on the eve of battle, as quoted from Shakespeare's renowned play: *"There is a tide in the affairs of men, Which, taken at the flood, leads on to fortune; Omitted, all the voyage of their life Is bound in shallows and in miseries. On such a full sea are we now afloat... And we must take the current when it serves or lose our ventures."*

Today feels as if you are "on such a full sea." The tide is in your favor, and the current is strong. It's now up to you to set sail and venture forth. Recognize the profound significance of this moment and seize the opportunity you've carved out for yourselves. I invite you to fully dedicate yourselves to your learning journey. Transformation into our pharmacy profession demands your unwavering dedication, perseverance, and resilience. Challenges will indeed arise, but through these difficulties, you'll emerge even stronger and more capable. Keep in mind that significant change never comes without sincere effort. Thus, immerse yourselves fully in your studies and make a commitment to yourself to be a professional and intentionally project that in the way you dress, the way you speak, the surroundings you find yourself in, and most importantly, the way that you care for people. In this way, you will become the pharmacist society needs you to be.



Our esteemed faculty members are experts in the field of pharmacy and dedicated educators committed to your success. They will serve as your guides, providing instruction, constructive feedback, and essential course corrections. Their role extends beyond the classroom; your interactions with them will demonstrate what it truly means to be a pharmacist. These connections will be crucial in your transformation and integration into this respected profession.

Lastly, as you step into the L.S. Skaggs College of Pharmacy, remember you are now part of a legacy that dates back to 1920. Those who preceded you forged the bedrock of our institution and profession. You will benefit from this foundation and legacy as you gain the knowledge and professional identity of an ISU pharmacy alumnus. You, our students, are now the torchbearers of pharmacy's future. You must embrace this identity and the profound responsibility of being a pharmacist. The trust bestowed upon you will serve as both a lesson and a reward; within this respected program, that trust will be learned and earned. We eagerly anticipate your journey of growth and accomplishments as you ascend.

## Admissions & Finances

### General Education Requirements

Pharmacy students without a US baccalaureate degree from an accredited college or university, an associate of arts/science degree, or core certification/common course transfer from a school covered by the state articulation agreement are required to complete the same general education requirements as students completing a bachelor's degree at ISU.

The General Education Requirements/Objectives are identified by ISU [here](#). The College requires all Doctor of Pharmacy students to have a broad educational background in communication, humanities, and social sciences. Students must complete at least 72 college/university credits before beginning the Doctor of Pharmacy program. Students must also complete any General Education Requirement deficiencies before progressing to P4 status.

### Prerequisites

Students must complete all pre-pharmacy requirements by the end of the spring term of the year they apply. If necessary, biochemistry may be completed in the early summer session before your admission. Pre-pharmacy and general education requirements may be completed at any US accredited two- or four-year college. These courses provide the foundation necessary for successfully completing the PharmD program.

In addition to the pre-pharmacy requirements, students will need to complete ISU's general education requirements OR complete an Associate of Arts or Science degree OR a Bachelor of Arts or Science degree. The pre-pharmacy requirements and ISU General Education Objectives are available [here](#).

### 2025-2026 Tuition and Fees

Fees per semester*	Idaho Resident	Nonresident**	Alaska Resident
Tuition and Fees	\$4,457	\$14,120	\$0
PharmD Fee	\$8,080	\$11,116	\$17,420
Malpractice Insurance	\$5	\$5	\$5
<b>Total</b>	<b>\$12,542</b>	<b>\$25,241**</b>	<b>\$17,425</b>

\*Costs required for background checks, drug testing, and any electives taken outside the College are not included above and are the responsibility of the student.

\*\* Eligible US nonresident students may apply for Idaho residency and in-state tuition after 1 year. Must be US citizens.

## Financial Support

### AmeriCorps (Idaho only)

AmeriCorps is a volunteer program in which students can apply at the start of their P3 year to help with the cost of tuition or loan reimbursement. This program has several tracks students can apply for, which include either 450 service hours or 675 service hours. Service hours are defined as patient care activities within the state of Idaho. These activities include 90 hours of class time, IPPE and APPE rotations, and service events hosted by AmeriCorps. You will be required to complete all onboarding for the program and a biweekly timesheet for your service. These must

match what OEE has on records from your preceptor. Hours of service can only be counted if the event is within Idaho. No out-of-state rotations or experiences will count towards the service amount. The contracts must be completed by August 31st of the following year.

There are limited spaces for each program year, so apply early within your P3 program year to ensure you have a spot for your APPE experiences. See the AmeriCorps webpage for more details, onboarding, and eligibility requirements: <https://idahohealthcorps.com/>

### **Emergency Funds & Emergency Scholarships**

The University Dean of Students has emergency resources for students experiencing unforeseen financial hardship. Emergency Fund and Emergency Scholarship resources are available [here](#). For additional student care resources, see Food Insecurity: Benny's Pantry (ISU) & SeaWolf Pantry (UAA) within this Handbook.

### **Financial Assistance and Scholarships**

Federal and state financial aid programs include the Federal Direct Loan. For need-based financial assistance, students must complete a Free Application for Federal Student Aid (FAFSA). The FAFSA is returned to the federal processor with accurate tax information as soon as possible after January 1. Priority is given to completed applications received by March 1.

Per federal financial aid guidelines and the FAFSA, a professional pharmacy student is considered for the same funding opportunities as a graduate student for financial aid purposes. For the Advanced Pharmacy Practice Experience (APPE) year, students are advised to apply before March 1 of the student's P2 year for an additional semester of financial aid. For further information, visit [Idaho State Financial Aid](#) online.

In addition to university financial aid and external scholarships, the College administers scholarships to professional pharmacy students. Some packages are awarded annually, and others are renewable for the same student. Awards may focus on criteria such as Idaho residency, academic performance, or extracurricular and leadership involvement.

Every spring semester, all pharmacy students are encouraged to apply to the [BOSS](#) (Bengal Online Scholarship System) and complete the online scholarship application to facilitate awards for the following academic year. Students who do not complete the application by the deadline are not eligible for awards.

### **Non-Resident Tuition Waiver (NRTW) and applying for Idaho Residency Status**

NRTW is available in P1 year to US residents with an entering overall PharmCAS GPA of 3.0 or greater. Students are notified upon offer of acceptance into the PharmD program.

Available in program years two through four to US residents, students can request [Idaho residency](#) for tuition and fee payment purposes with the University Office of the Registrar in the P1 spring semester.

### **Paying Tuition and Fees**

MyISU gives students access to Student Account information and online payment. This site is available 24 hours a day to make paying your bill more convenient. More information is available [here](#).

### **Tuition refund policy**

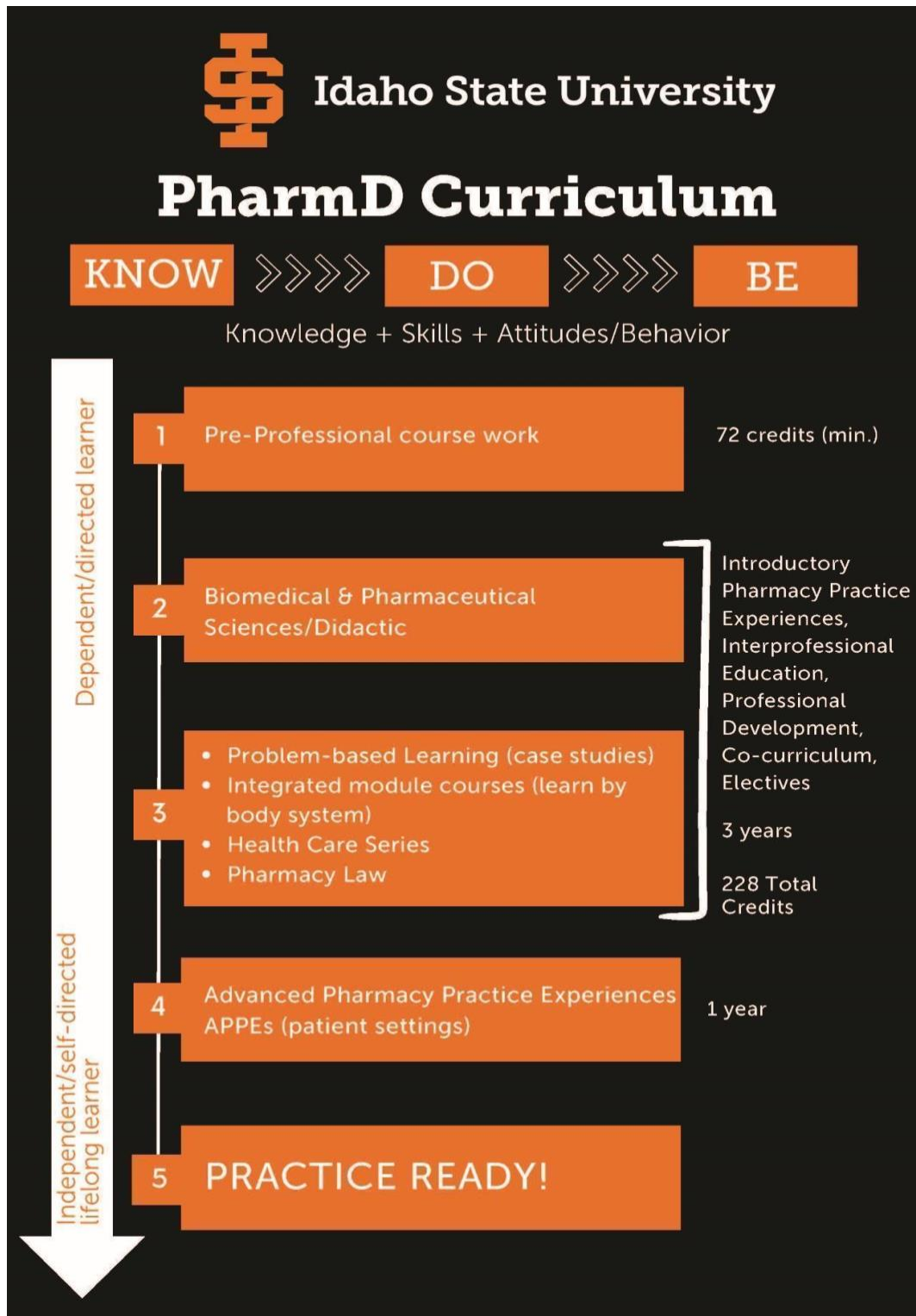
The [University's refund policy](#) addresses refund periods and percentages.

### **WICHE (Border county residents)**

The Western Interstate Commission for Higher Education ([WICHE](#)) was established by Western states to promote and facilitate resource sharing. The professional student exchange program enables students to attend out-of-state professional programs of study with in-state privileges when a professional program is not offered in their home state. Participation varies from state to state and from program to program. Some states require the student to return to the sponsoring state and practice their profession.

### **International Applicants**

International students seeking admissions are to consult the University [International Program Office](#).



## Curriculum Philosophy

The College's Doctor of Pharmacy integrated curriculum emphasizes the mindset of self-awareness, innovation, and professionalism essential for developing skills to be responsive to and be leaders in advanced pharmacy practice. Through professional socialization and patient-centered student experiences, we prepare caring graduates to manage drug therapy as collaborative, interprofessional team members. It assures students graduate ready to contribute to the health and wellness of individuals and communities, educate a broad range of constituents, and effectively manage a highly technical workforce. The figure below presents this philosophy and vision.



## Pharmacists' Patient Care Process (PPCP) & Idaho State PharmD Student Identity

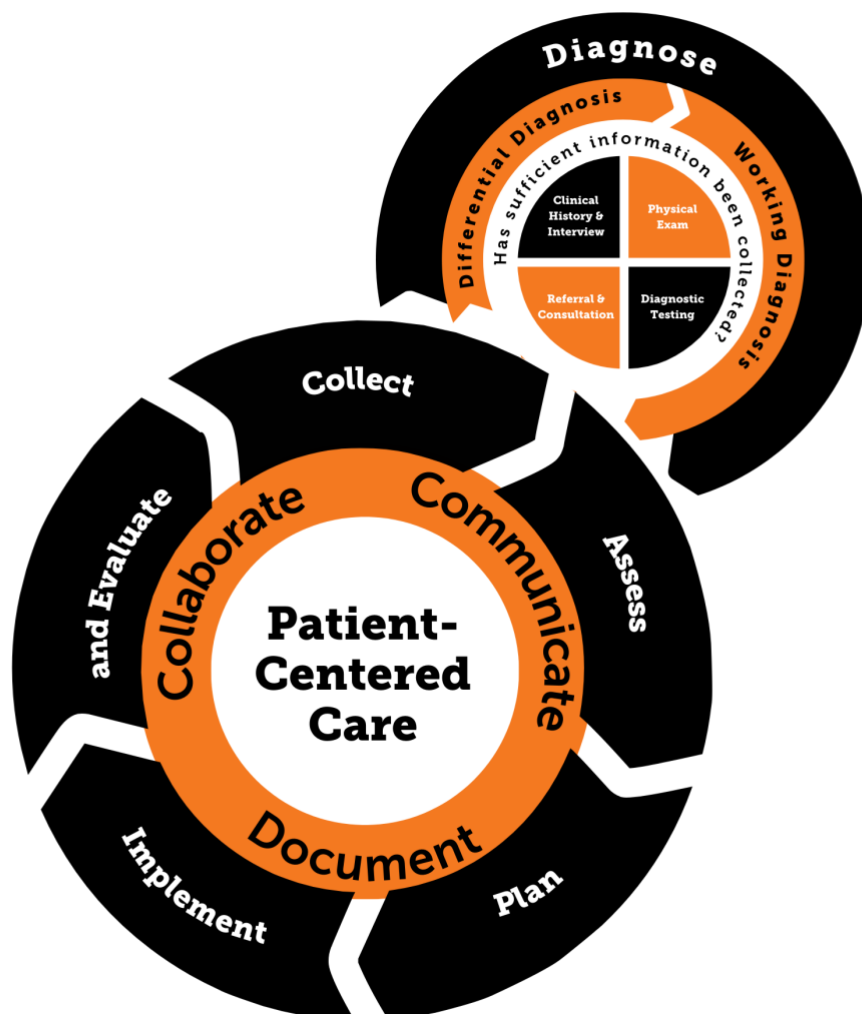
The College integrates the PPCP throughout the curriculum. The PPCP uses a patient-centered approach that depends on the pharmacist having an established relationship with the patient. The relationship supports engagement and effective communication with the patient, family, and caregivers throughout the process. The process also involves the pharmacist working with prescribers and other practitioners to optimize patient health and medication outcomes. The process includes five aspects of patient care. More detailed information about the PPCP can be found [here](#).

## Idaho State University PharmD Graduate Identity

As experts in medication optimization, our graduates embody critical thinking, innovative leadership, and compassion in their clinical practice.

## Idaho State University PharmD Modified PPCP (PPCP+)

The PPCP is not inclusive of the advanced scope of pharmacy practice allowed in Idaho and Alaska. The College's faculty have modified the PPCP (and our curricular outcomes and entrustable professional activities - *see Curricular Outcomes and Entrustable Professional Activities (COEPA+)*) to better represent the necessary steps to intentionally include diagnosis, differential diagnosis, and independent prescribing within the context of our states' scope of pharmacy practice.



Adapted from National Academies of Sciences, Engineering, and Medicine. 2015. Improving Diagnosis in Health Care. Washington, DC: The National Academies Press. <https://doi.org/10.17226/21794> and Joint Commission of Pharmacy Practitioners. Pharmacists' Patient Care Process. May 29, 2014. Available at: <https://jcpp.net/wp-content/uploads/2016/03/PatientCareProcess-with-supporting-organizations.pdf>.



## COEPA+ (Curricular Outcomes and Entrustable Professional Activities Plus)

Clear expectations regarding the knowledge, skills, and attitudes of pharmacy graduates are delineated in the Curricular Outcomes and Entrustable Professional Activities ([COEPA](#)) developed by the American Association of Colleges of Pharmacy and adopted by the Accreditation Council for Pharmacy Education. COEPA domains and EPAs are mapped to the appropriate steps of the PPCP. ISU faculty reviewed COEPA and recognized that COEPA alone was insufficient for advanced practice roles expected of graduates practicing in our states' scope of pharmacy practice. Diagnosis and prescribing are integral aspects of the pharmacist's role and competency in both is essential for the clinical decision-making in Idaho and Alaska. Our faculty, accordingly, adopted a modified COEPA (COEPA+) to guide the expectations of the curricular outcomes and EPAs our graduates will achieve.

Domain	Sub-Domain	Sub-Domain Name	One Word Descriptor	Outcome Description [Bolded words are defined in the Glossary]
1 Knowledge	1.1	Scientific Thinking	Learner	Seek, analyze, integrate, and apply <b>foundational knowledge of medications and pharmacy practice (biomedical; pharmaceutical; social, behavioral, administrative; and clinical sciences; drug classes; and digital health)</b> .
2 Skills	2.1	Problem-solving Process	Problem-solver	Using <b>problem solving</b> and <b>critical thinking skills</b> , along with an <b>innovative mindset</b> , to address challenges and to promote positive change.
	2.2	Communication	Communicator	Actively engage, listen, and <b>communicate</b> verbally, nonverbally, and in writing when interacting with or <b>educating</b> an individual, group, or organization.
	2.3	Cultural and Structural Humility	Ally	Mitigate <b>health disparities</b> by considering, recognizing, and <b>navigating</b> cultural and <b>structural factors</b> (e.g., <b>social determinants of health</b> , diversity, equity, inclusion, and accessibility) to improve access and health outcomes.
	2.4	Person-centered Care	Provider	Provide <b>whole person care</b> to individuals as the <b>medication specialist</b> using the ISU-modified <b>Pharmacists' Patient Care Process</b> .
	2.5	Advocacy	Advocate	Promote the best interests of patients and/or the pharmacy profession within healthcare settings and at the community, state or national level.
	2.6	Medication-use Process Stewardship	Steward	<b>Optimize</b> patient healthcare outcomes using human, financial, technological, and physical resources to improve the safety, efficacy, and environmental impact of <b>medication use systems</b> .
	2.7	Interprofessional Collaboration	Collaborator	Actively engage and contribute as a healthcare team member by demonstrating core interprofessional competencies.
	2.8	Population Health and Wellness	Promoter	Assess factors that influence the health and wellness of a <b>population</b> and develop strategies to address those factors.
	2.9	Leadership	Leader	Demonstrate the ability to influence and support the achievement of shared goals on a team, regardless of one's role.
	2.10*	Diagnostic Process	Decision-maker	Demonstrate <b>clinical reasoning</b> and decision-making to collaboratively formulate a justifiable <b>diagnosis</b> to help maximize patient safety and optimize health outcomes.
3 Attitudes	3.1	Self-awareness	Self-aware	Examine, reflect on, and address personal and professional attributes (e.g., knowledge, <b>metacognition</b> , skills, abilities, beliefs, biases, motivation, <b>help-seeking strategies</b> , and <b>emotional intelligence</b> that could enhance or limit growth, development, and <b>professional identity formation</b> .
	3.2	Professionalism	Professional	Exhibit attitudes and behaviors that embody a commitment to building and maintaining trust with patients, colleagues, other health care professionals, and society.
<b>*Note: 2.10 is added specifically to address the scope of practice in Idaho and Alaska</b>				

1. Collect information necessary to identify a patient's medication related problems and health-related needs.
2. Assess collected information to determine a patient's medication related problems and health related needs.
3. Verify and contribute to a correctly prioritized, relevant differential diagnosis to determine a justifiable diagnosis. \*
4. Create a care plan in collaboration with the patient, others trusted by the patient, and other health professionals to optimize pharmacologic and nonpharmacologic treatment.
5. Contribute patient specific medication related expertise as part of an interprofessional care team.
6. Answer medication related questions using scientific literature.
7. Implement a care plan in collaboration with the patient, others trusted by the patient, and other health professionals.
8. Initiate a medication order or prescription. \*
9. Fulfill a medication order.
10. Educate the patient and others trusted by the patient regarding the appropriate use of a medication, device to administer a medication, or self-monitoring test.
11. Monitor and evaluate the safety and effectiveness of a care plan.
12. Report adverse drug events and/or medication errors in accordance with site specific procedures.
13. Deliver medication or health-related education to health professionals or the public.
14. Identify populations at risk for prevalent diseases and preventable adverse medication outcomes.
15. Perform the technical, administrative, and supporting operations of a pharmacy practice site.

**Note: 3 and 8 are added to address the scope of practice in Idaho and Alaska**

Glossary

<p><b>1.1 Scientific Thinking (Learner)</b></p>	<p><b>Foundational knowledge</b> - outlined in ACPE Appendix 1 and include the biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences as they pertain to the practice of pharmacy.</p> <p><b>Biomedical sciences</b> - the preprofessional sciences (e.g., chemistry, physics, biology) and biomedical (e.g., anatomy, physiology, biochemistry, immunology, biostatistics).</p> <p><b>Pharmaceutical sciences</b> - The pharmaceutical sciences build on principles introduced in the preprofessional biomedical sciences including pharmaceuticals/biopharmaceuticals, pharmacokinetics, pharmacology, toxicology, pharmacogenomics, medicinal chemistry, clinical chemistry, pharmaceutical calculations, and pharmaceutical compounding, which are taught in the professional pharmacy curriculum and collectively explain drug and/or drug product formulation, delivery, stability and action.</p> <p><b>Social, behavioral, administrative sciences</b> - the disciplines and concepts of public health, epidemiology, economics, financial management, health behavior, outcomes, research methods, law and ethics, healthcare administration, management, and operations, marketing, communications, medication distribution systems taught within the professional pharmacy curriculum.</p> <p><b>Clinical sciences</b> - the areas of the professional pharmacy curriculum focused on the integration and application of the biomedical, pharmaceutical, and social/behavioral/ administrative sciences to improve the human condition through the safe and efficacious use of medications.</p> <p><b>Digital health</b> - digital technologies that improve health and includes categories such as mobile health, health information technology, wearable devices, telehealth and telemedicine, personalized medicine, and tools such as mobile health apps and software.</p>
<p><b>2.1 Problem Solving Process (Problem Solver) AND EPA 3</b></p>	<p><b>Problem solving skills</b> - Identify and define problems that have multiple considerations (and possibly more than one viable solution); explore and prioritize potential strategies; compare and contrast potential solutions; design and evaluate implemented solutions using evidence and/or rationale and anticipate and reflect on outcomes.</p> <p><b>Critical thinking</b> - evaluating conclusions by systematically examining the problem, evidence, &amp; solution. It includes 6 core skills including interpretation, analysis, evaluation, inference, explanation, and self-regulation.</p> <p><b>Innovative mindset</b> - a set of beliefs that includes being forward thinking, creative, open to testing, comfortable making mistakes and trying again; collaborative and focused on progress that allows a person to generate creative or novel solutions to problems that result in improved performance.</p>
<p><b>2.2 Communication (Communicator) AND EPAs 10 and 13</b></p>	<p><b>Communication</b> - Communication is the exchange of information between patients, health care providers and others that involves skills such listening, speaking, writing, observing nonverbal communication, decoding messages, giving and receiving feedback, and empathizing.</p>

	<p><b>Educating</b> – Educating focuses how to package, deliver, coach and assess individuals to increase their ability to learn, retain, access and use knowledge. Educating involves teaching methods, instructional strategies, individual differences, and assessment techniques.</p>
<p><b>2.3 Cultural and Structural Humility (Ally)</b></p>	<p><b>Cultural humility</b> – Ability to recognize one's own limitations in order to avoid making assumptions about other cultures, admitting that one does not know and is willing to learn from patients/person/client/consumer/community about their experiences, while being aware of one's own embeddedness in culture(s).</p> <p><b>Structural humility</b> – The capacity of health care professionals to appreciate that their role is not to surmount oppressive structures but rather to understand knowledge and practice gaps vis-a-vis structures, partner with other stakeholders to fill these gaps, and engage in self-reflection throughout these processes.</p> <p><b>Health disparities</b> – preventable differences in the burden of disease, injury, violence, or opportunities to achieve optimal health that are experienced by socially disadvantaged populations.</p> <p><b>Navigating</b> – strategies provided by individuals or teams that reduce barriers to care.</p> <p><b>Structures</b> – The policies, economic systems, and other institutions (policing and judicial systems, schools, etc.) that have produced and maintained social inequities and health disparities, often along the lines of social categories such as race, class, gender, and sexuality.</p> <p><b>Structural competency</b> – The trained ability to discern how a host of issues defined clinically as symptoms, attitudes, or diseases (e.g., depression, hypertension, obesity, smoking, medication "non-compliance", trauma, psychosis) also represent the downstream implications of several upstream decisions about such matters as health care and food delivery systems, zoning laws, urban and rural infrastructures, medicalization, or even about the very definitions of illness and health.</p> <p><b>Social determinants of health</b> – conditions in the environments where people are born, live, work, play, age, and worship that affect a wide range of health, functioning, and quality of life outcomes and risks. There are 5 key domains: social and community context, education, neighborhood and built environment, health and health care, and economic stability.</p>
<p><b>2.4 Person-Centered Care (Provider) AND EPAs 1-12</b></p>	<p><b>Person-centered care</b> – A holistic approach to use with patients to be more inclusive. A broadened definition of patient centered care that extends the concept beyond clinical care where health-care providers are encouraged to partner with patients, families, and caregivers, to co-design and deliver personalized care, including prevention and promotion activities, that provides people with the high-quality care they need and improves health-care system efficiency and effectiveness.</p> <p><b>Whole person care</b> – Whole person health involves looking at the whole person—not just separate organs or body systems— and considering multiple factors that promote either health or disease. It means helping and empowering individuals, families, communities, and populations to improve their health in multiple interconnected biological, behavioral, social, and environmental areas.</p> <p><b>Patient</b> – An individual who interacts with a clinician either because of real or perceived illness, for health promotion and disease prevention and/or to meet social needs.</p> <p><b>Medication Specialist</b> – During the PharmD program students develop specialized knowledge in the safe and effective use of medications. However, a PharmD curriculum does not provide sufficient deliberate practice with focused feedback to achieve expert-level performance. We expect they will continue to develop expertise after graduation.</p> <p><b>Pharmacist's Patient Care Process (PPCP)</b> – a consistent process for the delivery of patient care across the profession that is applicable to any setting where pharmacists provide care and for any patient care service provided by pharmacists. The process includes collect, assess, plan, implement, and follow-up.</p>
<p><b>2.5 Advocacy (Advocate)</b></p>	<p><b>Advocacy</b> – The process by which the actions of individuals or groups attempt to bring about social and/or organizational change on behalf of a particular health goal, program, interest, or population.</p>
<p><b>2.6 Medication-use Process Stewardship (Steward) AND EPA 4</b></p>	<p><b>Optimize medications</b> - Occurs when there is a blend between: 1) developing an optimal medication regimen, that is appropriate for the patient, effective for the medical condition, evidence-based, cost effective, and safe for the patient to use; and 2) using shared decision making: a person-centered approach that incorporates the patient's needs, abilities, values, and beliefs, and taking steps to ensure the medication can be properly used in the setting it will be administered.</p> <p><b>Medication Use System/Process</b> - A complex process comprised of medication prescribing, order processing, dispensing, administration, and effects monitoring (e.g., intended or unintended effects).</p>
<p><b>2.7 Interprofessional Collaboration (Collaborator)</b></p>	<p><b>IPEC competencies</b> – There are four core competency domains: 1) values and ethics; 2) roles and responsibilities for collaborative practice; 3) interprofessional communication; and 4) teamwork and team-based care. The IPEC competencies address maintaining a climate of mutual respect and shared values; using knowledge of one's own role and those of other professions; communicating using a team approach; and appreciating team dynamics, relationship-building values, and teamwork principles.</p>
<p><b>2.8 Population Health and Wellness (Promoter) AND EPA 14</b></p>	<p><b>Population-based care</b> - A comprehensive care approach where practitioners assess the health needs of a specific population, implement and evaluate interventions to improve the health of that population, and provide care for individual patients in the context of the culture, health status, and health needs of the populations of which that patient is a member.</p>
<p><b>2.9 Leadership (Leader)</b></p>	<p><b>Leadership</b> - Leadership is a function of knowing yourself, creating a culture of trust and open communication, having a vision that is well communicated, empowering others, taking a broad view of situations, and forming strategic alliances. Leaders are compared to managers where there are some subtle differences.</p> <p><b>Managers</b> are responsible for identifying, implementing, and overseeing resources to effectively accomplish specific projects or processes.</p>
<p><b>2.10 Diagnostic Process (Decision-maker) AND EPA 3</b></p>	<p><b>Diagnostic process</b> is a complex, patient-centered, collaborative activity that involves information gathering and clinical reasoning with the goal of determining a patient's health problem. It involves role-appropriate decision-making through an iterative process of information gathering, information integration and interpretation, and forming a working diagnosis. Conducting a clinical history and interview, a physical exam, diagnostic testing, and referral and</p>



	<p>consultation with other clinicians are all ways of accumulating relevant information. The pharmacist's role is to partner with other health professionals to facilitate the arrival of a working diagnosis.</p> <p><b>Working diagnosis</b> is a list of potential diagnoses (a differential diagnosis) or a single potential diagnosis.</p> <p><b>Clinical reasoning</b> is a systematic problem-solving process used to gather and analyze information, make judgments, and formulate diagnoses and treatment plans that integrate clinical evidence and patient preferences.</p>
<b>3.1 Self-awareness (Self-aware)</b>	<p><b>Metacognition</b> – a type of cognition that regulates thinking and learning and consists of 3 self-assessment skills including planning, monitoring, and evaluating.</p> <p><b>Help seeking</b> – Assessing needs and finding assistance when a deficit is identified that is associated with academic success. Behaviors may include seeking professional counseling, meditating, exercising, or engaging in the arts.</p> <p><b>Emotional intelligence</b> – The ability to identify and manage one's own emotions, as well as the emotions of others. It includes the skills of emotional awareness, or the ability to identify and name one's own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes both regulating one's own emotions when necessary and helping others to do the same.</p> <p><b>Professional Identity Formation</b> – Involves internalizing and demonstrating the behavioral norms, standards, and values of a professional community, such that one comes to "think, act and feel" like a member of that community. Professional identity influences how a professional perceives, explains, presents and conducts themselves.</p>
<b>3.2 Professionalism (Professional)</b>	<p><b>Professionalism</b> – Includes the elements of adherence to ethical principles, effective interactions with patients and with people who are important to those patients, effective interactions with other people working within the health system, reliability, and commitment to autonomous maintenance and continuous improvement of competence and citizenship and professional engagement.</p> <p><b>Oath of a Pharmacist</b> was revised in 2021.</p>

## Curriculum Course Streams

The curriculum is structured around six major course streams with dedicated faculty organized by stream for appropriate scaffolding and intentional repetition of contemporary course content. The six-course streams are identified below.

Course Stream	Year	Courses
Science Foundations	P1 - P2	BBDA, PBDA, Kinetics/Calculations, Physiology I and II, and Dosage Form/Compounding
Experiential Education and Professional Development	P1 - P4	IPPE Foundations, I, II, III, APPEs, Recitation/Dean's 1st, 2nd, 3rd, Prof Dev I, II, III
Problem-based Learning (PBL)	P1 - P3	PBL Foundations, I, II, III, IV
Health Care	P1 - P3	Intro Pharm Practice, Found Lit Eval, HC I, II, III, Law
Pharmacotherapy	P1 - P3	Intro, Renal/Pulmonary, CV I, II, Endo, Musculo, GI, ID, Special Pops, CNS, Heme/Oncology
Information Mastery	P3 - P4	Capstone, Info Mastery I, II, III

## Curriculum Structure

First Professional Year (P1)1	
Fall	Spring
PHAR 9912 (Fall, Spring, & Summer course)	
PHAR 9923 (Fall & Spring course)	
PHAR 9910	PHAR 9910
PHAR 9911	PHAR 9905
PHAR 9921	PHAR 9922
PHAR 9924	PHAR 9926 & 9926R
PHAR 9931	PHAR 9942
PHAR 9941	PHAR 9956 & 9956R
PHAR 9949 & 9949R	
20 credits	18 credits

Second Professional Year (P2)					
Fall			Spring		
PHAR 9913 (Fall, Spring, & Summer course)					
PHAR 9933 (Fall & Spring course)					
PHAR 9906			PHAR 9907		
PHAR 9920			PHAR 9920		
PHAR 9927 & 9927L			PHAR 9944 with Lab		
PHAR 9961 with Lab (8-week)	PHAR 9962 with Lab (8-week)	PHAR 9963 with Lab (3-week)	PHAR 9964 with lab (5-week)	PHAR 9965 with Lab (4-week)	PHAR 9966 with Lab (5-week)
Electives 3000 or above			Electives 3000 or above		
15-16 credits plus electives			16-17 credits plus electives		

Third Professional Year (P3)					
Fall		Spring			Summer
PHAR 9914 (Fall & Spring Course)					PHAR 9982
PHAR 9943 (Fall & Spring Course)					PHAR 9981
PHAR 9930		PHAR 9930			
PHAR 9908		PHAR 9948 (7-week)			
PHAR 9945 with Lab		PHAR 9969 with Lab (7-week)	PHAR 9970 with Lab (3-week)	PHAR 9971 & 9971R (6-week)	
PHAR 9967 (10-week)	PHAR 9968 with Lab (6-week)				
Electives 3000 or above			Electives 3000 or above		
16-17 credits			13-16 credits		

Fourth Professional Year (P4)					
Fall			Spring		
PHAR 9983			PHAR 9984		
PHAR 9981 6-week	PHAR 9981 6-week	PHAR 9981 6-week	PHAR 9981 6-week	PHAR 9981 6 - 12 weeks	

## Co-Curriculum Structure and Expectations

The Idaho State University College of Pharmacy's co-curriculum enhances students' knowledge, skills, abilities, and attitudes for patient advocacy, interprofessional collaboration, cultural competency, communication, self-awareness, leadership, innovation, entrepreneurship, and professionalism.

Co-curricular activities complement, augment, and/or advance the learning that occurs within the formal didactic and experiential curriculum. They take place outside the classroom, allowing students to pursue their individual career goals. Reflecting on these activities encourages self-awareness that deepens students' understanding of the profession and its expectations.

Learning is classified into three domains: cognitive, affective, and psychomotor. Cognitive is the thinking domain. Much of the assessment in course work is conducted through this domain, including remembering, understanding, applying, analyzing, evaluating, and creating. The psychomotor domain consists of physical and kinetic learning and gross and fine motor skills. The affective domain is characterized by feelings and emotions. It is difficult to assess these skills through traditional testing methods. The co-curricular framework provides a way to review students' outcomes in the affective domain.

Co-curricular activities are developed by the College, Division, University, student organizations, local community, other external groups, and/or individual students. Some activities will likely be eligible for interprofessional education (IPE) events and/or introductory pharmacy practice experiences (IPPE) hours but **cannot be counted more than once**. It is the student's decision where to apply the activity. Any service hours that would count for IPPE, above and beyond the required hours, can be counted for co-curricular activities. Any IPE events above and beyond those required can be counted for co-curricular activities. If you submit IPE or IPPE activities, please indicate that they are above and beyond the required hours/events in your submission (e.g., EXTRA IPE hours, EXTRA IPPE hours). Unlike IPPE service hours that must be patient outreach services, IPE, and co-curricular activities may be outside of official College of Pharmacy or Kasiska Division of Health Sciences events and may not require licensed pharmacist supervision.

Co-curricular activities may not be obtained through coursework for which students earn academic credit or activities with required COP student participation. All IPE, IPPE, and co-curricular experiences must be unpaid.

Courses within the pharmacy curriculum are strongly encouraged to provide a list of opportunities that relate to course content and topics that students may wish to pursue independently for IPE hours or co-curricular credit. Students are to refer to the co-curricular section in the course syllabi for suggestions if provided.

<i>Educational Outcomes of Required Co-curricular Activities</i>			<i>P1</i>	<i>P2</i>	<i>P3</i>
2.3 Cultural and structural humility	Recognize social determinants of health to diminish disparities and inequities in access to quality care.	<ul style="list-style-type: none"> <li>Participate in refugee training session, Migrant worker community meeting, Native American/tribal council meeting;</li> <li>Attend social-cultural event</li> <li>Interview a patient of a different culture</li> </ul>			
2.5 Advocacy	Assure that patients' best interests are represented.	<ul style="list-style-type: none"> <li>Attend community coalition meeting;</li> <li>Volunteer at a free clinic for underserved</li> <li>Participate in immunization coalition meeting;</li> </ul>			
2.6 Medication-use process stewardship	Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.	<ul style="list-style-type: none"> <li>Write a blog or article</li> <li>Volunteer in a research lab or research project</li> <li>Attend workplace pharmacy &amp; therapeutics meeting, quality assurance, quality metrics, drug utilization review, medically unlikely edit meeting</li> <li>Write a business plan</li> </ul>			
2.7 Interprofessional Collaboration	Actively participate and engage as a healthcare team member, by demonstrating mutual respect, understanding, and values to meet patient care needs.	<ul style="list-style-type: none"> <li><i>Interprofessional Collaboration is met via the Interprofessional Educational activities and expectations in IPPE and APPEs.</i></li> </ul>			
2.9 Leadership	Demonstrate responsibility for creating and achieving	<ul style="list-style-type: none"> <li>Organizational leadership roles</li> <li>ISHP Student Leadership Certificate</li> </ul>			

	shared goals regardless of position.	<ul style="list-style-type: none"> <li>Project-based leadership (not related to coursework)</li> <li>Write a blog or article</li> </ul>			
3.1 Self-Awareness	Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.	<i>Self-awareness is demonstrated via the reflection process itself.</i>			
3.2 Professionalism	Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other health care providers, and society.	<ul style="list-style-type: none"> <li>Attend insurance meeting, government regulatory meeting, health policy meeting, political session</li> <li>Attend CE event, professional pharmacy association meeting, complete CE activity</li> </ul>			

#### Point of Contact

The course coordinator for the Professional Development course stream (PHAR 9922, PHAR 9933, & PHAR 9943) is the primary contact for students, faculty, and/or staff who have questions related to co-curricular activities and documentation.

#### Co-curriculum Activity Student Requirements (P1-P3)

Students should participate in co-curricular activities that appeal to their interests and goals throughout their schooling. Opportunities may be provided by faculty who believe the activity would support a selected element; these opportunities may be listed in course syllabi. During each of the P1-P3 years, students must document and reflect upon at least **one co-curricular activity per year in their portfolio. This is required to pass all the courses in the Professional Development course series (PHAR 9923, 9933, & 9943).**

Reflection must be applied to **at least one** of the following co-curricular elements: patient advocacy, cultural sensitivity, leadership, innovation/entrepreneurship, and professionalism. One activity may be applied to multiple elements as appropriate.

#### Documenting Participation Activities

Assessment of co-curricular elements is through student self-evaluation of their developmental needs, which faculty advisors review. Student-defined educational outcomes help ensure that an outcome is achieved within the selected element. Participation in activities must be documented through the student's portfolio in CORE CompMS.

Students must document the experience by including:

1. Date and time;
2. Activity Name;
3. Time spent participating in the activity;
4. Selected Element (learning outcome);
5. Description of event/activity and which course it links to;
6. Supervisor/Contact information or website and;
7. Reflection, including how the learning outcome was met and how the activity will differentiate the student from other pharmacy graduates to future employers.

#### Assessing Participation Activities

Advisors score each document by advising week and can insert comments and provide overall feedback. Students must have a minimum 2.0 score on all portfolio activities to pass the Professional Development courses (PHAR 9923, PHAR 9933, and PHAR 9943). Supplemental or additional portfolio activities may be required to satisfy the minimum acceptable level of portfolio activities.

The Portfolio Reflection Rubric is provided below.

Excellent (4)	Reflections are thoughtful, well organized and demonstrate insightfulness and knowledge on the topic. Facts are supported with appropriate citations. Provides sufficient background detail to help the reader understand the topic or case. Writing is concise, and consistent without any errors.
Acceptable / Good (3)	Reflections show a good understanding of the topic; matches response to problem. Provides some background information to assist the reader understand the topic. Writing contains minor errors.
Marginal (2)	Reflections are difficult to follow or do not contain an adequate level of detail or depth expected of professional students. Writing contains significant factual or typographical errors. Advisor <i>may</i> ask for resubmission of requirement.
Unacceptable (1)	Resubmission of reflection or requirement needed. Please consult with your advisor on needed improvements and changes to structure of reflection.

### Electives

Before beginning APPEs, a minimum of six (6) elective credits must be completed. Elective courses must be relevant to the healthcare profession and enhance the student's professional skills and knowledge. A list of currently approved electives can be found [here](#).

Suitable elective credits must meet the following requirements.

1. 3000 level or higher unless specifically listed in the list of approved electives and related to healthcare delivery. Student pharmacists in a joint program (e.g., PharmD/MBA program) may fulfill elective requirements in the professional program using graduate-level coursework.
2. Taken after matriculation into the PharmD curriculum. Courses taken before PharmD enrollment do not qualify as an elective.
3. Approved by the student's adviser before registration.
4. If the elective is not on the list of approved electives in student management, an email must be submitted to the Associate Dean for Academic Programs, for approval for the course to count toward the six hours of electives.
  - a. The basis of approval is that it meets #1 and #2 listed above and relates to the PharmD Educational Outcomes. Requests must be approved before the add/drop day for the semester, ideally before the semester starts.
  - b. Once a course not already on the approved electives list is authorized by the Associate Dean for the student, the request will be forwarded to the Curriculum Affairs Committee (CAC) to decide if the course should be permanently added to the approved electives list.

### Experiential Education: IPPEs and APPEs

The goal of Introductory Pharmacy Practice Experiences (IPPEs) is to provide students with an introduction to basic pharmacy practice skills beginning early in the professional curriculum in a variety of actual practice settings, working in collaboration with experienced healthcare professionals. IPPEs begin at the introductory level of pharmacy practice and progressively increase in scope and intensity to prepare students for their Advanced Pharmacy Practice Experiences (APPEs). The College Experiential Education Manual contains details, requirements, and additional information.

APPEs are a series of in-depth clinical rotations in various practice settings within the fourth professional year that build on the skills and knowledge obtained in the previous three years of the didactic pharmacy curriculum. Students build clinical skills, problem-solving, critical thinking, interprofessional collaboration, outcome-oriented decision-making, and professionalism. The College Experiential Education Manual contains details, requirements, and additional information.

The College's Office of Experiential Education has complete details regarding expectations, schedules, and other supporting resources [here](#).

### Interprofessional Education and Practice

The L. S. Skaggs College of Pharmacy is a unit within the [Kasiska Division of Health Sciences \(KDHS\)](#). The KDHS vision is that it is "a destination site for health profession education." Its mission is to provide "leadership in the delivery of

rural health care by educating caring and competent professionals across all dimensions of health and promoting interprofessional research and practice in the health sciences".

The goals of the KDHS include:

Goal 1 - To provide high quality programs that are efficient, cost effective, and student oriented.

Goal 2 - To create an environment conducive to inquiry.

Goal 3 - To facilitate interprofessional health services to the community.

Goal 4 - To expand/improve the image and reach of the KDHS as a destination site for health professions education.

Related to Goal 3, interprofessional Education (IPE) is education that occurs when two or more professions learn with, from, and about each other to enable effective collaboration and improve health outcomes. Interprofessional education is part of the didactic component of the Introductory Pharmacy Practice Experience (IPPE) courses and the experiential learning in IPPEs and Advanced Pharmacy Practice Experiences (APPEs). Interprofessional education is an essential component of the University, Kasiska Division of Health Sciences, and College missions. The IPE provided in the didactic components of courses is grounded in the Interprofessional Collaboration Competency Domain, which involves [core competencies developed by the Interprofessional Education Collaborative \(IPEC\)](#).

Each year of the PharmD curriculum includes IPE experiences or activities. The P1-P3 experiences are grounded in the IPEC competencies, including foundational learning, simulation, and patient care activities. Students self-assess and reflect on their experiences with students from other health professions, from across Idaho State University health professional programs, the Idaho College of Osteopathic Medicine, and the UAA WWAMI program. P4 students collaborate on an activity with physician students and reflect on their experiences.

## Program of Study

*First Professional Year (P1): 38 Credits*

### Fall:

PHAR 9910	First Year Recitation (Dean's Hour)	0
PHAR 9911	Foundations of Interprofessional and Experiential Education	1
PHAR 9921	Biological Basis of Drug Action	4
PHAR 9924	Physicochemical Basis of Drug Action	3
PHAR 9931	Health Care I	3
PHAR 9941	Introduction to Pharmacy Practice with Lab	4
PHAR 9949	Human Physiology I	4
PHAR 9949R	Human Physiology I Recitation	0

### Fall & Spring (Register in Fall):

PHAR 9912	Introductory Pharmacy Practice Experience I	1
PHAR 9923	Professional Development I	0

### Spring:

PHAR 9905	Pharmacy Problem-Based Learning Foundations	2
PHAR 9910	First Year Recitation (Dean's Hour)	0
PHAR 9922	Introduction to Pharmacotherapy	5
PHAR 9926	Basic Pharmacokinetics & Calculations	3
PHAR 9926R	Basic Pharmacokinetics & Calc Recitation	0
PHAR 9942	Fundamentals of Study Design and Literature Evaluation in Pharmacy	3
PHAR 9956	Human Physiology II	4
PHAR 9956R	Human Physiology II Recitation	0

*Second Professional Year (P2): 31 Credits*

### Fall:

PHAR 9906	Pharmacy Problem-based Learning I	2
PHAR 9920	Second Year Recitation	0
PHAR 9927	Dose Form Design & Compounding	4
PHAR 9927L	Dose Form Design & Compounding Lab	0
PHAR 9961	Pharmacotherapy I w/Lab (Pulmonary/Renal)	4
PHAR 9962	Pharmacotherapy II w/Lab (Cardiovascular I)	4

**Fall & Spring (Register in Fall):**

PHAR 9913	Introductory Pharmacy Practice Experience II	1
PHAR 9933	Professional Development II	0

**Spring**

PHAR 9907	Pharmacy Problem-based Learning II	2
PHAR 9920	Recitation/Exam	0
PHAR 9944	Health Care II with Lab	4
PHAR 9963	Pharmacotherapy III w/Lab (Cardiovascular II)	2
PHAR 9964	Pharmacotherapy IV w/Lab (Endocrine)	3
PHAR 9965	Pharmacotherapy V w/Lab (Musculoskeletal/Pain)	2
PHAR 9966	Pharmacotherapy VI w/Lab (Gastrointestinal)	3

*Third Professional Year (P3): 29 Credits***Fall:**

PHAR 9908	Pharmacy Problem-based Learning III	2
PHAR 9930	Third Year Recitation	0
PHAR 9945	Health Care III with Lab	4
PHAR 9967	Pharmacotherapy VII (Infectious Disease) w/Lab	5
PHAR 9968	Pharmacotherapy VIII (Special Populations) w/Lab	3

**Fall & Spring (Register in Fall):**

PHAR 9914	Introductory Pharmacy Practice Experience III	1
PHAR 9943	Professional Development III	0

**Spring:**

PHAR 9930	Third Year Recitation	0
PHAR 9948	Pharmacy Law	2
PHAR 9969	Pharmacotherapy IX (Central Nervous System w/Lab	4
PHAR 9970	Pharmacotherapy X (Hematology /Oncology) w/Lab	2
PHAR 9971	Capstone Pharmacy and Pharmacy Problem-Based Learning	5
PHAR 9971R	Capstone Pharmacy and Pharmacy Problem-Based Learning Recitation	0

*Fourth Professional Year (P4): 52 Credits***Summer/Fall/Spring:**

PHAR 9982	Pharmacy Information Mastery I	1
PHAR 9983	Pharmacy Information Mastery II	1
PHAR 9984	Pharmacy Information Mastery III	1
PHAR 9981	Advanced Pharmacy Practice Experiences (APPE)	49

- See OEE Manual: APPE Scheduling and Sample Schedules for more information about APPE choices.
- **Coursework continues through the summer between P3 and P4. Plan accordingly and note how this impacts tuition/fees and financial aid.**
- P4 courses, PHAR 9982, 9983 & 9984, may require in-person on-campus attendance. Refer to the syllabus schedule.

### Student Competency Measures and Advancement to APPEs (Pre-APPE Readiness)

At the end of each academic year (P1-P2), students are reviewed for overall competency in four key areas: 1) Core course final grades, 2) problem-based learning performance, 3) communication skills, and 4) performance on educational outcomes based on data extracted from ExamSoft.

The PharmD Curriculum Committee is currently updating the detailed requirements and descriptions. P3 students will be notified of these expectations.

### Student Professional Development Portfolio Requirements (PHAR 9923/9933/9943)

The following table outlines the Portfolio Requirements to be uploaded into CORE CompMS each semester for P1-P3 students enrolled in the Professional Development courses.

Description of Artifact to be uploaded (A) or Reflection (R) activity.	P1 Fall	P1 Spring	P2 Fall	P2 Spring	P3 Fall	P3 Spring
Case Studies: Self-Evaluation					A	
Co-Curriculum Activity	A / R		A / R		A / R	
Cultural Awareness & Sensitivity		R		R		R
CV/Resume	A	A	A	A	A	A
Improving Learning	R					
Innovation and Entrepreneurship				R		
IPE: Center for Collaborative Education Assessment Survey					A	
IPE: Interprofessional Collaborative Practice Teamwork			R			R
IPE: Interprofessional Socialization & Valuing Survey gB		A		A		A
Leadership Self-Assessment Survey		A		A		A
Patient Advocacy (IPPE)			R			
PaCT Self-Assessment			A			
Patient Advocacy (General)		R				
Patient Counseling Confidence Level (Self-Assessment)		A / R		A / R		A/R
Population-based Care					R	
SMART Goals Exercise	R					
Spring Case Studies SOAP Note (Skill Self-Reflection)				R		
Study Habits Survey	A					

## Student Compliance Requirements

### Required Forms

All Required Forms are completed via DocuSign. Below is a list of all required forms to be signed upon matriculation into the PharmD Program following Associate Dean for Academic Programs review of the Student Handbook with the P1 Class each year. Preview-versions of these forms are located at the end of this Handbook. First-Year Students will receive an email from the College with a DocuSign link to e-sign the following forms:

- COP Student Handbook Understanding
- Family Education Rights and Privacy Act (FERPA) Authorization
- Media Release
- Experiential Education and Confidentiality Understanding
- Clinical Education Informed Consent: Release for Criminal Background Check Investigation, Immunizations, and Drug Screening
- Clinical Education Assumption of Risk

### Optional Forms

- Change of address form (if necessary); [Note, this process is conducted within the MyISU portal.]

### Criminal Background Check & Intern License/Registration

During the admission process, students complete a background check through Certiphi Screening. The Office of Experiential Education will use this background check to place students on Introductory Pharmacy Practice



Experiences (IPPEs). Once matriculated into the PharmD program, students are required to notify the Office of Academic Programs within five (5) business days of any infractions.

In addition, the Idaho and Alaska Boards of Pharmacy require an additional background check separate from Certiphi Screening.

- **Idaho students:** [Idaho Board of Pharmacy](#) background check, including fingerprints
- **Alaska students:** State of Alaska [Background Check Program](#):

During the spring semester of the P3 year, each student must complete and pass a background check through Certiphi Screening in order to progress to APPEs. The College does not guarantee pharmacy practice experiences (IPPEs/APPEs) for students with felony or misdemeanor convictions or charges. IPPEs and APPEs are required to complete the PharmD Curriculum.

Students must be licensed/registered as pharmacy interns within the state where they plan on completing their IPPEs and APPEs and the state where they will be completing their didactic coursework. Each state has different licensure/registration requirements that students are responsible for maintaining. If the student completes IPPE or APPE hours outside of Idaho or Alaska, they are responsible for determining the appropriate requirements in order to obtain hours. Failure to maintain a current student intern license/registration will result in removal from any practice site, forfeiture of all IPPE or APPE hours completed under the expired license, notification to the appropriate Board of Pharmacy, professional development feedback for unprofessional behavior, and referral to the L.S. Skaggs College of Pharmacy's Progression Committee.

### **Health Insurance Portability and Accountability Act (HIPAA)**

HIPAA is a federal law passed by Congress in 1996. On April 14, 2003, a major component of HIPAA that deals with pharmacists and other healthcare providers became effective. These privacy regulations define appropriate and inappropriate disclosures of health information and define the process used to ensure patients' rights. HIPAA was intended to ensure patient confidentiality while maintaining the ability of the healthcare system to share patient information, improve communication between healthcare providers, and improve patient care. Students enrolled in the PharmD Program are involved in patient care activities throughout the curriculum. Student pharmacists receive HIPAA training to assure experiential practice sites that students understand the HIPAA requirements prior to participating in patient care activities. A summary of the Privacy Rule is available [here](#).

Students may not, under any circumstances, place identifiable electronic protected health information on personal devices/jump drives or send this information via any email program. Violating HIPAA during IPPE or APPE may result in repercussions ranging from grade reduction to potential dismissal from the program, in addition to university-level consequences.

Any suspected violation of HIPAA policies will be investigated by the ISU HIPAA Compliance Officer in collaboration with the facilities Privacy Officer. The investigation will assess the scope and severity of the breach. During an IPPE or APPE, students must comply with all the policies and requirements for HIPAA, ISU's policies and the facility policies. If the student becomes aware of or suspects a breach of protected health information, they must notify their supervisor and ISU's HIPAA Compliance Officer immediately.

### **Immunizations and Screenings**

While the College of Pharmacy does NOT require proof of vaccination, we strongly recommend all students be vaccinated in accordance with general recommendations for healthcare professionals. In addition, many of the practice sites used by the College for experiential training require proof of immunization. As part of our affiliation agreements with these clinical sites, students must provide documentation of vaccination—issued by the medical professional who administered the vaccine or report from vaccine registry—or evidence of immunity through titers prior to beginning any training at these locations. Please consult with the Office of Experiential Education for the list of recommended immunizations. Students are responsible for all arrangements and costs associated with health and immunization policies.

See [Religious Accommodations](#) section of this Handbook for additional information.

### **Intern License/Registration**

See [Criminal Background Check and Intern License/Registration](#)

## Pharmacist Licensure

Graduates must fulfill national and state requirements to become a registered pharmacist. Participating states use the North American Pharmacist Licensure Examination™ (NAPLEX®). See the [National Association of Boards of Pharmacy website](#) for a list of state boards of pharmacy and further information. The States of Idaho and Alaska require 1,740 registered hours of practical experience (included in the PharmD curriculum) before taking the NAPLEX®. Completing IPPEs and APPEs will more than adequately satisfy Idaho and Alaska's requirements. **Idaho and Alaska do not require a law exam for licensure. Carefully check the specific licensing requirements and eligibility regarding NAPLEX/MPJE procedures in the state where you plan to practice.**

## Technical Standards

A candidate for admission to the Doctor of Pharmacy program must possess, or be able to achieve through reasonable accommodation, certain intellectual, emotional, and physical abilities that would enable the individual to acquire the knowledge and technical and clinical skills needed to complete, successfully, the curriculum to pursue a career in pharmacy practice.

Upon matriculation to the program, the student must continue to possess, or be able to achieve through reasonable accommodation, the personal competencies outlined below throughout their progression in the program. The practice of pharmacy requires the performance of specific functions that fall into five broad skill categories, including, but not limited to, the areas outlined below. Under all circumstances, a candidate or student should be able to perform the following reasonably independently, with or without a reasonable accommodation.

### Intellectual skills

Students must utilize effective learning techniques in order to assimilate and apply a detailed and complex curriculum to resolve individual drug-related problems. Students must be able to acquire knowledge through many modalities of teaching and instruction, including independent learning, collaborative groups, projects, experiential training, and computer-assisted learning. Students must demonstrate a fundamental and continuing ability to use analytical reasoning independently and in collaboration with others to analyze and solve problems and explain healthcare situations. Students must be able to use information to develop appropriate drug therapy and monitoring plans in a reasonable amount of time.

### Communication skills

Students must be able to communicate effectively in a broad range of academic and healthcare settings, including patients, colleagues, and other healthcare team members. Students must understand, communicate, read, and write fluent English. Students must be able to communicate effectively with patients from a broad range of backgrounds, including the ability to recognize nonverbal communication cues.

### Motor skills

Students must possess the motor, tactile, auditory, and visual abilities required to perform the duties of a generalist pharmacist, including accurately fulfilling all types of medication orders and utilizing diagnostic equipment or other means for patient assessment. Students must have sufficient physical stamina to complete the rigorous didactic, laboratory, and clinical experiences, which consist of long periods of sitting, standing, or moving.

### Behavioral, social, and emotional skills

Students must possess the emotional health required to fully utilize their intellectual abilities, exercise good judgment and prompt completion of all academic and patient care responsibilities. Students must demonstrate professional and ethical demeanor, cultural sensitivity, and the ability to work in an interprofessional environment. Students must also be able to adapt to changes, function in the face of uncertainty, display flexibility, and ensure prompt and safe completion of all responsibilities. Compassion, integrity, interpersonal skills, motivation, and concern for others are humanistic qualities expected of students.

## Academic & Student Affairs

### Academic Advising

Faculty advisors help students set and achieve academic goals and acquire information and services. Faculty advisors are assigned upon matriculation into the program, and students must meet with their faculty advisors every semester during Advising Week. During the scheduled one-week pre-registration period, faculty advisors and students will meet to discuss, at a minimum, the following:

- Academic performance
- Class schedule for the following semester
- Co-curricular activities
- Credit override (See [Credit Limit](#) section of this Handbook).
- Elective courses and selections
- PHAR 9923, 9933, & 9943 Professional Development course reflections and Portfolio activities
- General well-being
- Professional Mentoring and Guidance

Students are encouraged to develop mentoring relationships with other faculty based on shared areas of practice and/or research. The Academic Advisor is not intended to serve all the needs of student pharmacist advising and mentoring.

### ACPE Complaints Process

The Accreditation Council for Pharmacy Education (ACPE) requires each College and School of Pharmacy to have a formal process for other institutions, students, faculty, or the public to lodge written complaints against the college related to ACPE standards, policies, or procedures, including tuition and fee policies. The complaint must be related to the standards or the policies and procedures of ACPE and must be submitted in writing. Complainants are invited to utilize the College complaint form before submitting it to ACPE. For further information and the ACPE online complaints form for issues related to ACPE standards, policies, or procedures, please go to: [www.acpe-accredit.org/complaints](http://www.acpe-accredit.org/complaints). ACPE's Executive Director shall review complaints submitted and resolve the issue generally within six months. A record of complaints shall be kept for consideration on file at the Council office. The complainant shall be advised of the decision or action immediately. When a complainant has threatened or filed legal action against the institution, ACPE will hold complaints in abeyance pending resolution of the legal issues, and the complainant is so advised.

### Assessment Requirements

Analyzing and acting upon student feedback is critical to the College's overall assessment plan and quality improvement processes. Throughout the program, students are asked to engage in the following activities, some of which are required. Additional assessments or activities may be requested of students to provide feedback as deemed necessary.

End-of-term course and faculty evaluations	P1-P3	Standardized course and faculty evaluations	End of each course
AACP Graduating Student Survey ( <b>Required</b> )	P4	An anonymous AACP-standardized survey was developed for all PharmD graduates in the US and administered by the AACP. Aggregate results and national comparisons are shared with programs for curricular quality improvement.	End of P4 spring semester
AACP Gainful Employment Survey ( <b>Required</b> )	P4	Confidential survey of career plans and follow-up questions based on the needs of the College.	End of P4 spring semester

## Attendance Requirements & Absences

### *Attendance Requirements*

In addition to the *General Absence Information* provided below regarding classroom and experiential education activities, all P1 student pharmacists must participate in P1 Orientation in person for both days. Meridian-based student pharmacists are also expected to attend the Meridian New Student Welcome. Students are informed of these dates alongside other P1 Orientation information upon acceptance into the PharmD program. Failure to attend P1 Orientation without advance notification to the Office of Student Affairs may result in the rescinding of acceptance into the PharmD program. Below is a sampling of the required activities. Additional requirements may be added throughout the academic year.

- Chu Lectureship (All)
- Graduation Preparation (P4)
- Pharmacy Fair (P1 & P4)
- White Coat Ceremony (P1)

### *General Absence Information*

Students are expected to be present during scheduled classes and to actively participate in those classes. The classrooms in the College are available to support student learning. In-person attendance in certain courses, especially clinical experiences, is fundamental to the educational program. To receive exceptions and accommodations for remote attendance, students must contact Disability Services at [disabilityservices@isu.edu](mailto:disabilityservices@isu.edu).

Some courses may be designed to include collaborative learning, requiring in-person attendance, and those receiving exceptions and accommodations will be notified of circumstances where remote attendance cannot be accommodated. Remote attendance is not intended to be used for excused/unexcused absences. Students must use sound judgment for the safety of all when considering attendance when ill. Students who are sick should follow CDC Guidance, if applicable, notify their instructor, and access the class videos via Canvas.

This policy applies to didactic course activities required by course coordinators or the College. In the event of any anticipated or unanticipated excused absence, students must appropriately notify their course coordinator. Course coordinators shall provide make-up opportunities for excused absences only. Students must arrange make-up at least one week in advance of an anticipated absence and as soon as possible and no later than the return date of an unanticipated absence. Students must provide appropriate documentation if requested by the course coordinator before make-up is arranged. Any absence longer than three (3) days from the program requires approval from the Associate Dean for Academic Programs, who will provide guidance and assistance with managing program requirements.

### List of Excused Absences

	Reason for absence	Description	Affected person	Advance notice	Considerations	Suggested documentation
Anticipated	Professional development	Local, regional or national professional organization meetings	Student	30 days	Must miss least number of days possible	Meeting badge or equivalent
	University athletics	Athletic competitions	Student	First day of course	See ISU athletic policy	Competition schedule
	Court	Jury duty or required court proceedings	Student	As soon as possible, in advance	Should be scheduled to avoid conflict if possible	Service commitment or court appearance
	Military duty	Active-duty service	Student	As soon as possible, in advance		Service commitment
Unanticipated	Acute illness or injury	Medical emergencies or unanticipated medical care	Student Spouse Child Parent Sibling	As soon as possible, before absence if possible	Use sound judgment for safety of yourself and others when considering attendance	Healthcare provider note with date, time, and confirmation of needed absence
	Childbirth	Unscheduled childbirth	Student Spouse	As soon as possible, before absence if possible	Scheduled childbirth should avoid conflict if possible	Healthcare provider note with date, time, and confirmation of needed absence
	Accidents or victim of crime	Motor vehicle accident, fire, flood, theft	Student	As soon as possible, before absence if possible		Police report, insurance claim, or date/time stamped photo of damage
	Death	Passing of loved one	Spouse Child Parent Sibling Grandparent Close friend Pet	As soon as possible, before absence	Excused for up to 3 days One day only for close friend, pet or other relative	Obituary, memorial program, veterinarian document or equivalent
	Travel delay	Beyond student's control (e.g., canceled flight, closed or impassable roads)	Student	As soon as possible, before absence	Does not include holidays or booking errors	Itinerary change, severe weather warning, or equivalent
	Disability related	Disability Services approved flexibility agreement	Student	As per agreement		Disability Services approved flexibility agreement

***\*Please note that the experiential education attendance policy has additional details, and students should refer to both documents regarding absences during experiential education.***

Other absences are rarely excused and require written permission by the course coordinator at least two weeks in advance (e.g., IPPE service or shadowing, scheduled medical care, US naturalization process, medical mission, wedding, special family event, College or student organization event planning, etc.)

See [Religious Accommodations](#) section of this Handbook for additional information.

### Code of Conduct

See [Professional Behavioral Expectations \(Professionalism Policy\)](#)

### Complaints: Course/Event/Activity Complaint

Issues that may occur during courses, events, meetings, or other College activities. Complaints may include, but are not limited to, inappropriate faculty, staff, or student conduct or inequities in grading prior to a final grade. The Office of the Dean is responsible for managing and responding to complaints. The College encourages persons with grievances to seek resolution promptly using the [College complaint form](#).

Complaints regarding specific courses should be resolved by discussion with the course coordinator, if possible. If the student's complaint requires further resolution, the student should make an appointment with the Department

Chair for the course coordinator. If the student's complaint requires further resolution, the student should make an appointment with the Dean of the College.

### Course and Teaching Evaluations

Students receive instruction from the Office of Academic Affairs on how to complete course and faculty evaluations each semester. Course and teaching evaluations are conducted within CORE CompMS. Course evaluation results go to the course coordinator and the Curriculum Committee; teaching evaluations go to the instructors and their department chair.

### Course Retake

Students who earn a non-passing grade (< C) in a required PharmD course will be placed on academic probation and allowed to retake the course at the next regularly scheduled offering, if eligible, delaying the student's progression in the PharmD program. Course retake is a second attempt at the course at the next regularly scheduled offering. If a student retakes the course at the next regularly scheduled offering and does not earn a passing grade, the student will be required to meet with the Progressions Committee and may be dismissed from the PharmD program. Students will be allowed to remediate via reflection and end-of-course reassessment or retake no more than three (3) total courses during the length of the program.

Students who need to retake a course will be subject to the following additional conditions.

- Students must provide a written individual improvement plan that is approved by the Associate Dean for Academic Programs or designee. Plans should outline barriers to learning and include specific goals to overcome them. The plans should also include seeking out services for academic coaching.
- Course retakes should be successfully completed by the end of the next term the course is offered, except for IPPE and APPE courses, which are subject to preceptor and site availability.
- Students who earn a No Pass (NP) on an IPPE or APPE may meet with the Progressions Committee prior to moving forward in their rotations if they are eligible for course retake.
- Students retaking any coursework must register for and pay the required tuition and fees.
- During the time while a student's progression in the PharmD program is delayed, the student will be required to complete a minimum of 1 credit of approved electives to keep their knowledge base up-to-date and to maintain active enrollment in the PharmD program.
- The student will maintain their pharmacist intern license/registration as long as they are enrolled in elective pharmacy coursework and will be allowed to participate in student outreach and service hours.

### Credit Limit

Students may not take more than 21 credits without the academic advisor's approval. If the advisor approves the credit override but registration is still blocked, the student should contact the Office of Academic Affairs for assistance. Students' financial aid may be delayed if the student is not pre-registered.

### Dean's List/Honors Designation

The College Dean's List comprises students achieving a 3.66 semester GPA, which is calculated for each fall and spring semester. The Dean's List can be viewed [here](#). University Honors Designation can be found [here](#).

### Dual Degrees

#### PharmD/MBA

The Idaho State University College of Business and L.S. Skaggs College of Pharmacy offer a joint PharmD/MBA program. Students enrolled in the Doctor of Pharmacy program may earn an MBA with approximately one summer and one year of additional coursework. Program requirements and curriculum substitutions are described on the PharmD/MBA [website](#). More specifics about the MBA program curriculum are found on the [College of Business MBA website](#).

#### PharmD/MPH

The L.S. Skaggs College of Pharmacy and College of Health at Idaho State University offers a dual PharmD/MPH program for students interested in earning both degrees. Students complete the traditional PharmD and MPH degree programs, with some courses from each program counting towards degree requirements of the other program. Plans of study will differ from student to student; however, it is possible for students to complete the MPH degree by the time they complete the PharmD degree. Students are encouraged to consider this dual degree program as early as possible in their PharmD program. Program



requirements and curriculum substitutions are described on the PharmD/MPH [website](#). More specifics about the MPH program curriculum are found on the [College of Health's MPH website](#).

#### *PharmD/PhD*

The PharmD/PhD dual degree program at Idaho State University College of Pharmacy aims to train qualified biomedical and pharmaceutical scientists for academic, industry, or government positions in the relevant scientific field. This program is intended for highly qualified applicants and is designed to reduce the total time needed for completion of the two degrees while maintaining the high standards of the individual programs. It is intended to increase the number of highly trained clinician-researchers that can operate at the interface of basic research and clinical care to facilitate a more rapid translation of medical innovation into benefit for the patient.

Students accepted into this joint-degree program who demonstrate acceptable progress can expect to receive the PharmD and be eligible to be licensed as a pharmacist after completing the four-year professional degree program. The remaining portion of the joint-degree program will require a minimum of three additional years for completion of the requirements for a PhD degree. The total time to complete the joint-degree program will depend on the individual student's background and progress. After completing the PharmD requirements, the joint-degree student becomes a full-time PhD student, at which time all applicable policies of the Biomedical and Pharmaceutical Sciences (BPSCI) graduate program, as well as the Graduate School, apply.

Once admitted, students will begin the program the summer prior to the fall semester of their first year in the PharmD program. During this summer, the student will work with BPSCI faculty members to obtain an overview of research programs in the Department, as well as to gain initial experience conducting research. The assignments will be based on the student's research interest in the various disciplines in the Department. During the fall and spring semesters of P1, P2, and P3 professional years, PharmD/PhD dual degree students are required to work for a minimum of 6 hours per week in the research setting of their major advisor. Students may receive graduate credit for this work in research techniques and skills (PSCI 6604, Research Practicum and PSCI 6606, Selected Techniques in the Laboratory). During the summer semester after completion of the P1 and P2 years, students are expected to work in the research setting of their major advisor a minimum of 40 hours per week for ten (10) weeks.

Full details and expectations of the PharmD/PhD program can be found in the [BPSCI Graduate Program Handbook](#).

## **Grading**

#### *Grading Framework & Grade Point (GPA) Calculation*

Final course grades in the PharmD Program are assigned by faculty based on the grading system outlined in individual course syllabi. Grades entered by faculty at the end of each semester are recorded and transcribed by the University Registrar's Office. Standard letter grade point assignments (i.e., A, B, C). Standard letter grade point assignments (A = 4.0, B = 3.0, C = 2.0, etc.) are utilized. The PharmD Program does not use the +/- modifiers for final course grades. For those courses graded S/U (satisfactory or unsatisfactory) the grade point assignment will be zero. Final grades of "U" will not be applied toward meeting the graduation requirements for the PharmD degree and will likely prevent progression.

#### *Course Grade Appeal*

See the *Appealing of a Final Course Grade* section of the [Scholastic Appeals and Dismissals section](#) of the Undergraduate Catalog. This section outlines the rationale for appealing a final course grade and the steps for initiating a grade appeal.

After meeting with the instructor, students appealing a required or elective PharmD course grade must use the [College course grade appeal form](#) and file the appeal in writing via official University email, starting with the Department Chair of the instructor, copied to the Associate Dean for Academic Programs, within ten (10) working days of consulting with the instructor.

#### *Appeal outside of the institution*

All students or former students of the Institution may apply to the Idaho State Board of Education Executive Director for review of any final institutional decision in accordance with Idaho State Board of Education

Governing Policies and Procedures Section III.P.17.ii. The student must have exhausted all complaint and grievance processes established at the institution's level.

#### *Grade of Incomplete*

An "I" (incomplete) grade will be assigned for work not completed at the time grades are due to be submitted to the Registrar. Students have one year to complete the course work to rectify a grade of "I;" instructors must initiate a change of grade form for these students, or the grade automatically changes to an "F" or "U" grade.

#### *Withdraw*

The W (withdraw) grade is assigned when a student has officially withdrawn from courses prior to the end of the term. Students may not selectively withdraw from a single course or group of courses without approval from the Associate Dean for Academic Programs.

### **In-Person Attendance Requirements**

See [Attendance Requirements & Absences](#) for details regarding in-person attendance for curriculum-related activities.

### **Leave of Absence**

Students enrolled in the College who voluntarily withdraw from the program must follow University [withdrawal procedures](#), withdraw prior to the established withdrawal deadline, and notify the L.S. Skaggs College of Pharmacy Associate Dean for Academic Programs. Students who voluntarily withdraw may seek to return to the program by contacting the L.S. Skaggs College of Pharmacy Associate Dean for Academic Programs.

Students who need to take a leave of absence due to medical or personal hardship situations must have prior approval from the Associate Dean for Academic Programs before leaving, in addition to following the University [medical withdrawal](#) process and withdrawal procedures, if applicable.

The Associate Dean for Academic Programs may consult with Student Affairs and/or Progressions Committees to determine the terms for the student's reentry into the program, which are determined on a case-by-case basis, depending on the student's length of absence, length of time in the program, and program academic performance. Students may be required to repeat completed coursework, pass competency assessment(s), or reapply to the program prior to returning. Students planning to return from a leave of absence should contact the Associate Dean for Academic Programs in writing at least sixty (60) calendar days prior to the intended start date.

### **Orientation Programs & Activities**

See [Attendance Requirements & Absences](#)

### **Petition**

See [Petition Policies](#) related to the undergraduate petition process.

### **Programmatic Progression**

#### *Progression Requirements*

For a student to maintain satisfactory progress in the Doctor of Pharmacy program, the student must meet the following:

1. Maintain a C or better in all courses AND a pharmacy GPA of > 2.0 in the Doctor of Pharmacy curriculum (calculated based upon required and elective courses taken after matriculation into the program).
2. Pass all courses after matriculation into the Doctor of Pharmacy program within four years (exceptions made on a case-by-case basis).
3. Earn a grade of C or better in all course retakes (see Course Retake Policy).
4. Meet the PharmD Program Professional Behavioral Expectations (Professionalism Policy)
5. Complete all required student programmatic assessment activities. (See Assessment Requirements).
6. Has not been dismissed from an experiential site.

Students who fail to meet any of the progression requirements outlined above may be required to meet with the Progressions Committee and be dismissed per the Dismissal Policy.



### *Academic Standing*

Failure to meet the College progression requirements may result in one or more of the following.

- The student is placed on probation.
- The student is disenrolled and placed on suspension.
- The student is permanently dismissed from the College.

Student status will be evaluated on a case-by-case basis. Students are also held accountable for upholding University academic policies and procedures. They will receive additional notifications from the University when a student is not maintaining satisfactory academic progress or has other academic misconduct. If a student's Doctor of Pharmacy program GPA falls below 2.0, the University will restrict the maximum number of credit hours a student may enroll in the following semester. This will likely result in a significant delay in on-time graduation each time a student cannot stay with the student's class cohort.

### *Probation*

Students may be placed on probation from the College for not maintaining any of the progression requirements outlined above. Probation status provides students an opportunity to correct deficiencies and potentially avoid permanent dismissal from the College. Students are given the terms of their probation on a case-by-case basis. Students on College probation need special permission from the Associate Dean for Academic Programs to participate in leadership and service roles or as officers or chairs in any College organization.

### *Removal of Probation Status*

College probation status will be removed when the noted deficiency has been successfully remedied.

### *Suspension*

Students who are disenrolled from the L.S. Skaggs College of Pharmacy for not meeting the College Progression Requirements are considered under Suspension. Disenrollment may occur when poor performance is secondary to extreme extenuating circumstances. These situations are rare and will be determined by the Progressions Committee after discussion with the affected student. These students will be reclassified as pre-pharmacy students, are not considered in "good standing" with the College and are not eligible to hold an intern/extern registration with the Idaho/Alaska Board of Pharmacy.

### *Dismissal & Readmission*

Any student who fails to meet the Progression Requirements of the College may be dismissed by the Progressions Committee without prior probationary action. Students who have been dismissed from the College for not meeting the College Progression Requirements will not be considered for readmission.

Dismissal of a student may also occur if a student:

- Earns a grade of less than a Pass in any professional experiential course.
- Earns a grade of less than a C in a course being retaken.
- Is ineligible for the course retake policy due to more than 3 non-passing grades, or 3 previous remediation attempts in a course.
- Fails to attend a Progressions Committee meeting or comply with stipulations mandated by the Committee.
- Becomes unable to hold state Board of Pharmacy license.
- Becomes unable to be placed in an experiential learning site.
- Violates the University Student Code of Conduct ISUPP 5000
- Does not meet professionalism, code of conduct, or other reasonably expected standards of behavior.
- Unprofessional or other prohibited communication with preceptors

Students who are dismissed for any reason are ineligible to hold an intern license/registration with the Idaho or Alaska State Board of Pharmacy.

### *Due Process and Right to Appeal*

The College extends the right of due process to all students, including notice, an opportunity to share information with the Progressions Committee, and an opportunity to appeal Progressions Committee decisions. Continued enrollment in the program may be delayed during any appeal process if the Progressions Committee identifies potential for patient harm. The Associate Dean for Academic Programs or the Associate Dean for Student Affairs will advise students on all processes upon request.

All appeals must be completed in an electronic format through official University emails, with each appeal and response copied to the Associate Dean for Academic Programs. This is used to ensure that all time frames are met and appropriate parties are notified. All appeals must explicitly reference the reason for the appeal, and it must comply with a permitted basis of appeal pursuant to this section.

## **Progressions: Committee Parameters and Procedural Guidelines for Meetings Involving Students**

### *Committee Structure and Purpose*

The College established the Progressions Committee to ensure acceptable academic, professional, and technical standards are maintained. The primary purpose is to safeguard patient, student, staff, and faculty safety; academic program rigor and integrity; and the profession's integrity. Members of the Progressions Committee will rely on their experience in the field, professional standards, and their own well-reasoned professional judgment in determining whether a student has met the professional behavior standards.

The Progressions Committee comprises the Associate Dean for Academic Programs (non-voting) and voting faculty members are appointed annually by the Dean of the College to include (5) five faculty members, who should consist of at least one member from BPSCI or DCP, with appropriate considerations for representation of all campuses. The Progressions Committee will communicate with and seek input from others when appropriate (representative from OEE, Office of Student Affairs, community preceptors, etc.) who are all non-voting.

The Progressions Committee's responsibilities, per the College By-Laws, include, but are not limited to, the following:

1. Develop a comprehensive review process of individual student annual achievement, including, but not limited to, academic performance criteria, professional conduct as defined by the faculty, and student performance measures.
2. Determination of unsatisfactory academic or professional conduct such that student progress is deemed to violate program standards for continuation.
3. Determination of unsatisfactory academic or professional conduct such that the development and implementation of a student remediation plan is warranted.
4. Review and certification of achievement of all pre-APPE requirements for student advancement to the fourth professional year.

### *Meeting Notice and Purpose*

Students have the responsibility to recognize that certain communications may be time-critical. Communication throughout the Progressions Meetings and appeal process for dismissals will be through official University email at each step of the process.

Students will be notified by official University email at least fifteen (15) business days prior to the requested meeting with the Progressions Committee. Meetings are held to discuss student academic and/or professionalism concerns based on referrals from individual faculty, staff, or offices.

Progressions Committee meetings are an opportunity for the student to be heard by the committee members, and both student's and faculties' rights to due process will be upheld. Student attendance at Progressions Committee meetings is mandatory and failure to attend may result in discipline up to and including dismissal from the program.

Progressions Committee meetings are private, and student information will be shared only with those who have a legitimate educational purpose for the information. The Progressions Committee may record discussions. The recording is the property of the College and maintained according to applicable laws and policies.

Students may be accompanied by one support person of their choosing. Students must provide the name and role of the support person to the Associate Dean for Academic Programs no fewer than three (3) business days prior to the meeting. The support person may does not speak directly to the Progressions Committee members on behalf of the student or otherwise participate in the meeting. However, the support person may confer with and advise the student. Generally, no delays shall be granted on the basis of the support person's scheduling conflicts.

Students who wish to provide a statement and supporting documentation for consideration by the Committee should submit materials to the Associate Dean for Academic Programs at least three (3) business days prior to the scheduled meeting.

#### *Procedural Guidelines for Progressions Committee Meetings Involving Students*

The meeting agenda will be as follows:

1. The Chair of the Progressions Committee will open the meeting and state the purpose of the meeting, and remind this in attendance that the session will be recorded.
2. The student will be invited to share their perspective of the situation with the Progressions Committee and may read prepared statements if desired. A time limit of five (5) minutes may be extended by one additional 5-minute period upon approval of the Chair.
3. Following the student presentation, there will be an opportunity for questions from committee members.
4. The Progressions Committee shall go into a closed session after discussing with the student. Closed session sessions are not recorded.
5. Students are notified via official university email of the Committee's decision within five (5) business days.
6. If the Progressions Committee decision results in dismissal from the PharmD program, the Progressions Committee decision will include a Notice of Dismissal that will state the specific standards the student failed to meet. The Notice of Dismissal and the Progressions Committee decision will be provided to the student in an electronic copy sent to the student's official University email account.

#### *Progression Committee Decision Appeal*

Students appealing a Progressions Committee decision NOT resulting in program dismissal must use the [College Progression Committee decision appeal form](#) and file the appeal in writing via official University email with the Dean of the College, copied to the Associate Dean for Academic Programs, within fifteen (15) business days of receipt of the written notice of the Progressions Committee decision. All information required on the appeal form must be included before submitting the form to the Dean. The Dean or the Dean's designee may schedule a hearing with the student as soon as practicable following receipt of the appeal.

The Dean, or the Dean's designee, will request documentary and testimonial evidence used by the Progressions Committee to make the decision and schedule a formal hearing with the student. The hearing shall include the student, the Dean or designee, and at the discretion of the Dean or designee may include a Department Chair or faculty member not on the Progressions Committee. The student has the option of bringing one support person if the Dean or designee is notified of the support person's role and attendance at least three (3) business days prior to the hearing. The support person does not participate in the hearing or speak on behalf of the student but may speak directly to and advise the student. The student may read a formal written statement but may not present new evidence previously available to the student at the time of the Progressions Committee meeting. The student may be asked questions to clarify any potential misunderstandings.

The Dean, or designee, will provide a written response and decision on the appeal to the student and appropriate College and University administrative offices within thirty (30) business days of receipt of the student appeal. If a designee serves in the place of the Dean, the designee will provide a written response and decision on the appeal to the student and appropriate College and University administrative offices within thirty (30) business days of being appointed as the designee. The Dean or designee will retain any documentation used to render a decision regarding the appeal. The Dean or their designee is the final level of appeal for decisions made by the Progressions Committee that do not result in program dismissal.

#### *Progression Dismissal Appeal*

Students appealing program dismissal should follow the scholastic appeals policy found in the University [Undergraduate Catalog](#). Students appealing dismissal must use the [College dismissal appeal form](#) and file the appeal in writing via official University email with the Dean of the College, copied to the Associate Dean for Academic Programs, within fifteen (15) business days of receipt of the written notice of dismissal. If the appeal is not received within fifteen (15) business days of the student receiving the Notice of Dismissal, the student will no longer have a right to an institutional appeal and the program dismissal will be deemed final.

The appeal must (1) include the name of the student; (2) address the specific reason the student was dismissed; and (3) provide the reason(s) why the dismissal should be overturned.

The Dean, or the Dean's designee, will request documentary and testimonial evidence used by the Progressions Committee to make the decision and may schedule a formal hearing with the student. If a hearing is deemed necessary, the hearing shall include the student, the Dean or Dean's Designee, and at the discretion of the Dean or designee at least one Department Chair or faculty member not on the Progressions Committee. The student has the option of bringing one support person if the Dean or designee is notified of the support person's role and attendance at least three (3) business days prior to the hearing. The support person does not participate in the hearing but may speak directly to the student. The student may read a formal written statement but may not present new evidence at that time. The student may be asked questions to clarify any potential misunderstandings. The Dean will provide a written response and decision on the appeal to the student and appropriate College and University administrative offices within thirty (30) business days of receipt of the student appeal. If a designee serves in the place of the Dean, the designee will provide a written response and decision on the appeal to the student and appropriate College and University administrative offices within thirty (30) business days of being appointed as the designee. The Dean or the Dean's Designee will retain any documentation used to render a decision regarding the appeal.

#### *Grounds for Granting an Appeal*

The Dean, or the Dean's designee, may overturn a decision of the Progressions Committee if it is determined that the decision was: (1) based on clear error, (2) based on unlawful consideration, or (3) the Board or Committee failed to follow applicable policies and procedures. Further, the Dean or the Dean's designee may overturn a decision for any meritorious cause unrelated to the substantive or procedural grounds underlying the decision being appealed. If the Dean or the Dean's designee overturns a decision it may be accompanied by (1) conditions and requirements associated with the decision or (2) referral back to the Board or Committee to determine conditions and requirements to be attached to the decision.

If the Dean or the Dean's designee sustains the decision of the Board or the Committee, then the Dean or the Dean's designee will provide a written Notice of Denial of Appeal to the student and appropriate College and University administrative offices. The Notice of Denial of Appeal will contain a written explanation of the basis for sustaining the decision of the Committee, a statement indicating the student's right to appeal to the University Scholastic Appeals Committee, and any additional options for further appeal.

#### *If a Dismissal is Overturned*

When a decision of the Progressions Committee is overturned at the institutional level, the party that overturned the decision will be responsible for providing written notice of the decision to the L.S. Skaggs College of Pharmacy Dean, the student, and the Registrar. The Progressions Committee will determine if any remediation is required before the student reenters the program.

#### *Appeals outside of the Institution*

All students or former students of the Institution may apply to the Idaho State Board of Education Executive Director for review of any final institutional decision in accordance with the Idaho State Board of Education Governing Policies and Procedures Section III.P.19.ii. The student must have exhausted all complaint and grievance processes that have been established at the institutional level before making an appeal to the State Board of Education. To initiate this process the student should contact the Idaho State Board of Education directly.

#### *Academic Integrity*

Student pharmacists must review the [Academic Integrity and Dishonesty Policy ISUPP 4000 for Undergraduates](#), which includes definitions, specific examples, and University procedures for handling academic dishonesty in courses.

Academic dishonesty at the professional level is considered a serious offense and is not tolerated in the L.S. Skaggs College of Pharmacy. The L.S. Skaggs College of Pharmacy may sanction any student pharmacist who compromises or attempts to compromise the academic process in addition to penalties imposed per ISUPP 4000. Dishonest acts undermine the College's educational mission and the student's personal and intellectual growth. Pharmacy students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance

of the rules is not an acceptable excuse for disobeying them. Student pharmacists who are aware of any act of dishonesty should report this activity immediately to the instructor or exam proctor.

If a student is assessed any penalty imposed by the instructor under ISUPP 4000 after exercising all rights to appeal to the Dean under ISUPP 4000, as applicable, and if an appeal is not granted, it will be referred to the Chair of Progressions Committee due to a failure to meet student conduct and professionalism requirements, and Progression Requirement number 4, Professionalism Policy. The Chair will determine any changes to the student's academic status on a case-by-case basis, including a student success alert or probation. If a student fails a course due to academic dishonesty, they are not eligible for end-of-course reassessment. The course retake policy would apply, and per the policy, if the student is eligible for a course retake, they would be required to retake the course.

The Chair will meet with the student to provide instruction regarding the importance of academic integrity and professionalism. The Chair may also impose requirements on the student, such as completing a self-directed learning activity that reinforces the importance of honesty and professionalism. The Chair may invite members of the Progressions Committee or any other person to participate in the instruction of the student pharmacist. The Chair may refer the student to the Progressions Committee if the Chair determines the case may warrant a student status change of suspension or dismissal (e.g., repeat offense, egregious dishonesty, criminal activity, etc.).

### **Registration**

Students are responsible for completing the course registration process for all didactic and IPPE courses. The Office of Experiential Education will register students for APPE and other P4 courses.

### **Remediation in PharmD Didactic Courses**

The College is committed to the academic success of each student in the program. To ensure a student's progress and success, the College has implemented a remediation policy that aims to identify and prevent unsatisfactory academic performance.

The ability to remediate coursework is a privilege, not a right. This policy outlines the remediation opportunities available to students to support successful progression throughout the Doctor of Pharmacy program. Course remediation is defined as the act of remedying course-specific academic knowledge or demonstrated ability deficiencies by allowing students an opportunity to correct or improve prior performance on a major exam/assessment through structured self-reflection and, if needed, an end-of-course reassessment before advancing to the next semester of the curriculum. End of course reassessment is defined as a structured activity that requires students to demonstrate competence and ability to meet course outcomes. Examples include a comprehensive final exam, an oral challenge exam, or a written case exam.

To be eligible for end-of-course reassessment, students who earn a grade of D or F on any major exam/assessment identified in the course syllabus must satisfactorily complete a structured post-assessment reflection before the next major exam/assessment in the course.

Students who earn a final course grade of D or F and completed all required post-assessment reflections, will receive an incomplete grade and be allowed to take an end-of-course reassessment, which will be scheduled for the week after finals each semester. Students are allowed to reassess for a maximum of three didactic courses in the length of the program. Students who earn a grade of C or higher on the end-of-course reassessment, will receive a final course grade of C. Students who earn a D or F on the end-of-course reassessment will receive the non-passing grade earned in the course, be placed on probation, and be allowed to retake the course at the next regularly scheduled offering. This will delay the student's progression in the program.

Students who earn a final course grade of D or F and fail to complete all required post-assessment reflections will receive the non-passing grade earned in the course, be placed on probation, and be allowed to retake the course at the next regularly scheduled offering. This will delay the student's progression in the program.

See [Academic Coaching](#) for related information.

### **Romantic or Sexual Relationships between Faculty/Preceptors and Students**

Students are discouraged from entering into romantic, intimate, or sexual relationships with their instructors, teaching or laboratory assistants, or employment supervisors. Students are cautioned against this practice because, more



often than not, there is an imbalance of power between the two partners. Instructors, teaching/lab assistants, and employment supervisors can exert control over students outside of any romantic, intimate, or sexual activity. In such circumstances, students have reported it can be difficult to express their true feelings or thoughts about something related to the romantic, intimate, or sexual facet of the relationship for fear of jeopardizing some facet of the academic or work relationship.

The power to grade or pay can be leveraged to influence a student's choices regarding intimate, romantic, or sexual relationships. These conditions can and do lead to coercion on the part of the more powerful partner. Students who feel uncomfortable in their interactions with their instructors, teaching/lab assistants, or employment supervisors because those individuals have expressed a romantic or sexual interest in them should share their concerns with the Idaho State University Office of Student Affairs or Title IX Coordinator.

See Related Idaho State University Policy: [Faculty Student Relationships \(ISUPP 4080\)](#)

### **Student Success Notification**

The [Student Success Notification](#) is an early intervention referral service for faculty and staff that identifies students who are in need of support due to well-being concerns, demonstrating unprofessional behavior, repeated unexcused course absences or need guidance to develop effective time management and study skills. Faculty and staff interact with students in many different situations. To facilitate the identification of and intervention regarding behaviors that are not aligned with our Professional Technical Standards, faculty, and staff are encouraged to provide feedback on student interactions via the Student Success Notification.

The Office of Student Affairs receives all alerts initially and will work to utilize University and College resources across the campus to determine what interventions or opportunities will be needed for the student. The Office of Student Affairs exercises discretion regarding the nature and extent of any additional follow-up or support a student may need. A Student Affairs representative will clarify the situation and determine if further action or support is required.

Students may be required to meet and discuss with their advisor, an academic performance coach, the Progressions Committee, or a member of the Student Affairs Office information related to maintaining satisfactory academic progress and what could happen if it continues. Notifications may be issued any number of times to students and are not considered part of the student's permanent record or having adverse action except in the case of unprofessional behavior or academic integrity, where a student may have to go before Progressions. Students may receive a Student Success Notification when:

- Faculty has concerns for a student's overall well-being.
- Student appears to have external pressures impacting academic performance.
- Student misses one or more classes within the first two weeks of the semester.
- Student misses class regularly throughout the semester.
- Student academic performance demonstrates an academic skills gap and a need for study skills and/or time management development.
- Student exhibits disruptive behavior and actions that impact the learning environment.
- Student demonstrates issues of academic integrity or unprofessionalism.

In the case of academic integrity and dishonesty, the faculty should adhere to the Academic Integrity and Dishonesty Policy ISUPP 4000 and notify the Associate Dean for Academic Programs.

Students are responsible for maintaining their satisfactory academic progress, and failure of the College to issue a Student Success Notification for any reason shall not excuse the student from not maintaining satisfactory progress.

### **Substance Abuse and Testing**

APPE students are required to complete a drug test through Certiphi Screening by April 15<sup>th</sup> of P3 year. Scheduling through Certiphi Screening will give students instructions on locations available for testing. These tests are at the student's expense, and failure to complete them will result in the failure to begin APPEs. Some sites may require students to complete an additional screening per their specifications. Refer to CORE ELMS for site-specific requirements.

Students will be subject to the ISU Substance Abuse and Drug Testing Policy and any policies specific to assigned IPPE or APPE sites.

The University's substance abuse policy is located in the Idaho State University Policy [ISUPP 5000](#) Student Code of Conduct. Student use of illegal drugs, misuse of controlled substances, and/or alcohol abuse is a matter of concern to the College, which endeavors to protect and assist students by providing reliable information about the hazards of drugs and alcohol and, where possible, assist students in receiving substance abuse treatment. The College also recognizes its obligation to patient safety and the integrity of precepted student activities.

#### *Substance abuse*

The unlawful manufacture, distribution, dispensing, possession, or use of drugs is prohibited at the College. All students must report to work, class, or any other official College activity unimpaired and remain in a condition fit to perform. Reporting to work, class, or other official College activity or working while impaired by drugs or alcohol is a violation of this policy and shall subject the student to the appropriate disciplinary and/or rehabilitative action. As a condition of enrollment, every student must abide by the terms of this policy and notify the Associate Dean for Student Affairs of any drug- or alcohol-related incident, including but not limited to hospitalization, arrest, or conviction. If during enrollment, a drug- or alcohol-related hospitalization, arrest, or conviction should occur, notice is to be given no later than five (5) calendar days after such event; this includes, but is not limited to, DUI arrests and convictions.

The College shall provide students with an opportunity to address substance abuse or dependence problems confidentially during any phase of their academic experience. The guiding philosophies of the following policy are first to protect patients from potential harm caused by impaired students in clinical practice experiences and second to encourage the discovery and recovery of substance-impaired or addicted students. When reasonable information is available about a potential substance abuse problem by a student, the student will be required to obtain a clinical assessment. This may be done with the assistance of the Pharmacist Recovery Network (PRN). Students refusing assessment may be dismissed from the College.

Students determined to have substance abuse problems may be required to enter into an agreement with the PRN, which the College considers the primary group empowered to assist the College in serving pharmacy students' needs for substance abuse treatment monitoring. Students entering into and maintaining an agreement with the PRN may continue their pharmacy education with the permission of the Associate Dean for Student Affairs. Students with substance abuse problems and not under a PRN contract may be dismissed from the College.

#### *Drug and Alcohol Testing*

The College may require random mandatory drug testing of students as delineated in the College's agreement with Certiphi Screening. Additionally, pharmacy students may be required to undergo screening for drug and/or alcohol if the student exhibits behaviors while in class, completing experiential requirements, or participating in pharmacy-related trips or activities that raise reasonable suspicion of substance abuse. These behaviors include, but are not limited to:

- aberrant or unusual behavior;
- a pattern of abnormal or erratic behavior;
- reliable information from independent sources;
- hospitalization, arrest or conviction for a drug- or alcohol-related incident;
- being identified as the subject of a criminal investigation regarding substances of abuse and/or
- the appearance of impairment at school, while engaged in college activities on- or off-campus, or in a clinical setting.

Students may undergo multiple drug(s) and/or alcohol screenings during the program of study. Standards of confidentiality will apply to all phases of the process. Students may be required to provide the results of drug tests to any Doctor of Pharmacy experiential education site (IPPE or APPE) participating in the academic training of that Doctor of Pharmacy student. Such requests will be made per the terms of the affiliation agreement and/or policies of the facility. The experiential education site has the authority to make a final determination whether the student may participate or continue to participate in that setting. Such a determination will be independent of any determination by the College or program regarding a student's admission or progression in the clinical sequence. Positive drug screens may delay a student's graduation.

#### *Testing Protocol*

Samples are transferred with the chain of custody forms and analyzed at Substance Abuse and Mental Health Services Administration (SAMHSA) certified laboratories by qualified technicians in nationally certified laboratories. A

Medical Review Officer (MRO) contracted by Certiphi Screening consults confidentially with any student whose screening test is positive to verify if there is a valid medical explanation.

#### *Response to Positive Findings*

A student with a positive screening for either drugs or alcohol will cease all experiential activities until the positive test can be investigated. Only students with positive drug screens due to verified, legally prescribed medication(s) will be cleared to continue. In the event of a positive drug or alcohol screening, the implicated student has five (5) business days from the time of notice of a positive result to challenge the test results by requesting that a confirmatory analysis be run on the sample. The cost of this analysis, if positive, will be borne by the student. In the event of an unchallenged positive urine drug screening or confirmed positive urine drug screen, or an alcohol breath or blood test result above 0.02%, the implicated student has two options:

1. Withdraw from the program
2. Agree to voluntarily report the findings to the board of pharmacy and participate in a college-identified professional addiction intervention program and any college-mandated counseling programs. All related costs are the student's responsibility.

The latter pathway is consistent with the pharmacy profession's understanding that addiction is a treatable disease and may not pose, by itself, insurmountable barriers to participation in the profession. Grounds for dismissal from the program with no option for readmission include, but are not limited to, the following:

1. Failure to consent to participate in testing.
2. Failure to consent to participate and fully comply with the terms of the student treatment plan/contract.
3. A second positive drug test.
4. A positive drug test connected to the individual's verified participation in the illicit distribution or diversion of drugs/controlled substances, violence against persons, possession of an unregistered weapon, or any other crime or pattern of criminal behavior or sexual harassment, which, in the opinion of the Progressions Committee, warrants exclusion or dismissal from the program.

#### **Time to Degree**

The standard time for completion of the PharmD program is four years. On-time graduation rates are posted with other Quality Indicators, [here](#).

#### **Title IX Notice of Non-Discrimination (Sexual Harassment)**

ISU is committed to providing a safe educational and work environment. As a university community, we value compassion and the safety of all employees and students. Sex- and gender-based discrimination (including sexual harassment, sexual violence, dating/domestic violence, and stalking) limits access to education and work opportunities. ISU will follow the guidelines set forth in Title IX of the Education Amendments of 1972 to stop, remedy, and prevent negative effects of sex- and gender-based discrimination. ISU is dedicated to ensuring a prompt, effective, and compassionate response to any report of sex- or gender-based discrimination. To report possible discrimination, ask questions, or communicate concerns, contact ISU Title IX Coordinator at 208-282-1439. For more information, see <https://www.isu.edu/title-ix/>

#### **Title VI Discrimination Based on Race, Color, or National Origin**

Title VI of the Civil Rights Act of 1964 (Title VI) is the federal law that protects individuals from being discriminated against based on their race, color, or national origin in programs that receive federal assistance. While compliance with the law is the responsibility of all members of the ISU community, the University Director of Equal Opportunity has the primary responsibility for Title VI compliance. Concerned parties may contact the Office of Equal Opportunity to make a complaint under the grievance procedures of ISU. ISU is committed to resolving issues through our internal processes. We have programs designed to support and assist victims. Individuals also have the right to file a complaint directly with the Office of Civil Rights (OCR) under the OCR's complaint process. Details about resources and processes can be found [here](#).

#### **Transfer**

##### *Transfer between campuses*

Transfer from one campus location to another is considered for extraordinary circumstances and may result in a change-in-residency status and tuition and fees for the transferring student. Students seeking transfer to another campus while enrolled in the program are considered on a case-by-case basis and must contact the Associate Dean for Academic Programs in writing at least thirty (30) calendar days prior to the intended transfer date and include the reason(s) for the request. The Associate Dean for Academic Programs will consult with Office of Student Affairs staff to make the decision.



### *Transfer from another School or College of Pharmacy*

Students wishing to be considered for transfer from another school/college of pharmacy to the ISU L.S. Skaggs College of Pharmacy must meet the criteria established by the College via standard admission processes. To initiate this process, students must submit the following materials to the Associate Dean for Student Affairs.

Transfer materials must include:

1. A formal letter from the student requesting evaluation of their class standing at ISU;
2. A letter from the dean of the school/college of pharmacy previously attended certifying that the student is/was matriculated, and verifying that the student is/was in good academic standing. Students who are/were not in good academic standing at their previous school/college will not be considered for transfer to ISU.
3. Official transcripts showing that all pre-pharmacy requirements for admission have been completed within ISU's required timeframe of 8 years; as well as official transcripts showing any pharmacy courses completed thus far.

Once *all* required documents have been received, the Associate Dean for Student Affairs will evaluate and report back to the student on their potential standing in ISU's PharmD Program. If *all* required documents are not received, the transfer request will be voided after three months and any documents received will be destroyed.

If the transfer is granted, a direct class-to-class transfer is not a guarantee. It is rare for a transfer to be granted from another School/College of Pharmacy, given the Idaho State University PharmD curriculum structure.

## Computer Resources & Guidelines

### **Computer Specifications and Software Requirements**

The PharmD program outlines its computer system requirements and provides links to drivers and other software needed as a Student Pharmacist. Details can be found [here](#).

### **DUO Security**

Duo Security provides multi-factor authentication for ISU, an essential extra layer of security for our online accounts. Whenever you log in to a Duo-protected website, you must verify your identity using an additional device such as your smartphone or tablet. [This article will guide you on how to set up and use Duo at ISU.](#)

### **ExamSoft/Examplify Minimum System Requirements**

To ensure student-owned laptops can conduct ExamSoft ©Examplify © online exams, students must ensure their laptop meets the minimum system requirements outlined [here](#). For more information, see [here](#).

### **Google Suite: Email, Drive, Calendar**

Answers to common questions, expert advice and provide feedback [here](#) - you may also reach out to IT Services for assistance [here](#).

### **Information Technology Services & Help Desk**

The IT Service Desk is the primary point of contact if you require technical assistance or in-person support. However, before contacting the IT Service Desk, we recommend visiting the [TigerTracks Knowledge Base](#) for detailed information and step-by-step instructions on most technology-related inquiries. If you require additional assistance, please [contact the IT Service Desk](#). Additional support for students, including resources for discounted laptop purchase programs, can be found [here](#).

Campus walk-in support (Idaho campuses only) or phone/chat support information is located [here](#). Anchorage students should contact Ryan Stafford [here](#) for support.

### **Learning Management System**

The University uses CANVAS as the Learning Management System that supports all courses. For instructions on how to use CANVAS, see the [Canvas](#) Resource page.

## Social Media

### Official PharmD Social Media Accounts

<https://www.facebook.com/ISUPharmD>  
<https://www.instagram.com/isupharmd/>  
<https://www.x.com/isupharmD>  
[YouTube](#)

### Guidelines

In all situations, including on social media sites, members of the healthcare professions should always represent themselves in a manner that reflects values of professionalism, accountability, integrity, honor, acceptance, and commitment to ethical behavior. For purposes of this Handbook, "social media" includes Internet and mobile-based applications built on user-generated shared content. Social networks, including, but not limited to, blogging, microblogging (e.g., Twitter), networking sites (e.g., Facebook, LinkedIn), podcasts, and video sites (e.g., Flickr, YouTube) – offer opportunities for communication, information/experience sharing, collaborative learning, professional interactions and outreach. Below is a list of things to consider before posting on social media based on a concise list adapted from the [American Medical Student Association](#). (A more detailed set of recommendations can be found at [ASHPs Social Media Do's and Don'ts for Students](#)).

- **Be professional.** As healthcare students, we should represent our profession well. Adhere to rules of ethical and professional conduct at all times.
- **Be responsible.** Carefully consider content and exercise good judgment, as anything you post can have immediate and/or long-term consequences and carry the potential for significant public impact and viral spread of content. Therefore, all statements must be true and not misleading. Make sure that you differentiate opinions from facts.
- **Maintain separation.** Avoid interacting with current or past patients through social media, and avoid requests to give medical advice through social media. (e.g., replying to a post on social media asking to be diagnosed).
- **Be transparent/use disclaimers.** Disclose yourself and provide an appropriate disclaimer that distinguishes your views from those of the clinic, hospital system, and/or University with which you are associated (while at the same time, being careful not to violate any social media policy to which you may be subject by such organizations). Without specific direction from the appropriate personnel, you may not present yourself as an official representative or spokesperson for said organizations. Also, reveal any conflicts of interest and be honest about your credentials as a pharmacy student.
- **Be respectful.** Do not use defamatory, vulgar, libelous, and potentially inflammatory language, and do not display language or photographs that imply disrespect for any individual or group because of age, race, national origin, gender, sexual orientation, ethnicity, marital status, genetic information, military status, or any other protected characterization or group.
- **Follow copyright laws.** Comply with copyright laws. Make sure you have the right to use the material before publishing.
- **Protect client/patient information.** Do not discuss confidential information and follow standards of patient privacy and confidentiality and regulations outlined in the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. § 1232g). Remember, you could personally face a HIPAA violation if there are enough details in the post for patients to recognize themselves.
- **Avoid political endorsements.** Political endorsements of candidates should be avoided outside your personal social media accounts, and comments should be carefully considered.
- **Comply with all legal restrictions and obligations.** Remember that social networking sites or weblogs can have legal and professional ramifications. Comments made in an unprofessional manner can be used in legal, professional, or other disciplinary proceedings.

- **Be aware of risks to privacy and security.** Read the site's Terms of Use and Privacy Policy. Be cognizant of continuous changes in these sites and closely monitor the privacy settings of the social network accounts to optimize your privacy and security.

## Student Codes and Rights: Idaho State University & College-Specific

### Professional Behavioral Expectations (Professionalism Policy)

All PharmD students are expected to adhere to the Idaho State University Policy: [ISUPP 5000](#); Student Code of Conduct, and the College of Pharmacy Professional Behavioral Expectations outlined below.

The College strives to promote professionalism among its students as it fosters an environment committed to excellence in education and the practice of pharmacy. Pharmacy practice is a profession that requires adherence to impeccable ethical standards. Students represent the College as well as the profession and are expected to act with honor and integrity at all times, including times in the classroom, in experiential learning, in pharmacy practice settings, and in the community.

Students are expected to demonstrate respect towards faculty members and their fellow students, thereby creating an environment conducive to learning. Any form of academic or professional misconduct violates the standards expected of students. Disruptive or inappropriate behavior of any type is not acceptable. The PharmD Professional Behavioral Expectations (Professionalism Policy) outline the student pharmacist professional behavior expectations and specifically includes but is not limited to following the College's expectations:

- Accept critique and criticism in a calm and respectful manner;
- Adhere to the protection of confidential information (HIPAA);
- Adhere to professional expectations and Student Senate By-Laws Code of Conduct;
- Adhere to [ISUPP 5000](#); Student Code of Conduct and academic policies in the Undergraduate Catalog;
- Maintain timely and appropriate communication to course coordinators and preceptors, including monitoring and reading official communications from the College personnel;
- Meet attendance expectations;
- Meet Dress Code expectations;
- Properly engage in classroom or clinical site activities (e.g., on time, engage with instructors, follow instructions);
- Refrain from copyright infringement;
- Refrain from frequent use of profanity, derogatory, or inappropriate language, particularly in clinical sites or outreach events;
- Refrain from inappropriate or off-task usage of technology in classrooms or clinical site (e.g., social media, online shopping, gaming, texting);
- Proper use of social media regarding university or community members, particularly those in clinical settings;
- Refrain from inappropriate, unprofessional, rude, or threatening communication or behavior with faculty, staff, peers, or members of the community;
- Refrain from unprofessional conduct as defined by the Idaho or Alaska Board of Pharmacy; and
- Refrains from other unprofessional conduct as defined in the OEE manual.

Failure to abide by these Professional Behavior Expectations may result in disciplinary actions or referral to the Progressions Committee.

Individual students may submit [a Student-Submitted Professional Conduct and Wellbeing Notification](#) regarding unprofessional conduct or concern about well-being. [See Resources: Student-Submitted Professional Conduct and Wellbeing Notification](#)

## Notification of Student Rights Under FERPA

Idaho State University, in compliance with the Family Education Rights and Privacy Act (FERPA), is responsible for protecting and maintaining the privacy of student records and judiciously evaluating requests for release of information from those records. FERPA affords students certain rights with respect to their education records.

FERPA authorizes the release of "Directory Information" without the student's prior consent under certain conditions set forth in the Act. Idaho State University has defined its "Directory Information" as follows:

- |                       |                              |  |
|-----------------------|------------------------------|--|
| ▪ Student name        | ▪ Class Level                | ▪ Club/athletic participation records          |
| ▪ Address listings    | ▪ Full-Time/Part-Time status | ▪ Height & weight of members of athletic teams |
| ▪ Telephone listings  | ▪ College                    | ▪ Scholarships Awarded                         |
| ▪ Photograph          | ▪ Major field of study       | ▪ High-School attended                         |
| ▪ E-mail address      | ▪ Degree types and dates     |  |
| ▪ Dates of attendance |                              |  |
| ▪ Enrollment status   |                              |  |

Students may restrict access to their directory information by notifying the Registrar in writing; please note that such withholding requests are binding for all information to all parties other than for educational purposes. Students should consider all aspects of a Directory Hold prior to filing such a request. Although the initial request may be filed at any time, the restriction of information is permanent until you request, in writing, that it be removed. The restriction will remain in place even after you have stopped attending or have graduated from Idaho State University. Students who wish to restrict access to all of their directory information, as listed above, may do so by following the protocol outlined [here](#).

## Student Codes, Oaths, and Pledges: Professional Organizations

### Code of Ethics for Pharmacists

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

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

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

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

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

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

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

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

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

#### V. A pharmacist maintains professional competence.

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

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

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

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

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

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

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

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

### **Oath of A Pharmacist**

#### [AACP and APhA Revised \(2025\) Oath of a Pharmacist](#)

I promise to devote myself to a lifetime of service to others through the profession of pharmacy. In fulfilling this vow:

- I will consider the welfare of humanity and relief of suffering my primary concerns.
- I will treat all patients with dignity and respect and will not discriminate against any patient.
- I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for all patients.
- I will respect and protect all personal and health information entrusted to me.
- I will accept the responsibility to improve my professional knowledge, expertise, and self-awareness.
- I will hold myself and my colleagues to the highest principles of our profession's moral, ethical and legal conduct.
- I will embrace and advocate changes that improve patient care.
- I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.
- I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public.

### **Pledge of Professionalism**

As a student of pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor. This development, a vital process in my education, will help ensure that I am true to the professional relationship I establish between myself and society as I become a member of the pharmacy community. Integrity must be an essential part of my everyday life, and I must practice pharmacy with honesty and commitment to service. To accomplish this goal of professional development, I, as a student of pharmacy, should ask:

**DEVELOP** a sense of loyalty and duty to the profession of pharmacy by being a builder of community, one able and willing to contribute to the well-being of others, and one who enthusiastically accepts the responsibility and accountability for membership in the profession.

**FOSTER** professional competency through life-long learning. I must strive for high ideals, teamwork, and unity within the profession in order to provide optimal patient care.

**SUPPORT** my colleagues by actively encouraging personal commitment to the Oath of Maimonides and a Code of Ethics as set forth by the profession

**INCORPORATE** into my life and practice, dedication to excellence. This will require an ongoing reassessment of personal and professional values.

**MAINTAIN** the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical caregiver.

The profession of pharmacy is one that demands adherence to a set of rigid ethical standards. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a student of pharmacy, I believe this does not start with graduation; rather, it begins with my membership in this professional college community. Therefore, I must strive to uphold these standards as I advance toward full membership in the profession of pharmacy.

*Developed by the American Pharmaceutical Association Academy of Students of Pharmacy/American Association of Colleges of Pharmacy Council of Deans (APhA-ASP/AACP-COD) Task Force on Professionalism; June 26, 1994*

## Student Engagement in University and College Governance Committees

### University Committees

Student representation on university committees, councils, and boards is among the purest and most important ways for students to participate in the institution's shared governance. It is one of the most significant ways a student can directly impact the workings of ISU. Idaho State University has many institutional committees, councils, and boards that invite student participation in consultative or voting capacities. These groups may be engaged in considering, developing, revising, and applying university policies, procedures, regulations, and fiscal matters. Prudent stewardship of financial and human resources requires student participation and integrating administrative and student input. <https://www.isu.edu/asisu/>

### College of Pharmacy Faculty Governance Committees

Note that not all of these Faculty Governance Committees have student representation. See Student Senate By-Laws.

**Administrative Council:** The Administrative Council serves to advise the Dean, and under the Dean's direction shall coordinate and cause to be implemented all faculty, student, and staff activity required to fill the role and mission of the College.

**Program Assessment & Accreditation Committee:** The Program Assessment & Accreditation Committee is responsible for the development and implementation of an evaluation plan for assessment of the Doctor of Pharmacy degree program.

**Curriculum Committee:** The Curriculum Committee is responsible for conducting a continuing evaluation of the current professional pharmacy education curriculum, and for the development of recommendations of curricular revision, additions, and other alterations to assure optimal student learning and outcomes.

**Faculty Affairs Committee:** The Faculty Affairs Committee is the Standing Peer Faculty Activity Evaluation Committee and conducts all individual faculty activity evaluations requested by the Dean for purposes of recommending academic promotion, for the awarding of tenure, and in special circumstances, for the continuance of tenure (tenure competency reviews when required). The committee also represents the total faculty of the College in all matters pertaining to the purposes and powers of the faculty as defined in the University and/or College Bylaws and policies. This committee, as an advocate of faculty welfare, may thus consider all matters of relevant business referred to it by the faculty, as well as by the Dean or other faculty officers.

**Graduate Education and Faculty Research Affairs Committee:** The Graduate Education and Faculty Research Affairs Committee oversees the development of policy and makes recommendations as required in matters relating to graduate education and degree programs, minor fields of study, as well as all service-related courses taught through the College.

**Progressions Committee:** The Progressions Committee serves as the standing faculty committee to develop policy and to make recommendations pertaining to academic and professional standards required for curricular progressions and completion.

**Student Affairs Committee:** The Student Affairs Committee serves as the standing faculty committee to develop policy and to make recommendations pertaining to standards for professional pharmacy student recruitment and admission to the existing program. The committee also establishes and recommends standards for the awarding of professional pharmacy student scholarships, awards, and prizes, and shall supervise the giving of such.



**Technology Committee:** The Technology Committee is responsible for on-going assessment of the classroom audiovisual, computer, and telecommunications equipment, and computer hardware and software need of the faculty, students, and staff of the College.

## Student Organizations

The following section outlines the College's official student organizations and professional fraternities. All students are encouraged to participate in these professionally oriented organizations and are eligible to do so as long as they are in good academic standing. Membership is included in the PharmD fees.

An overview of PPSA and organization leaders is available [here](#). Faculty advisors are listed below.

Organization	Faculty Advisor	Email	Phone Number
Chapter Advisor (Anchorage)	Dr. Coleman Cutchins	<a href="mailto:cutccole@isu.edu">cutccole@isu.edu</a>	907-786-6233
Chapter Advisor (Meridian)	Dr. Kevin Cleveland	<a href="mailto:clevkevi@isu.edu">clevkevi@isu.edu</a>	(208) 373-1872
Chapter Advisor (Pocatello)	Dr. Kevin Cleveland	<a href="mailto:clevkevi@isu.edu">clevkevi@isu.edu</a>	(208) 373-1872
Operation Substance Use Disorder (Generation Rx) Over the Counter	Dr. Cathy Oliphant	<a href="mailto:olipcath@isu.edu">olipcath@isu.edu</a>	(208) 373-1839
IPSF Advisor	Dr. Glenda Carr Dr. Cynthia Tillotson	<a href="mailto:carrglen@isu.edu">carrglen@isu.edu</a> <a href="mailto:tillcynt@isu.edu">tillcynt@isu.edu</a>	
Operation Diabetes Operation Heart			
Operation Immunization	Dr. Kevin Cleveland	<a href="mailto:clevkevi@isu.edu">clevkevi@isu.edu</a>	(208) 373-1872
Operation Mental Health Operation Reproductive Health			
Over the Counter	Dr. John Holmes	<a href="mailto:johnholmes@isu.edu">johnholmes@isu.edu</a>	C: (208) 681-1857   O: (208) 282-5391
Rho Chi Honor Society	Dr. Cathy Oliphant	<a href="mailto:olipcath@isu.edu">olipcath@isu.edu</a>	(208) 373-1839

### Professional Pharmacy Student Alliance (PPSA)

This umbrella organization for the College pharmacy students combines the events, projects, and benefits of pharmacy associations. The Idaho State Pharmacy Association (ISPA) is served by our Meridian campus, the Idaho Society of Health-System Pharmacists (ISHP) is served by our Pocatello campus, and the Alaska Pharmacists Association (AKPhA) is served by our Anchorage campus. In addition to these associations, PPSA represents the National American Pharmacists Association Academy of Student Pharmacists (APhA-ASP).

### Alaska Pharmacist's Association (AKPhA)

AKPhA was founded in 1956 when Alaska was still considered a territory. Their mission is to preserve, promote, and lead the profession of pharmacy and to be the resource for patient-focused pharmacy care in Alaska. A legislative priority of pharmacist provider status is part of their strategic plan for which they work closely with the faculty and students at the UAA/ISU Doctor of Pharmacy Program.

### International Pharmaceutical Students Federation (IPSF)

IPSF is a branch of APhA and takes a global focus for its campaigns, tackling health problems on a larger scale. Members collaborate with chapters in other countries, offer a Student Exchange Program and has participated in World AIDS Day.

### American Pharmacists Association — Academy of Student Pharmacists (APhA-ASP)

APhA-ASP is the student community of the American Pharmacists Association and is open to all prepharmacy and professional pharmacy students. The organization fosters professional development through activities including patient counseling competition, sponsorship of the Pharmacy Fair, and participation in the University's Health Fair, and various awareness activities that are listed below. A delegate attends the regional and national conferences where issues affecting the education or profession of pharmacy are voiced and action taken. Below is a list of groups that fall under this organizational umbrella.

- International Pharmaceutical Students' Federation
- Mental Health Awareness
- Operation Diabetes
- Operation Heart
- Operation Immunization
- Operation Reproductive Health
- Operation Substance Use Disorder (previously Generation Rx)
- Over the Counter Medicine Safety

### **Idaho Society of Health-Systems Pharmacists (ISHP)**

The Student Chapter of ISHP is focused on advancing the practice of pharmacy, especially in health-system settings, and is involved in Diabetes Fairs and Poison Prevention. ISHP is involved with state legislation and offers continuing education during biannual meetings. ISHP is a state-level organization and is affiliated with the national organization, the American Society of Health-Systems Pharmacists (ASHP).

### **National Community Pharmacists Association (NCPA) Student Chapter**

NCPA is a national pharmacy organization for students interested in the business aspect of pharmacy. The mission of NCPA is "to encourage, foster, and recognize an interest in community pharmacy ownership and entrepreneurship among the future leaders of the profession." Membership in NCPA offers participation in guest speaker luncheons, community involvement activities, and many resources available through NCPA that are offered exclusively to members.

### **Fraternities**

#### *Kappa Psi*

Kappa Psi is a co-educational professional pharmacy fraternity that focuses on fellowship, industry, sobriety, and high ideals among its members. Additionally, Kappa Psi promotes scholarship and professional development. The benefits of membership include enhanced pharmacy professional involvement and promotion of your profession, community service projects, extracurricular social activities, scholarships and awards for achievement, and lifelong bonding and friendship.

#### *Phi Delta Chi*

Phi Delta Chi is a co-ed national professional pharmacy fraternity devoted to promoting Brotherhood and advancing the profession of Pharmacy. The Alpha Zeta chapter of Phi Delta Chi offers opportunities to develop leadership skills further and enhance studying. The Fraternity is an eclectic group. Brothers are not only members but are officers in other pharmacy organizations, as well as College Senate officers.

#### *Phi Lambda Sigma*

Phi Lambda Sigma is the national pharmacy leadership society. The organization recognizes student leaders within the College who demonstrate dedication, service, and leadership in the advancement of pharmacy and encourages further development of leadership skills. Students who exemplify these characteristics are nominated and invited to join every spring. Members sponsor the annual food drive and various fundraisers and participate in campus and community events.

#### *Rho Chi Honor Society*

Rho Chi is a national pharmacy honor society that recognizes academic excellence. Rho Chi seeks to promote scholarly fellowship by bringing members together in a fraternal and helpful association. Members seek to increase awareness of the ethical and social responsibilities of the profession. Members must rank in the highest 20 percent of their class as determined by the College and attain a minimum professional grade point average of 3.0 on a 4.0 scale. Members provide free peer-to-peer tutoring services, organize the back-to-school picnic, and sponsor a booth during the annual University Health Fair. Rho Chi Induction Ceremony is typically in the spring.

### **Student Competitions**

Fall Semester: [ASHP Clinical Skills Competition](#)

Spring Semester: [APhA-ASP National Patient Counseling Competition](#)

The College has a long history of excellence related to Student Organization and Competitions. Below is a summary of recent accolades.

2024-2025 (No submissions)

2023-2024

Winner: Operation Heart National Award  
Winner: Chapter Policy and Legislative National Award  
Winner: Operation Diabetes Region 7 Award  
Winner: Operation Substance Abuse Region 7 Award  
Winner: Operation OTC Region 7 Award

2022-2023

Winner: Operation Substance Use Disorder Region 7 Award (Formally Generation Rx)  
Winner: Operation Diabetes Region 7 Award

2021-2022

Winner: Operation Heart Region 7 Award  
2nd Runner Up: Operation Immunization National Award

2020-2021

Winner: Operation Immunization Region 7 Award

2018-2019

Winner: OTC Medication Safety National Award  
Winner: Operation Diabetes Region 7 Award  
Winner: Generation Rx Region 7 Award  
1st Runner Up: Operation Heart National Award  
1st Runner Up: Operation Immunization National Award  
2nd Runner Up: Division AAA National Award  
Top 2%: National Membership Award (100% of students are members)

2017-2018

Winner: Idaho Immunization Coalition Immunization Excellence Award  
Winner: Over-The-Counter Medication Safety Region 7 Award  
Winner: Generation Rx Region 7 Award  
1st Runner-Up: Operation Immunization National Award

2016-2017

Winner: Operation Immunization National Award  
Winner: Operation Diabetes Region 7 Award  
2nd Runner Up: Operation OTC/Med Safety National Award  
3rd Runner-Up: Generation RX National Award

## Student Senate

The Pharmacy Student Senate is comprised of the presidents and vice presidents of each class, the presidents of each student organization within the College, and the College's representative to ASISU. The purpose is to discuss important issues, facilitate communication between the College's student body and the dean and faculty, and coordinate organizations' activities. All students are welcome and encouraged to attend meetings. Student Senate organizes the end-of-the-year picnic.

## Resources

### Academic Calendar

The College follows the University [Academic Calendar](#). Experiential education placements during IPPE/APPEs may have alternative schedules and can be found in the [PharmD semester schedules](#). The [College Event Calendar](#) is also available to students. To request a room for an event, see the *Resources: Room Calendar and Event Requests* section of this Handbook.

### Academic Coaching

All PharmD students have access to academic coaching which is core to the College's early intervention system and links to the [PharmD Remediation Policy](#). The College Academic Coach tracks student examination outcomes and contacts any student who receives a <69.9% score on major exams or assessments, outlines the Remediation Policy, and invites students to complete the Post-Assessment Reflection Form, which is required to be eligible for end-of-course reassessment, as well as refers students to other resources ranging from connecting with other faculty or administrators or accessing University or community resources.

Additionally, once a month, an academic coaching email goes out to all P1-P3s, which includes resources on effective study and personal health habits, university and community resources, and an invitation to utilize academic coaching. Academic coaching activities include a review of study habits and any psychosocial situations impacting student performance. Working with the Academic Coach, students review areas of growth and accomplishment as well as what is not currently working for them at the moment. The Academic Coach applies motivational

interviewing, encourages accountability and self-efficacy throughout this process, and helps refine short-term goals and lifestyle changes that may improve their academic performance. The Academic Coach follows up with students one and two weeks after appointments. Each campus has a Student Success Campus Liaison coordinating support with the Academic Coach.

Student success support extends into experiential education as well. As issues may arise, the Director of Experiential Education or Zone Liaisons will meet with the student and provide coaching and correction to students or refer them to other appropriate resources or oversight bodies.

With this collaborative approach and tracking of the Student Success Notification and Post-Assessment Reflections, the Student Success Team is equipped to identify issues of concern, connect students with the appropriate resource early, and improve the student experience while providing holistic, empathic support to students who may face unique or individualized complications while in the program.

### **Accommodation of Students with Disabilities**

The Americans with Disabilities Act (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection for individuals from discrimination on the basis of disability. The ADA extends civil rights protection for people with disabilities in matters that include transportation, public accommodations, accessibility, services provided by state and local government, telecommunication relay services, and employment in the private sector.

Idaho State University will make every effort to make reasonable accommodations, according to Section 504 of the Rehabilitation Act of 1973 and the ADA. ISU will not discriminate in the recruitment, admission, or treatment of students or employees with disabilities. Students with disability-related needs should contact the Director of Disability Services, Mail Stop 8121, (208) 282-3599 (V/TTY). 1-800-377-3529  
<https://www.isu.edu/disabilityservices/accommodation-information/>

The College is committed to providing an accessible learning environment for students with documented disabilities. Upon acceptance into this program, you represent that you have read and understand all the requirements of this program and are qualified to meet those requirements with or without reasonable accommodation. If you are a qualified individual who has a diagnosed disability or if you believe you have a disability (physical, learning, hearing, vision, or psychiatric) that might require reasonable accommodation in this Program, please contact Disability Services. If there are aspects of the instruction or design of program courses that result in disability-related barriers to your participation, please contact [Disability Services](#) to engage in a confidential conversation about the process for requesting accommodations.

Students need to self-advocate, articulate their needs for services and accommodations proactively, and pursue resources on campus for assistance. Students are encouraged to register with Disability Services as soon as the student begins a course or in the timeliest manner possible as accommodations are not provided retroactively. Students with disabilities must obtain an accommodation letter(s) from the Disability Services office, which outlines the specific accommodations required before accommodations in program courses can be provided. Students are highly encouraged to make sure all necessary parties have received a copy of the accommodation letter to ensure proper implementation. This may include the Office of the Associate Dean for Academic Programs and the instructor/module coordinator/preceptor.

Accommodations are determined on a case-by-case basis and are dependent on an analysis of the task to be performed and the nature of the requested accommodation. Accommodations must be reasonable in nature and should not fundamentally alter the design of the program/course or learning objectives. If there is a concern about the reasonable nature of an approved accommodation, an interactive process will be initiated with Disability Services to explore reasonable options for equal access.

More information can be found online at [isu.edu/disabilityservices](http://isu.edu/disabilityservices), or by contacting Disabilities Services at the following campus locations.

- **Anchorage Campus:** Phone (208) 282-2294, Fax (208) 282-4617, Video Relay (208) 417-0620, email [disabilityservices@isu.edu](mailto:disabilityservices@isu.edu).
- **Pocatello Campus:** Phone (208) 282-3599, Fax (208) 282-4617, Video Relay (208) 417-0620, Rendezvous Building, Room 125, Campus Stop 8121, Pocatello, Id 83209-8121, email [disabilityservices@isu.edu](mailto:disabilityservices@isu.edu).

- **Meridian Campus:** Phone (208) 373-1723, Fax (208) 373-1907, Video Relay (208) 417-0620, Sam & Aline Skaggs Health Science Center, 2nd Floor, Room 841C, 1311 E Central Dr., Meridian, Id 83642, email [dsmeridian@isu.edu](mailto:dsmeridian@isu.edu)

Students who feel they have been discriminated against based upon a disability and wish to file a grievance shall file such complaints with the Office of Equity and Inclusion. The investigation and grievance procedures established for acts of illegal discrimination shall apply.

### Public Safety Alerts

Idaho State University and the University of Alaska use an emergency notification system to provide rapid notification to the community. Messages may be sent via phone, text, and/or email. Students on Meridian and Pocatello campuses are automatically registered to ISU Alerts. **Students in Anchorage are required to self-enroll.** For information see and how to register or update contact information alerts, see:

<https://www.isu.edu/publicsafety/safety-and-security/isu-alerts/>  
<https://uaalert.alaska.edu/>

### Annual Lecture

#### *Chu Lectureship*

The Chu lectureship is supported by a generous gift from Dr. David Chu and family. Dr. Chu was a 1970 MS graduate of the ISU College of Pharmacy. The Chu Lectureship was created in part "To secure an expert in the field of biomedical research and/or drug discovery to deliver lectures and scholarly programs to the students and faculty in the College of Pharmacy of Idaho State University. All students are required to attend the Chu lecture.

See [Attendance Requirements and Absences](#) for more information.

### Board of Pharmacy & Scope of Practice

*Alaska:* <https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/BoardofPharmacy.aspx>

*Idaho:* <https://dopl.idaho.gov/bop/>

Idaho and Alaska are two states with the most advanced pharmacy practice laws. Idaho and Alaska's laws have been rapidly expanding a pharmacist's scope of practice, making Idaho and Alaska great places for pharmacists interested in being at the forefront of innovation in pharmacy practice. Idaho and Alaska pharmacists have been granted the authority to provide a wide range of services, including independent prescribing by pharmacists, under a standard of care regulatory model. Idaho pharmacists have full scope practice authority allowing for pharmacist services to include all proactive and comprehensive interventions that prevent or manage illness that are within the pharmacists' clinical ability to perform independently.

Additionally, the Idaho and Alaska Boards of Pharmacy have expanded the range of tasks pharmacists may delegate to pharmacy technicians, reducing the pharmacist's workload. This allows for improved workflow and for pharmacists to focus on clinical responsibilities and advanced patient care. Idaho was also the first state in the nation to allow for a pharmacy multi-state licensure compact, allowing Idaho-licensed pharmacists to seamlessly practice in other states that may participate.

### Class and Exam Schedules

<https://www.isu.edu/pharmacy/current-students/pharmd-students/class-and-exam-schedules/>

### Copy Center

See [Poster Printing and Copy Center](#)

### Disability Services

See [Accommodation of Students with Disabilities](#) in this Handbook.

### Dress Code in the Classroom

Students are expected to dress professionally, befitting future pharmacists. Business casual style clothing (e.g., shirts, pants, dresses, skirts) and shoes are preferred in the classroom setting. Headwear (i.e., hats, caps, etc.) is not permitted in the classroom except that which is considered a part of religious/cultural dress or in cases of medical need (e.g., chemotherapy).

Professional dress and hygiene include but is not limited to:

- Appropriate personal hygiene must be maintained at all times
- Appropriately fitting pants, slacks, khakis, skirts, or dresses are appropriate.
- Avoid clothing with rips, tears, or frayed edges
- Avoid cologne, perfumes, or strong scents
- Clothing should allow for an appropriate range of movement

Unprofessional dress includes but is not limited to:

Bare midribs, tank tops, low-cut tops  
Beachwear  
Excessive or inappropriate piercings  
Flip-flops or other open-toed shoes  
Ill-fitting or excessively tight clothing  
Jeans  
Provocative clothing  
Scrubs  
Shorts

Skirts shorter than knee-length  
Thin strapped tops  
Undergarments showing  
Workout clothing such as yoga  
pants/leggings/athletic wear  
Attire showing inappropriate advertising or  
representations such as alcoholic beverages, sexual  
behavior or innuendo, tobacco products, profane  
language or gestures.

Students in clinical settings who will be seen by patients or any other healthcare professional, represent the College, and professional dress and behavior is appropriate. The Experiential Education Manual provides specific information about the clinical setting dress code.

## Electronic Classroom Resources

### *Online Notes and Video Recordings*

Electronic handouts and video recordings are available at the discretion of the lecturer or module coordinator. The length of time that notes and video recordings are available is also at the discretion of the lecturer or module coordinator. The materials are not reposted once removed at the end of each semester. It is the individual student's responsibility to identify the materials they want to download or print for later reference.

### *Copyright Infringement*

The College records all classes and class session videos are posted in Canvas within 24-48 hours following class. Audio or visual recording of any lecture or laboratory is not allowed without the prior direct permission of the presenter. Online posting outside of what is provided or other forms of dissemination of any recordings or posted notes is strictly forbidden without prior specific written permission from the lecturer. Unauthorized duplication and usage of materials is considered a violation of the Professional Behavioral Expectations (Professionalism Policy).

## English Speakers of Other Languages (ESOL) Support

The University Student Success Center serves all non-native English speakers enrolled at Idaho State University. ESOL instructors focus on American language and culture for academic and professional purposes to help you succeed in your undergraduate, graduate, and training programs. We provide services, including assistance with the Accent Modification Evaluation (AME) and various resources to help adjust to the campus environment. The AME assessment is helpful for non-native speakers of English whose academic and professional success requires excellent speaking skills. Those who are in medical, scientific, business, and educational professions and those who wish to be Teaching Assistants working closely with Americans benefit the most from this experience. Students may access resources [here](#).

## Email Signature

To provide consistency and promote professional-looking e-mail signatures, the University provides the [Email signature](#) form to create a standardized email template. Secondary logos are not allowed because of ADA compliance and consistency.

- Fill out the form
- Click copy
- Paste the text into the signature tool under "settings" in your ISU Gmail account

### **First and Last Name**

Student Pharmacist (P1, P2, or P3) or  
PharmD Candidate (P4)  
L.S. Skaggs College of Pharmacy  
(No space between L.S.)

Campus name  
ISU Official Email



Student Pharmacists should, at the minimum, indicate their first and last name, student level, L.S. Skaggs College of Pharmacy, and email address in the signature line. The ISU Email Generator has additional optional elements such as phone numbers, pronouns, StrengthsFinder strengths, and land acknowledgments for each campus, should you select to incorporate those into your email signature.

P1-P3 students should use the title Student Pharmacist (P1) or Student Pharmacist (P2) or Student Pharmacist (P3), as appropriate for your level. Once you begin APPE rotations, you may use the term PharmD Candidate.

### **Emergency Funds & Emergency Scholarship**

See [Financial Support](#) section of this handbook.

### **Equal Opportunity**

The College subscribes to the principles and laws of the State of Idaho and the federal government, including applicable executive orders pertaining to civil rights. Program admission decisions are made without regard to race, religion, gender, lifestyle, sexual orientation, age, disability, national origin, or veteran status.

The University is committed to creating and maintaining a learning and working environment free of discrimination and harassment against any individual based on that person's race, color, religion, gender, age, sexual orientation, national origin, ancestry, physical or mental disability, or Veteran's status. Additional information and resources, including reporting processes, can be found at <https://www.isu.edu/eo/>.

### **ExamSoft® and Exemplify**

See [Testing & ExamSoft®](#)

### **Facilities & Building Access**

To report a facility issue needing attention, see room descriptions, request a key, and other similar facility-related processes, see [here](#).

#### *Leonard Hall – Pocatello*

Other than during regular office hours, access to Leonard Hall is available only to student pharmacists. After hours, students may use their student photo ID (Bengal Card) to gain access to open College rooms in the building.

#### *Sam & Aline Skaggs Health Science Center – Meridian*

Only student pharmacists have access to the L.S. Skaggs Pharmacy Complex outside regular office hours. After hours, students may use their student photo ID (Bengal Card) to gain access to open College rooms in the building.

#### *Professional Studies Building – Anchorage*

Access to the Professional Studies Building outside regular office hours is available only to student pharmacists. After hours, students may use their assigned building key to enter the building and their WolfCard to access open College rooms in the building.

### **Faculty Office Hours**

The College maintains a list of office hours for most faculty members [here](#).

### **Food Insecurity: Benny's Pantry & SeaWolf Pantry**

Benny's Pantry opened in Pocatello on January 20, 2014, as an initiative of the Student Affairs Department and was the state of Idaho's first college or university food pantry. Additional locations were opened in Idaho Falls (2016) and Meridian (2019). The pantry offers free emergency food assistance directly to the Idaho State University community. Student Affairs staff members and student volunteers staff the pantry. Hours and locations are available [here](#).

Alaska-based students can access SeaWolf Pantry. The food pantry serves all UAA students experiencing some food insecurity and provides a three-day supply of shelf-stable food for individuals and households of up to four people. Hours and locations are available [here](#).

### **Health Services**

<https://www.isu.edu/pharmacy/current-students/pharmd-students/student-healthcare-and-counseling-centers/>

Idaho: <https://www.isu.edu/healthcenter/services-pocatello—idaho-falls-and-meridian/>

Alaska: <https://www.uaa.alaska.edu/students/health-safety/health-counseling-center/index.cshtml>

## **Inclement Weather**

See [Severe Weather](#)

## **Malpractice/Liability and Workers Compensation Insurance**

The College will maintain malpractice insurance for all currently enrolled students. The policy provides a minimum professional limit of one million dollars per incident and an annual limit of three million dollars.

The Workers' Compensation program at Idaho State University ensures that employees, including student employees, interns, and authorized volunteers, receive necessary benefits in the event of work-related injuries or occupational diseases. The University provides an approved Workers' Compensation program without cost to enrolled students who, as part of their instruction, are enrolled in a class or program for academic credit and for which the student, without receiving pay, works for or provides services to a third party or private or governmental entity. This program applies to any student completing the requirements of PHAR 9911/9912 off campus, the clinical shadowing component of PHAR 9913/9914, and those P4 students enrolled in APPE rotations off campus. Any student injured during the experiential education portion of the curriculum should inform the Office of the Associate Dean for Academic Programs. Details of the Insurance are available [here](#) and include the required Supervisor's Accident Report, which should, whenever possible, be completed within 24 hours of the incident.

## **Library and Interlibrary Loan**

### *Library*

In addition to [main library](#) resources, the [Idaho Health Sciences Library](#) provides the specialized support needed for health science students, including the ability to 'chat' with a health science trained librarian. Anchorage-based students can also access support from the UAA/Alaska Pacific [University Consortium Library](#) or get direct support from the [UAA Health Science Librarian](#).

### *Interlibrary Loan*

Interlibrary Loan supports the instructional, research, and scholarly activities of current Idaho State University faculty, staff, and students by providing access to materials not owned by the ISU Libraries. Resources for requesting and accessing materials can be found [here](#).

## **Name Badges**

The College provides one name badge for each student, and it must be worn at all times while participating in College and student activities involving patient care (i.e., IPPE, health fairs, outreach operations, APPEs). Replacement name badges cost \$15 (cash or check) and must be pre-paid. You may order a new name badge by contacting the Office of Student Affairs. Meridian campus students are required to wear name badges at all times on campus due to shared building space with Renaissance High School.

## **Parking**

On-campus-parking requires a purchased permit for all campuses. The Parking Office provides permits, visitor passes, and various other parking services. If you do not regularly drive to campus but find it necessary on occasion, one-day parking permits are available for purchase. If you don't obtain a permit, you will be cited. If you ever believe you unjustly received a ticket, you may file an appeal within seven school days. For more information, call the Parking Office at 282-2625. <https://www.isu.edu/parking/>. Paid parking is required on the Anchorage campus as well. Full information can be found [here](#).

## **Pharmacy Career Fair**

Pharmacy Career Fair is an annual event held over the course of two days where students come together to explore their pre- and post-graduation opportunities. Students mingle with recruiters, interview for internships, discuss P4 rotations, and learn more about residencies. Not only is the Pharmacy Career Fair a professional event, but it is also a social event. The College has a Pharmily Night gathering; breakfast and lunch are provided on all three campuses for two days, classes are canceled, and students from all levels and locations participate. Come prepared to meet many professionals from the pharmacy field via tables at company exhibits, explore post-graduation opportunities such as residencies, and your own personal interviews selected by you (P4).

Activities include:

- Residency Director and Current Residents Panel presenting on the opportunities available and a presentation on how to navigate PhORCAS and other residency application tips.
- APPE Rotation Roundtable where P4 students from all APPE zones talk about their rotation sites and what the sites have to offer and a change for Q & A.
- Industry Lecture: Annual lectureship offering insight into different industries within the Pharmacy career path.
- Personal Interviews with both community and institutional companies for current openings and/or laying groundwork for future opportunities.
- Pharmily Night social networking event

Required In Person Attendance Reminder for P1 & P4: Pharmacy Career Fair is a required event for all P1s and P4s. This means travel to Meridian or Alaska campuses to attend all activities and schedule at least once interview. (Note: for P4s, there is a small travel stipend available based on your APPE zone, and the preceptors will be notified by OEE about this expectation. However, you will still need to work out your specific schedule details with your preceptor when the time comes.)

Required Classroom Attendance for P2s and P3s: We encourage P2s and P3s to consider being part of the planning committee and to attend in person to network, schedule interviews and continue laying the groundwork for future employment; however attending all the activities held in the classroom is required on all 3 campuses. (Note: P2 & P3 students who remain in Pocatello will need to follow the schedule and be in the P1 classroom for all activities listed over the 2 days; breakfast and lunch will be provided.)

### **Poster Printing/Copy Center**

Students can pay for poster printing or other copy services at any campus. Details are campus-specific.

Alaska: See [here](#)

Meridian: See [here](#)

Pocatello: See [here](#)

### **Pregnant or Parenting**

Title IX of the Educational Amendments of 1972 protects students who are or become pregnant during their college enrollment from harassment and discrimination. The same applies to students who are parenting children. According to the Office of Civil Rights in the Department of Education, ED's regulation implementing Title IX specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions. The Title IX regulation also prohibits a school from applying any rule related to a student's parental, family, or marital status that treats students differently based on their sex.

ISU Disability Services partners with the Title IX office regarding requests for pregnancy, post-childbirth, and parenting-related accommodations. To voluntarily notify the University of your pregnancy condition and request services, please contact Disability Services or the Title IX Coordinator. The ISU Office of Equal Opportunity and the Title IX Coordinator provide guidance for pregnant and parenting students. Additional resources and contact info can be found [here](#).

Students who are pregnant or suspect pregnancy or are planning on becoming pregnant are encouraged to contact Disability Services immediately to determine any necessary accommodations. Students need to self-advocate, articulate their needs for services and accommodations proactively, and pursue resources on campus for assistance.

The OEE will work with each student and [Disability Services](#) to determine if an IPPE or APPE needs to be rescheduled due to pregnancy.

### **Peer Tutoring: The Rho Chi Society**

Students can request tutoring via [Rho Chi Support website](#).

### **Religious Accommodations**

The College of Pharmacy values the rich diversity of spiritual expression and practice found among its campus community and promotes a campus community of unrestricted academic inquiry, free religious expression, and an environment in which diverse faith perspectives are practiced with dialogue and respect. It is, therefore, the policy of

Idaho State University that students who miss class, assignments, or exams to observe a religious holiday must be accommodated as follows:

1. Absences may not be counted as a missed class in any course in which attendance is a measure of academic performance;
2. Reasonable extensions of time must be given, without academic penalty, for missed assignments; and
3. Exams must be reasonably rescheduled without academic penalty.

Accommodations for the observance of a religious holiday will not be retroactively approved. As such, students must inform the University Office of Equity and Inclusion (OEI) reasonably well in advance of the absence, preferably at the beginning of the term/semester, of their need to observe a religious holiday.

Upon receiving the completed form, OEI will review it to determine whether to approve the accommodation. OEI will review the request and provide a decision via ISU email to the student and the instructor listed on the exemption form typically within 7 business days of submission of the form. Upon notification of the absence(s), each faculty member shall excuse the student from in-person attendance in class according to this policy and provide an opportunity to complete missed exams, quizzes, and other required work.

Ultimately, the student is responsible for all material covered in class and must work with each individual faculty member as soon as possible, ideally before the absence occurs, to arrange to complete any required work. Any faculty member with concerns regarding the academic implications of a particular student's religious observance of holidays may seek guidance from OEI and/or, as relevant, Associate Dean for Academic Programs. If a faculty member fails to follow this Religious Accommodations Policy, the student may appeal the faculty member's decision in writing to, per the College Course Complaint Process.

See the University [Request for Religious Accommodations in the Classroom](#) through Idaho State University's Office of Equal Opportunity. Students should also refer to the College *Attendance Requirements and Absences* section of this Handbook.

### Room Calendars and Request-a-Room

#### *Idaho:*

To view College of Pharmacy Room Calendars or request a room for an event, see [here](#). Idaho-based students can also reserve library study rooms using [this mechanism](#).

#### *Alaska:*

To view College of Pharmacy Room Calendars or request a room for an event, see [here](#).

### Severe Weather

Your safety and well-being are first and foremost in cases of severe or inclement weather. For those impacted by the inclement weather, please prioritize your safety in all your travels.

- **Didactic Classes and Academic Continuity:** Closure notifications will be shared for each campus impacted by severe weather. Where feasible and at their discretion, instructors may elect to record lectures or provide pre-recorded materials. This may be especially important for courses with tight schedules or those not running the entire semester to minimize disruption to the academic calendar. Instructors will provide reasonable accommodations for any coursework affected by closure for severe weather.
- **Experiential Education:** Students actively engaged in experiential rotations should follow the instructions and guidance provided by their preceptor or the precepting site. Each site may have specific protocols or decisions based on the current situation, adherence to their directives is crucial. Close communication with preceptors is expected.

Idaho State University Pocatello and Meridian Campus Severe Weather Protocols can be found [here](#). University of Alaska – Anchorage Snow and Weather Closure protocols can be found [here](#).

### Student-Submitted Professional Conduct and Wellbeing Notification

[This notification](#) is a standardized referral service that provides students with a resource for requesting support for yourself or any College of Pharmacy student. Students may use this form when the level of concern for or about

another student warrants assistance from the College of Pharmacy's Office of Student Affairs. A member from Student Affairs will follow up to assist or address the concern.

Reasons to Submit a Student Professional Conduct & Wellbeing Notification:

- Concern for student's overall well-being
- Student appears to have external pressures impacting academic performance
- Student exhibits disruptive behavior and actions that impact the learning environment
- Student demonstrates issue of academic integrity or unprofessionalism

**THIS FORM IS NOT AN ISU CARE ALERT!** The [University Report a Concern Form](#) should be used to report a concern about an individual who appears to be in distress, threatening, disruptive, and/or aggressive. They may appear to want to harm others or themselves. For more information, see the [current information sheet](#).

## Study Rooms

See [Room Calendars and Event Requests](#).

## Testing & ExamSoft®/Examplify®

*In-person testing*

### *Before the exam*

- Download the exam prior to the scheduled exam time. Students who do not download the exam prior to entering the testing room will not be given extra time. Exams will be available for download 24 hours prior to the scheduled exam start time.
- Arrive at least 10 minutes prior to the scheduled exam time with your laptop containing the ExamSoft testing software (Examplify) and the downloaded exam.
- Use the restroom before the test begins; no breaks are allowed unless prior approval has been granted from Disability Services.
- Place backpacks and other bags in the front, back, or the side of the room during the exam.
- Use a privacy screen during the exam.
- Sit every other person in the room, if possible. If not, spread out in the room as much as possible.
- No cell phones or other electronic devices are allowed in exams or exam review sessions. Cell phones and other electronic devices that make noise or vibrate must be turned OFF and placed in backpacks.
- No wearable technology (watches, fitness trackers, etc.), cameras, or similar devices are allowed.
- No food or drink is allowed. Clear, colorless water bottles without labels are permissible.
- All reasonable ADA accommodations will be met. See Disability Services in the Student Handbook for more information.
- University and College policies regarding academic dishonesty will be enforced. Students who are aware of cheating and fail to report it are also considered guilty of academic dishonesty.

### *Taking the exam*

- ExamSoft's Examplify does not permit an internet connection or anti-virus software use during the test. Students must disable all touch bars and anti-virus protection, as well as close all programs prior to opening the exam. Unsaved documents left open will not be saved once Examplify is launched.
- Students will be given the exam password at the direction of the proctor to start the exam session. No talking or other communication is allowed once the password is delivered.
- Use only the calculator available in the testing software, if allowed, during the exam.
- One page of scratch paper may be provided to students before an exam but must be turned into the proctor at the end of the exam with your name on it. Additional pages will be provided upon request.
- Copying/sharing of exam questions is expressly forbidden. Hard copy exam materials cannot leave the testing area.

### *Completing the exam*

- Do not leave the testing room until your exam has completed uploading to the server and the green success screen has been displayed. The proctor will require students to show the green success screen to them prior to leaving the room.
- You may choose to use the exam autopsy form to track errors and may only make marks indicating the type of mistake made on the form that they may take with them following the exam. Show your form to the proctor prior to leaving the classroom.

### Assessment Question Appeals

- Appeals afford students an opportunity to think differently about problems and examine alternative solutions for authenticity and reinforce the principle that multiple solutions with varying degrees of correctness may exist for a problem. If students choose to appeal an assessment question, they may do so by utilizing a Google Form made available on the course's Canvas site, or via the student class president during an open comment period after testing has concluded. Appeals must be cogent, written, and evidence-based explanations of why their answer is correct. The following information must be included in the inquiry to the class president:
  - The student appealing the question provides the information taught in the course that is relevant to the question;
  - The student appealing the question highlights the detail(s) that proves they are correct;
  - The student appealing the question briefly summarizes the above information, and differentiates their answer from what the instructor has coded.
- Any requests for additional points on an assessment must be made within two business days. Upon receipt of an exam question appeal, the course coordinators will work with the question author to determine the course of action for a question appeal. Each question will be reviewed on a case-by-case basis. In cases where a question is thrown out after an assessment has been given, the corresponding number of points will be deducted from the point total. Please note that the score you receive immediately after submitting your answers is only preliminary and may change if the assessment needs to be re-graded.

### Testing Remotely

- Only students with approved testing accommodations may test remotely using Zoom from home or from another private location.
- In addition to the above testing requirements:
  - Testing space must be private, clean, quiet, and without distractions when students are being proctored remotely.
  - Login to Zoom using another device, such as a phone or another computer, that is placed behind you with the camera viewing the computer you are using to take the exam. Ensure your device camera or webcam is in good working order prior to the exam
  - Show both sides of your blank scratch paper on camera to demonstrate that it is blank at the beginning of the exam.
  - Scan your exam space with your camera at the beginning of the exam to demonstrate that the space is clean and free of distractions.
  - Show both sides of your scratch paper and tear up the scratch paper on camera, before uploading the exam.
  - Your exam is not complete until your computer has completed uploading the exam to the server and the green success screen has been displayed. This is your indication that your exam is complete.

## Disclaimer

This Handbook offers a framework of the intended learning environment provided by the Idaho State University (hereinafter "ISU" or "University") L.S. Skaggs College of Pharmacy (hereinafter "College") faculty and staff. It also informs Doctor of Pharmacy students of their rights, obligations, and responsibilities. Students are responsible for knowing this document's information, policies, and procedures. The Handbook should not be considered a binding contract between Idaho State University and students. The University and its divisions reserve the right at any time, without advance notice, to (a) withdraw or cancel classes, courses, and programs; (b) change fee schedules; (c) change the academic calendar; (d) change admissions and registration requirements; (e) change the regulations and requirements governing instruction in, and graduation from, the University and its various divisions; and (f) change any other administrative needs or regulations affecting students. Changes shall go into force whenever the proper authorities so determine and shall apply not only to prospective students but also to those who are matriculated at the time in the University.

The information in this publication is as accurate as was possible to obtain at the time of publication. The University is not responsible for any misunderstandings of its requirements or provisions that might arise due to errors in preparing this publication. However, students, faculty, and staff will be duly informed of substantive changes to policies or procedures in the Handbook. An online version of the Handbook is posted here, and the online version



should be considered the most current version of this document. Any identified errors or omissions should be sent to the College Office of Student Affairs at [pharmacy@isu.edu](mailto:pharmacy@isu.edu)

## PREVIEW REQUIRED FORMS – Digital Signature via DocuSign is Required and Forthcoming for Incoming P1 Students

### Student Handbook Understanding

I understand that I am responsible for the information presented in the Idaho State University L.S. Skaggs College of Pharmacy Doctor of Pharmacy Program Student Handbook. I will review these materials carefully; and if I have questions concerning these materials, I will ask for clarification from the Office of Academic Affairs. Signing this document indicates that I agree to abide by the policies and procedures described within the Student Handbook. Signing this document also indicates that I understand the following:

- The Student Handbook offers a framework of the intended learning environment provided by the College faculty and staff.
- The Student Handbook is provided to inform students of their rights as well as their obligations and responsibilities.
- Students are responsible for knowing the information, policies and procedures outlined in the Student Handbook.
- The College reserves the right to update and change the Student Handbook as necessitated by governing authorities or administrative needs, and once posted online, updates and changes are effective immediately.
- Students must check the online version of the Student Handbook for the updated versions of all policies and procedures.

I have received a copy of the Doctor of Pharmacy Program Student Handbook and understand that I am responsible for the information contained therein.

---

Student's Signature

Date

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Student's Name (Print)

*(Original DocuSign form will be saved in student record.)*

## Family Education Rights and Privacy Act (FERPA) Authorization

I hereby give my permission to faculty, preceptors, and staff of Idaho State University and the L.S. Skaggs College of Pharmacy to use my ISU-assigned e-mail account as a medium for discussing academic and personal issues related to the Doctor of Pharmacy program and my professional growth and goals. This includes, but is not limited to, grades, assessment of assignments, Bengal ID numbers, and discussions of performance, evaluations, recommendations, absences, illnesses, and advising.

I recognize that my ISU-assigned e-mail account is not secure and confidentiality cannot be guaranteed. I will not hold the College, Idaho State University or the faculty, preceptors, and staff accountable if the e-mails are intercepted and information protected by FERPA is viewed by someone other than the intended recipient.

I also grant permission to faculty, preceptors, and staff of Idaho State University, and the College to use non-secure e-mail services to relay the same information discussed above for administrative and operational purposes. This includes, but is not limited to, reporting my grades, granting permission for credit and prerequisite overrides, and issues related to advising and progression. It may also include providing information to pharmacy databases to grant access, as well as Boards of Pharmacy or other regulatory agencies for administrative purposes. This authorization further covers release of my name and/or photo for promotion of outreach projects and graduation/honor roll publicity as well as any video images utilized for educational purposes.

The purpose of this authorization is to allow for appropriate and timely flow of information regarding completion of the Idaho State University Doctor of Pharmacy program between the student and those involved in the educational process. It also allows for the information exchange about progress, performance, and enrollment between the faculty, preceptors, and staff of the College, and Idaho State University.

This authorization will remain in effect for twelve (12) months following my graduation or leaving the program. I understand that I may terminate this agreement at any time by submitting a written request to the Office of the Student Affairs.

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Student's Signature

Date

---

Student's Name (Print)

*(Original DocuSign form will be saved in student record.)*

## Media Release

Instructions: Please review and indicate your agreement to this Release by signing below.

I hereby grant permission to Idaho State University (Idaho State) to use my name, image, voice, and likeness in all forms of physical and digital media for Idaho State's educational, marketing, and promotional purposes in perpetuity. Idaho State shall have the right to photograph, record, publish, re-publish, adapt, exhibit, perform, reproduce, edit, modify, make derivative works, distribute, display or otherwise use or reuse my name, image, voice and likeness in all markets, media, and technology now known or hereafter developed. Idaho State may exercise any of these rights itself or through any assignees, licensees, or other parties including other Universities.

I acknowledge that I will not be compensated for these uses, and that Idaho State exclusively owns all rights to the images, videos, recordings, and any derivative works created by Idaho State or its employees. I waive the right to inspect or approve of these uses. I hereby release Idaho State, its assignees, and its licensees from any claims that may arise from these uses, including without limitation claims of defamation, invasion of privacy, or copyright.

This Release is binding on me, my heirs, assigns, and estate. I understand Idaho State is not obligated to use any of the rights granted under this Release.

FULL NAME (PRINTED)			SIGNATURE
ADDRESS (STREET)	(CITY)	(STATE)	(ZIP)
EMAIL ADDRESS	TELEPHONE NUMBER	DATE	

If you are under eighteen (18) years of age, your parent or guardian must sign below:

I represent that I am a parent/guardian of the minor who has signed the above release and that in that capacity Idaho State has my consent and authorization to use the name, voice and/or likeness as described above.

### Parent/Guardian:

FULL NAME (PRINTED)			SIGNATURE
ADDRESS (STREET)	(CITY)	(STATE)	(ZIP)
EMAIL ADDRESS	DATE	TELEPHONE NUMBER	

*(Original DocuSign form will be saved in student record.)*

### Experiential Education and Confidentiality Understanding

By signing and dating this Confidentiality Understanding, the undersigned **STUDENT** indicates an understanding of, and agrees to be bound by, applicable terms and conditions of any agreement between any **FACILITY** and IDAHO STATE UNIVERSITY ("**PROGRAM**"). The STUDENT acknowledges that, as a material part of the consideration provided to FACILITY in exchange for FACILITY allowing the STUDENT'S clinical education at FACILITY, STUDENT agrees that any patient information acquired during the clinical education is confidential, and that the STUDENT shall maintain the confidentiality of and not disclose this information at all times, both during the clinical education and after it has ended. STUDENT further agrees to abide by the applicable rules and policies of FACILITY and PROGRAM while at FACILITY. STUDENT understands that, in addition to other available remedies, FACILITY may immediately remove the STUDENT and terminate the STUDENT'S clinical education at the FACILITY if, in the opinion of FACILITY, the STUDENT endangers a patient, breaches patient confidentiality, disrupts the operation of FACILITY, or refuses to comply with the requests of FACILITY or its supervisory staff.

I have read and understand this Confidentiality Understanding and agree to abide by its terms. This Confidentiality Understanding shall be effective for the duration of the STUDENT'S enrollment in the Doctor of Pharmacy program.

---

Student's Signature

Date

---

Student's Name (Print)

*(Original DocuSign form will be saved in student record.)*

## Clinical Education Informed Consent: Release for Criminal Background Investigation, Immunizations, and Drug Screening

I hereby authorize Idaho State University, any qualified agent, or clinical affiliate to receive the following in connection with my clinical education for the College: criminal background, immunization record and drug screening information including copies of my past and present law enforcement records and drug screenings. This criminal background check and drug screening is being conducted for the purpose of assisting the College and the clinical affiliate in evaluating my suitability for clinical education. The release of information pertaining to this criminal background check, drug screening, and health information is expressly authorized.

I understand that information contained in the criminal background report, drug screenings, immunization record, health exams, etc. may result in my being denied a clinical assignment, and consequently, dismissal from the program. I also understand that I will be afforded the opportunity to be heard before any such withdrawal.

I understand that I have my own access and account through the designated third-party vendor to review the background report and that I have a right to review the other information that the L.S. Skaggs College of Pharmacy and clinical affiliate receives in this criminal background investigation, immunization record and drug screening by putting a request in writing to the L.S. Skaggs College of Pharmacy and/or ISU Public Safety if it is for law enforcement records. I understand that all reasonable efforts will be made by the University to protect the confidentiality of this information. I further understand that the results of the criminal background check, immunization record, and drug screening may be reviewed by the program, College, Department, clinical affiliates, Public Safety, and General Counsel.

If negative information is contained in my reports, I understand that I will be notified by the College and may be asked to provide additional information in writing to the program. I understand that placement decisions made by the College or clinical facility are not subject to appeal.

I hereby give the College permission to release my criminal background, health history, and drug screening reports and information to agencies to which I am assigned for clinical experience prior to beginning the assignment. I understand the agencies may refuse me access to clients/patients based on information contained in the criminal background check, drug screening, etc., and that the agencies' criteria may differ from that of the program. Should the agencies require additional background check and drug screening information, I understand that the process and payment for these additional criteria are my responsibility.

I hereby release those individuals or agencies from any liability or damage in providing such information. I agree that a photocopy of this authorization may be accepted with the same authority as the original.

I hereby further release the State of Idaho, the University, its agents, officers, board, and employees from any and all claims, including but not limited to, claims of defamation, invasion of privacy, wrongful dismissal, negligence, or any other damages of or resulting from or pertaining to the collection of this information.

I understand that I am responsible for all costs associated with this process.

---

Student's Signature

Date of Birth

Date

---

Student's Name (Print)

Print other names used in the past

*(Original DocuSign form will be saved in student record.)*



## Clinical Education Assumption of Risk

Participation in clinical education, including clinical simulations in didactic settings, is required by professional accreditation standards for health sciences programs. Any placement in a healthcare facility (including hospitals, clinics, pharmacies, or other such entities) for the purpose of clinical education entails certain risks, including the risk of exposure to infectious diseases and other personal injuries. Similarly, there exists some level of risk in didactic settings. While every effort will be made to minimize risks to students, staff, and faculty, the elimination of all such risks is beyond the control of the program or university.

Vaccinations for many infectious diseases, including COVID-19, may be required by a healthcare facility for placement in clinical education. Idaho State University recommends, but does not require, the COVID-19 vaccination. All health science students may receive a COVID-19 vaccination free of charge. If unvaccinated, restrictions upon student activities may be imposed by the clinical placement site. Placement at certain healthcare facilities may be contingent on vaccination status and requirements may change without notice. Educational opportunities missed due to lack of vaccination may delay graduation and/or result in additional educational expenses to the student.

I freely and voluntarily accept the health risks and potential clinical placement site requirements described above to complete my clinical educational requirements. Before engaging in clinical education, please read, initial, and sign the following:

### Initials

- 1. I will not participate in clinical education if I exhibit any signs/symptoms of infection, including but not limited to: runny nose, fever, cough, shortness of breath, head or body aches, sore throat, loss of smell, or nausea/vomiting/diarrhea. If I exhibit any of these signs/symptoms, I will notify the appropriate person(s) at my clinical placement and my designated program contact person.
- 2. I will comply with clinical placement policies related to facial covering/glove wearing and handwashing and disinfecting procedures before and after all patient encounters and at other times as specified.
- 3. I will complete any required infection control or PPE training by my program or the clinical placement.
- 4. I will follow all infection control guidelines, policies, and procedures of the clinical placement, program, and university. Such guidelines are subject to change.
- 5. I recognize the dangers to myself and others of acquiring infectious diseases during clinical education, including the possibility of health-related consequences of such diseases. I recognize that vaccination for COVID-19 and other infectious diseases is recommended to decrease the risk of these consequences.
- 6. I have the right to feel safe during clinical education. I have the ability to talk to my clinical instructor regarding any concerns I may have related to breaches in infection control measures or public recommendations at any clinical placement.
- 7. I recognize I have the right not to participate in clinical education because of the potential risk to myself and/or members of my household. I recognize that any missed clinical education time due to lack of participation or required quarantine time will need to be made up to complete program requirements and may delay my graduation.
- 8. If I test positive for COVID-19, or any other contagious virus, I will notify my program's clinical coordinator and complete the self-report form.
- 9. I will follow all ISU or health facility-related screening requirements.

### Documenting Exemptions:

Students may request an exemption to a clinical placement site's vaccination requirement for valid medical or religious reasons. If a student chooses not to be vaccinated for a medical or religious reason and seeks an exemption from the vaccination requirement imposed by a clinical placement, further documentation may be required by the

site. Some clinical placements may facilitate the religious exemption request themselves and the student will need to complete the site's appropriate form. Other sites may ask the university to help facilitate this process. Decisions to accept an exemption request are generally up to the clinical site.

**Medical exemption requests:** Students should work with the ISU Office of Disability Services for disability accommodations. Students can fill out a [Student Request for Services Form](#) or call (208) 282-3599 (Pocatello), (208) 373-1723 (Meridian), or email [disabilityservices@isu.edu](mailto:disabilityservices@isu.edu). Upon the conclusion of the accommodation process, the Office of Disability Services will email a letter to the student with the decision of the medical exemption request for submission to any requesting clinical placement.

**Religious exemption requests:** Students should work with the Office of Equal Opportunity and Title IX for a religious exemption request by completing the [Religious Exemption Request Form](#). The Office of Equal Opportunity and Title IX will email a letter to the student with the decision of the religious exemption request for submission to any requesting clinical placement. Students can reach the Office of Equal Opportunity and Title IX at (208) 282-3964 or email [quingrac@isu.edu](mailto:quingrac@isu.edu) to request the form.

**Opt-Out Guidelines:**

In general, satisfactory progression through professional curricula requires that students complete clinical and didactic course requirements in the semester in which they are enrolled. Programmatic requirements are based on professional accreditation standards and licensing board requirements, and include clinical education activities. Should a student be unable to complete requirements due to illness or CDC-recommended isolation/quarantine, make-up work may be allowed if congruent with programmatic or university policies for other medically-related absences. Should a student choose not to complete any course or program requirement related to clinical education, the student is responsible for contacting the course instructor and providing a rationale for "opting out." Opt-out policies may vary between programs; students should contact their individual programs for specifics on process. Delays in progression and/or graduation may occur if a student chooses to opt-out of any aspect of required coursework.

**Other Potential Consequences and Considerations:**

Clinical placement sites may limit the types of patient populations with whom unvaccinated students may interact. For example, some sites do not allow students to see patients with acute respiratory illness or to interact with pregnant patients if they have not been vaccinated for COVID-19 and other infectious diseases. A student's satisfactory progression through clinical education may be impeded if students cannot demonstrate adequate training in such patient populations.

**Sharing Information with Clinical Placement Site:**

If a student tests positive for COVID-19 or any other contagious virus, this information may need to be shared with clinical site preceptors. A separate FERPA waiver form will need to be signed by the student and completed for each preceptor site with whom test results are to be shared. This form is available online and in the Health Occupations Department main office.

This assumption of risk agreement is in effect for the course of the program of study or until replaced with a subsequent executed assumption of risk agreement form, whichever is greater.

I have read, understand, and voluntarily accept the risks outlined above. By signing this document, I acknowledge that I am assuming full responsibility for any potential risks associated with the activity or situation described.

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Student's Signature

Date

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Student's Name (Print)

*(Original DocuSign form will be saved in student record.)*