

**University of Rhode Island
College of Pharmacy**

Pre-Professional Student Manual



Class of 2026

We will lead through innovative pharmacy education, research and practice advances, effective global health care, merging true entrepreneurial spirit with care and compassion.

Introduction

Welcome to the College of Pharmacy! The students, faculty, and staff look forward to assisting you in achieving your goal to earn the Doctor of Pharmacy Degree. The path you have chosen is challenging, and requires a commitment from you throughout the coming years. Your academic performance in high school provides the foundation for your preparation to become a pharmacist. You should recognize, however that educational expectations at the college level are **significantly** different from high school. You will find that each semester becomes more challenging as you progress through the program. You will now be expected to develop skills in critical thinking and decision making so that you can apply principles learned in the classroom to real world issues. As you progress through the pharmacy curriculum, you will build a knowledge base in drug therapy, and will develop the ability to find important drug information.

As a freshman you will be assigned to the University of Rhode Island's University College for advisement. Your advisor is from the College of Pharmacy and is your direct link to the Pharmacy Program. In addition to assisting you in curriculum and career planning, he/she will be one of your best resources for obtaining knowledge and guidance about all areas of your academic life. Specifically, the advisors will discuss your course schedule, will help you decide if it is necessary to drop or add a class, and generally will provide the best academic guidance in order for you to attain your degree on schedule.

Because you are a pharmacy student your curriculum is very structured. One false move on your part and you may create a situation in which you will need an extra year to finish your degree work. Please check with your advisor **before** you make any changes in the courses in which you are registered. **Do not ask other University students or other University College (UC) advisors in other disciplines for advice.** Rules that apply to you may be unique.

The University Bulletin has a very important statement which you should commit to memory. It is this: **"The responsibility for meeting all course and credit requirements for the degree must rest with each individual student."** That means that your advisor is not the person responsible for your successful progress through this University. **YOU** are!

This student manual was prepared by the Office of Student Affairs, College of Pharmacy to assist and guide you in your academic career. It is important for you to recognize the need to maintain your academic performance during the next four semesters so that you do not lose your seat in the professional curriculum. We urge you to work closely with your pharmacy advisor to insure that you are meeting College of Pharmacy expectations. Presented on the next page are some of these expectations.

Technical Standards

In addition to the academic requirements for admission, applicants must also meet the technical standards that the College deems essential for training and practice in the profession of pharmacy. Students who have concerns about their ability to meet these standards should contact the Associate Dean of the College. When requested, the College will provide reasonable accommodation to otherwise qualified students with disabilities. Disabled students must work with and be approved by the university office of Services for Students with Disabilities

These functions include, but are not limited to:

Observation: A candidate must be able to observe demonstrations and experiments in the basic sciences. A candidate must be able to observe a patient accurately at a distance and close at hand. The candidate must be able to visually observe and interpret presented information. This will necessitate the functional use of vision, hearing, and somatic senses.

Communication: A candidate must be able to communicate effectively and sensitively with patients, caregivers, faculty/staff, and all members of the healthcare team. The focus of this communication is to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communication. An applicant must be able to communicate effectively and efficiently orally and in writing.

Sensory/Motor: The candidate must have sufficient motor function and skills necessary to perform basic tasks in the practice of pharmacy. Examples of such tasks may include the compounding of medicinals, physical assessment, the administration of drugs, and the provision of basic cardiac life support. Such actions require the coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses.

Intellectual: A candidate must have the ability to measure, calculate, reason, analyze, synthesize, and integrate information that is essential to fully develop these skills. A candidate must be fully alert and attentive at all times in clinical settings.

Behavioral/Social: A candidate must be of sufficient emotional health to utilize fully his or her intellectual abilities, the exercise of good judgment, and the prompt completion of all patient care responsibilities. A candidate must possess the ability to develop mature, sensitive, and effective relationships with patients. A candidate must be able to tolerate physically and emotionally taxing workloads and to function effectively under stress. A candidate must be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. A candidate must possess compassion, integrity, interpersonal skills, and motivation to excel in pharmacy practice.

Health. Certain illnesses impair a student's performance. These include, but are not limited to, active drug and/or alcohol addiction, severe depression and other psychiatric illnesses. It is not permissible for students to interact with patients while impaired by these conditions. It is the policy of the College of Pharmacy to encourage recognition of these conditions and to support treatment so that the student may resume their studies in the College.

Professional Standards of Behavior for Pharmacy Students

The College of Pharmacy demands that its students adhere to the highest standards of professional behavior. When you enter the first professional (P1) year, you will complete a professionalism portfolio and meet standards of professional conduct. Specific requirements include the following:

Pledge of Professionalism: The College of Pharmacy expects all students to sign a pledge of professionalism when they enter the professional program.

Honesty and Academic Integrity: Students are expected to abide by the University of Rhode Island's Community Standards of Behavior as outlined in the University of Rhode Island Student Handbook. Pharmacy students are expected to adhere to the highest standard of academic integrity in both the pre-professional and professional programs. Any evidence of cheating or plagiarism may be grounds for dismissal from the program (see URI Student Handbook for definitions of cheating and plagiarism).

Ethical Values: Students must demonstrate the highest level of professional demeanor and behavior, and must perform in an ethical manner in all dealings with peers, faculty, staff, and patients.

Students who violate these standards of behavior may be given a reprimand, placed on probation, suspended for a period of time, required to acquire professional evaluation and counseling or other medical care, required to complete community service, or dismissed from the program. Incidents of academic dishonesty, violation of HIPPA or privacy regulations, chemical impairment, violation of state and federal laws, sexual harassment, etc may delay or permanently prohibit progression in the PharmD curriculum

A. PROFESSIONALISM

By choosing to study pharmacy you have begun a journey toward becoming a member of one of the oldest and most respected health professions. Below you will find a list of traits in what it means to be a professional.

TEN TRAITS THAT DISTINGUISH A PROFESSIONAL

As defined in the 1999 APhA-ASP/AACP White Paper on Student Professionalism, pharmacists and pharmacy students act professionally when they display the following behaviors as categorized into 10 board traits:

1. Knowledge and skills of a profession
2. Commitment to self-improvement of skills and knowledge
3. Service orientation
4. Pride in the profession
5. Covenantal relationship with client
6. Creativity and innovation
7. Conscience and trustworthiness
8. Accountability for his/her work
9. Ethically sound decision-making
10. Leadership

Professional Knowledge, Skills and Behaviors

- Performance responsibilities in a manner consistent with the school's or college's educational outcomes statement, the CAPE outcomes, NABP and ACPE competencies, professional associations' competency statements and other professionalism documents.
- Interacts effectively with faculty, staff, other students, patients and their families, pharmacy colleagues and other health professionals.

Commitment to Self-Improvement and Life-Long Learning

- Reflects critically on his or her actions and seeks to improve proficiency in all facets of his/her responsibilities
- Accepts and responds to constructive feedback
- Provides constructive feedback to others
- Recognizes limitations and seeks help when necessary
- Takes responsibility for learning; an active and self-directed learner
- Does not participate in activities that compromise learning (disruptive behavior, cheating)
- Maintains personal health and well-being

Service Orientation/Altruism

- Demonstrates concern for the welfare of others; uses skills and knowledge to improve their quality of life
- Recognizes and avoids conflicts of interest
- Provides service to the community and society-at-large
- Offers to help others when they are busy or in need of assistance
- Shares opportunities for recognition with others
- Does not seek to profit unfairly from others
- Puts patient needs above their own, e.g., staying as long as necessary to ensure appropriate care

Continuing Commitment to Excellence and Pride in the Profession

- Demonstrates dedication to his/her patients and the profession supported by a strong work ethic
- Upholds the competent delivery of health care services; addresses lack of knowledge or skill in self and others
- Conscientious; well-prepared for class and clinical rotations
- Displays a consistent effort to exceed minimum requirements; demonstrates quality work

Covenantal Relationship with the patient and Respect for Others

- Empathetic and responsive to the needs of the patient, the patient's family and other members of the health care team.
- Respects a patient's autonomy, privacy, and dignity
- Involves the patient as a partner in his/her health care decisions; honors the patient's values and belief systems
- Respects and appreciates the diversity of his/her patients
- Listens and communicates effectively
- Maintains appropriate boundaries
- Advocates for others
- Non-judgmental; displays compassion and empathy
- Skillful in establishing a rapport with patients and other health care team members
- Contributes to team building
- Maintains composure and adapts well to changing or stressful situations
- Resolves conflicts fairly

Creativity and Innovation

- Contributes to quality improvement in all professional endeavors
- Applies creative and innovative approaches to challenges
- Contributes to the development of new knowledge and practices that advance pharmaceutical care

Conscience and Trustworthiness

- Demonstrates a high degree of integrity, truthfulness, and fairness
- Uses time and resources appropriately
- Truthful about facts or events
- Does not hide errors

Accountability

- Demonstrates initiative, reliability and follow-through in fulfilling commitments
- Promptly completes responsibilities in a timely manner (notifies appropriate individual of unexpected emergencies)
- Responsible for, and accountable to others (e.g., patients their families, to society and the profession)
- Accepts responsibility for one's errors and explores ways to prevent errors from occurring in the future
- Confronts individuals who demonstrate unprofessional behavior
- Does not participate in activities that impair judgment or compromise patient care responsibilities
- Accountable for his/her academic and professional performance

Ethically Sound Decision-Making

- Demonstrates an awareness of professional norms, laws, and behavior; knowledge of theories and principles underlying ethical conduct
- Adheres to high ethical and moral standards
- Able to cope with a high degree of complexity and uncertainty
- Controls emotions appropriately even under stressful conditions; maintains personal boundaries
- Prioritizes responsibilities properly

Leadership

- Contributes to the profession; actively involved in professional organizations or other venues
- Proactive in solving social and professional challenges
- Helps promote a culture of professionalism
- Embraces and advocates for change that improves patient care
- Encourages current and future pharmacists in their professional development

As part of our accreditation, Standard 16.7, we are required to assess your readiness for the professional curriculum with a candidate interview. Standardized in-person interviews of applicants are conducted as a part of the admission process to assess affective domain characteristics (i.e., the Personal and Professional Development domain articulated in Standard 4). More information regarding Standard 4 and the pre-pharmacy interviews may be found in Sections C and G in this handbook.

Some of you may find that your adjustment to college does not go as well as you had expected. This is not unusual because you are experiencing a lot of change in a short period of time. The University is here to help you when problems of any kind arise. For more information you should visit the website www.uri.edu/univcol/success . Also the academic advisors are prepared to refer you to the appropriate office for any specific problems you may have. Please do not wait until it is too late to ask for help!

B. ACADEMIC INTEGRITY AND EDUCATIONAL EXPECTATIONS

Members of a profession take an oath to be honest and ethical in the conduct of their professional responsibilities. This includes their treatment of others and in their own standards of personal conduct.

At the College of Pharmacy you will be asked to sign a pledge of professionalism when you enter the professional curriculum. In addition, you are expected to adhere to a high standard of academic integrity in all your coursework, including the pre-professional as well as the professional curriculum. What this means is that any evidence of cheating or plagiarism will be grounds for dismissal from the program (refer to URI student handbook for definitions of cheating and plagiarism). You are in training to manage the drug therapy of people who might well have life-threatening diseases. They do not deserve to be served by someone who did not master the knowledge base necessary to do their job correctly.

What we expect from you is your best effort in each and every course. We don't expect you to earn all A's, rather we want you to master the skill set being taught so that you can move on to the next level of practice skills development. For those of you in the pre-professional curriculum this means you will achieve a knowledge base that will serve as a foundation for success in the professional curriculum

As you will see we expect you to be able to communicate effectively in both written and oral forms. You will have the opportunity to practice these skills in your communication courses. You must have good quantitative skills, which you will learn in math and statistics. You should be starting to develop good analytical and critical thinking skills in your general education and science courses. Chemistry and Biology are the foundation for the professional curriculum. You need to understand how cells are constructed, how they communicate, and how they thrive so that you will be able to comprehend the effect of a drug or disease state on the body at both the cellular and organ level.

Drugs are primarily organic molecules, so it should be evident to you that you need to have a good understanding of organic chemistry and biochemistry. The effect of structure on the absorption, metabolism, potency and elimination of a drug will become very apparent in the professional curriculum. Some of you may view organic chemistry as a big hurdle which you need to clear to stay in the program. The College of Pharmacy will expect you to apply the principles learned in biochemistry and organic chemistry to your pharmacy courses. We are not going to re-teach them to you as we have a full complement of professional outcomes for you to master.

You need to read the educational outcomes which are presented below. They will enable you to see why courses are part of the curriculum, and what you need to be able to do by the time you finish the curriculum.

C. EDUCATIONAL OUTCOMES

Domain 1: Foundational Knowledge

1.1. Foundational knowledge – The graduate is able to develop, integrate, and apply knowledge from the foundational sciences (i.e., biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, and solve therapeutic problems to advance population health and patient-centered care.

1.2 Literature skills and drug information – The graduate is able to demonstrate a rational and systematic process to comprehensively access and evaluate pharmacy-related information

Domain 2: Essentials for Practice and Care

2.1. Patient-centered care – The graduate is able to provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).

2.2. Medication use systems management – The graduate is able to manage patient healthcare using human, financial, technological, and physical resources and guarantees the safety and efficacy of medication use systems.

2.3. Health and wellness – The graduate is able to design prevention, intervention, and educational strategies for individuals and communities to improve health and wellness.

2.4. Population-based care – The graduate is able to apply population-based care to patient-centered care using practice guidelines and evidence-based best practices

Domain 3: Approach to Practice and Care

3.1. Problem solving – The graduate is able to identify problems; rank potential strategies; and design, implement, and monitor solutions.

3.2. Education – The graduate is able to educate audiences by determining the most effective teaching method

3.3. Patient advocacy – The graduate is able to represent the patient's best interests.

3.4. Interprofessional collaboration – The graduate is able to actively participate as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

3.5. Cultural sensitivity – The graduate is able to recognize social determinants of health to diminish disparities and inequities in access to quality care.

3.6. Communication – The graduate is able to effectively communicate verbally and nonverbally when interacting with individuals, groups, and organizations

Domain 4: Personal and Professional Development

4.1 Self-awareness –The graduate is able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

4.2 Leadership – The graduate is able to demonstrate responsibility for creating and achieving shared goals.

4.3 Innovation and entrepreneurship – The graduate is able to be creative and innovative to accomplish professional goals.

4.4 Professionalism – The graduate is able to exhibit behaviors and values that are consistent with the trust given to the profession.

D. GENERAL EDUCATION REQUIREMENTS

All students enrolled in the Doctor of Pharmacy Program and the Bachelors of Science in Pharmaceutical Sciences Program are required to meet the University requirements for general education. General education consists of 40 credits. Each of the twelve outcomes (A1-D1) must be met by at least 3 credits. A single course may meet more than one outcome, but cannot be double counted towards the 40-credit total. At least one course must be a Grand Challenge (G designation). No more than twelve credits used to meet general education may be from the same course code, with the exception of honors HPR courses, which may have more than 12 credits. General education courses may also be used to meet requirements of the major or minor when appropriate.

General Education encompasses the following four key objectives (A-D), met by the following twelve outcomes:

A-Build knowledge of diverse peoples and cultures and of the natural and physical world through the following four outcomes:

A1 - Understand and apply theories and methods of the **science, technology, engineering, and mathematical (STEM) disciplines**

A2 - Understand theories and methods of the **social and behavioral sciences**

A3 - Understand the context and significance of the **humanities** using theoretical, historical, and experiential perspectives

A4 - Understand the context and significance of **arts and design**

B-Develop intellectual and interdisciplinary competencies for academic and lifelong learning through the following four outcomes:

B1 - Write effective and precise texts that fulfill their communicative purposes and address various audiences

B2- Communicate effectively via listening, delivering oral presentations, and actively participating in group work

B3 - Apply the appropriate **mathematical, statistical, or computational strategies** to problem solving

B4 - Develop **information literacy** to independently research complex issues

C-Exercise individual and social responsibilities through the following three outcomes:

C1- Develop and engage in **civic knowledge and responsibilities**

C2- Develop and exercise **global responsibilities**

C3- Develop and exercise **diversity and inclusion responsibilities**

D-Integrate and apply abilities and capacities developed under each of the 3 above areas, adapting them to new settings, questions, and responsibilities

D1 Demonstrate the ability to synthesize multiple knowledge perspectives, competencies and responsibilities

G-Grand Challenge – Exploration of multiple perspectives of areas of contemporary significance, including their ethical implications

G- At least one course must have the “G” designation for Grand Challenge

E. PRE-PROFESSIONAL CURRICULUM FOR PHARM.D. DEGREE

First Year

First Semester: 15 credits

3 CHM 101 General Chemistry I
1 CHM 102 Lab for Chemistry 101
3 WRT 106 or COM 100
3 BIO 101 General Biology
1 BIO 103 Lab for BIO 101
3 PHL 212
1 URI 101

Second Semester: 17 credits

3 CHM 112 General Chemistry II
1 CHM 114 Lab for Chemistry 112
3 MTH 131 Applied Calculus (or MTH 141)
3 WRT 106 or COM 100
3 BIO 220 Anatomy/Physiology I
1 BIO 221 Anatomy/Physiology I Lab
3 Elective

Second Year

First semester: 17 credits

3 CHM 227 Organic Chemistry Lecture 1
3 ECN 201 Principles of Economics: Microeconomics
4 CMB 201 Introductory Medical Microbiology
3 BIO 222 Anatomy/Physiology II
1 BIO 223 Anatomy/Physiology II Lab
3 Elective

Second semester: 17 credits

3 CMB 311 Introductory Biochemistry
3 CHM 228 Organic Chemistry Lecture
2 CHM 226 Organic Chemistry Lab
4 STA 307 Introductory Biostatistics
3 Electives

During your second year you may wish to take advantage of the National Student Exchange Program (contact the coordinator in University College) or the Study Abroad Program (housed in Taft Hall) for a semester. You need to work closely with the Assistant Dean in Pharmacy, to plan accordingly, so that you will not lose your seat and complete all coursework in a timely manner.

Final permission for all off-campus work must be obtained from the Assistant Dean of Pharmacy, College of Pharmacy.

F. TRANSFER REQUIREMENTS FROM UNIVERSITY COLLEGE

After the third semester at University College, you will have completed a sufficient number of the pre-requisites and may be eligible to transfer into the professional part of the pharmacy program. Make an appointment with the pharmacy advisor to initiate the transfer process. During your fourth semester, you will have a pre-pharmacy interview to demonstrate your communication skills and basic knowledge of the profession. Transfer will be initiated in University College, and will be processed by the Associate Dean of Pharmacy (Avedisian Hall) to complete your formal transfer into the College of Pharmacy.

It must be clearly realized that students admitted to the pre-pharmacy program are **NOT** necessarily guaranteed a place in the pharmacy program which starts in the third year. Those URI pre-pharmacy students, who at the end of three semesters have satisfactorily completed **12 of the 16 pre-requisites science and math courses** below and have a grade average on all required science courses of at least **2.70 with no grade lower than C-**, will be automatically admitted in the pharmacy program. ***You must maintain the 2.7 with nothing less than C- requirement during the 4th semester to keep your seat.***

For you to transfer out of University College into the College of Pharmacy at the end of the third semester you must have the following:

1. Successful completion of 45 credits* and an overall qpa > **3.00**
2. Successful completion of 12 of the 16 following courses below with a qpa \geq **2.70** and no grade less than **C-**

BIO 101, 103, 220, 221, 222, 223
CHM 101,102,112,114,226, 227, 228
CMB 201, 311
STA 307
MTH 131

3. Completion of **ECN 201, WRT 106, COM 100, and PHL 212**

Unsuccessful candidates will lose their pharmacy seat at the end of the third semester. The students still interested in pharmacy, will have to compete during the fourth semester, for any **remaining seats** with transfer students from other universities or URI students who wish to change their major to Pharmacy. Competition will be based on academic performance in the pre-pharmacy science courses, as well as a personal interview. In addition, all 16 of the above listed courses, will be used to compute the pre-professional qpa. If you lose your seat because your pre-professional qpa is < 2.7, your chances of successfully competing for a seat are extremely limited given the number of transfer applicants each year. In **NO** case will students who have a grade average of less than 2.70 be admitted to the pharmacy program.

G. College of Pharmacy Admission Interview

As part of the admissions process into the College of Pharmacy, students are required to complete a standardized interview. The purpose of the interview is to assess characteristics related to personal and professional development as a pharmacist. Interviews will evaluate academic preparation, communication skills, professionalism, personal qualities, and future goals.

What to expect during the pre-pharmacy interview. You will be assigned an interview time early in the spring semester of your sophomore year, usually a Saturday morning. *Those studying abroad for a semester should contact the Assistant Dean early in the fall semester that academic year to schedule their interview before leaving.*

Three students will be assigned to each room with 3 interviewers: a faculty member, a preceptor or alumni, and a P3/P4 student. You will be asked questions from 4 domains:

- Commitment to Pharmacy Profession
- Conflict Resolution
- Personal Insight
- Commitment to Patient – Centered Care

During the interview, it is helpful to provide detailed answers and specific examples, avoid “yes” and “no” responses. Your answers should depict specific examples where you have demonstrated the necessary skills to become a pharmacist and show your commitment towards this career path. Speak clearly and concisely, avoid saying filler phrases: um, uh, like, you know, in other words, etc...

Interviews should take approximately 45 minutes. You will not be provided any feedback on your performance after the interview; please do not ask the interviewers how you did.

How to prepare for the pre-pharmacy interview. Reflect upon the reasons that motivate you to become a pharmacist and specific reasons you came to this decision. It will help you to research contemporary issues impacting pharmacy and health-care practices. Come prepared with questions to ask your interview team about school or pharmacy practice, interviewers will be expecting questions upon conclusion of the interview.

An information session and mock interviews are often offered prior to the formal interviews. Take advantages of opportunities to assist you in preparation for the interview, many students find this helpful. It will provide a chance for you to think on your feet and feedback is included on how to improve your performance. *Be sure to check your email regularly throughout the fall semester for dates and times, including your assigned interview time. If you are not receiving emails through the listserv, please contact the Assistant Dean.*

Completing the writing sample. You will be asked to complete a writing sample with the scheduled pre-pharmacy interview. You be given one sheet of paper to write a short essay. We are looking for well-constructed essays, not necessarily how much you can write and it is limited to 1 sheet (front only). You will have no more than 30 minutes to complete and please bring a pen or a pencil.

Professional dress is recommended.

H. COLLEGE SERVICES AND ACTIVITIES

As a member of the College of Pharmacy, you are eligible to participate in College activities. We encourage you to join a professional organization so that you can learn more about the profession. Presented below is information that should be of interest to you.

PHARMACY ORGANIZATIONS

As a new student at URI you will find that the student pharmacy organizations have many things to offer to you. One benefit is the opportunity to meet other students in pharmacy--not only your own classmates but the upperclassmen who can give you added insight into what is ahead.

Pharmacy organizations offer you a chance to meet people in pharmacy, have a voice in your education, gain information about the curriculum and add to your knowledge through professional service projects. It's definitely worth your while to get involved.

See the attached flyer you were provided listing current pharmacy organizations.

