

URI College of Pharmacy
Class of 2025



**Professional
Handbook**

Create the future of health through pharmacy

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INTRODUCTION

PREPARING FOR YOUR CAREER AS A PHARMACIST URI College of Pharmacy-The Professional Curriculum

Congratulations! You are now entering the first professional year, also called P1 year, of your studies in pharmacy. Our curriculum has a great deal to offer over the next 4 years. We hope that you will be successful and join the ranks of registered pharmacists upon your graduation from URI.

This manual has been prepared by personnel in the Office of Student and Academic Affairs to assist P1 students in planning for their academic and future career development. This is, of course, a continuing process. Your career may well involve experience in more than one branch of a profession that provides many opportunities for you to apply your training and abilities. Although it will be at least four years before you are eligible to become a pharmacist, it is a good idea to start giving thought now on how you would like to see the initial stages of your career develop. Over the P1, P2 and P3 years of the curriculum, you will be completing Introductory Pharmacy Practice Experiences (IPPE). In the P4 year, you will immerse in your Advanced Pharmacy Practice Experiences (APPE). We will ask that you consider and document characteristics of a professional and outside (co-curricular) activities. Outside employment as a pharmacy intern will also allow you to experience a variety of practice settings. In all of these ways, you will have more insight and understanding of what it means to be a pharmacist. The rich experiences you will have during experiential education will provide practical examples to complement knowledge and characteristics gained in the first three professional years.

Many URI pharmacy graduates (about 40%) enter community practice. However, there are other important areas of practice that you may wish to consider, and of course within community pharmacy, there is significant variety in the types of professional experiences which are offered. In setting your career goals you will want to match your own interests and abilities with those required for different practice settings. The purpose of this handbook is to help you start thinking about relevant factors to be considered in career planning.

A recent survey of alumni indicates that 54% work in a community practice setting, while 14% work in hospitals. Others work in the pharmaceutical industry (7%), long-term care facilities (4%), HMO's (2%), federal agencies (2%), specialty areas (5%), and academia (4%). Job responsibilities vary from staff pharmacist, manager, clinical specialist, consultant, executive, to professor. Seventy-one percent agree that their educational experience at URI contributed to their leadership abilities in the profession. As you can see, you have a lot of options when you graduate, so we hope that you take advantage of opportunities that arise as you progress through the curriculum.

You should be aware that your education cannot be regarded as complete the day you pass the Board examinations. There is still much for you to learn in professional practice. You will want to observe and copy the techniques of many practicing pharmacists who can function as role models for you. Also, mandatory continuing education, a commitment to professional development, and self-directed life long learning are an essential part of professional practice. Learning must be a continuous process in a career such as pharmacy for which rapid change is to be expected; particularly as new practice roles are emerging for pharmacists.

As part of your orientation you will be required to attend a professionalism workshop (In September, 2021) so that you will be aware of expectations as a member of the profession of pharmacy. You will also be asked to sign an oath of professionalism. Presented below are the characteristics, which distinguish you as a professional. Read and reflect on how you need to focus yourself to be successful in this training.

UNIVERSAL COMPETENCIES

WHAT SKILLS AND ABILITIES ARE REQUIRED FOR THE VARIOUS PROFESSIONAL AREAS?

There are some competencies that are universal and required by pharmacists in all areas of pharmacy practice. These universal competencies include, but are not limited to:

Personal Integrity - Healthcare professionals are given certain privileges by the community. Inextricably linked to such rights are responsibilities. All pharmacists must be constantly aware of the ethical standards of their profession. Often ethical requirements are very clear, but situations can develop in which the individual pharmacist may find it helpful to seek the advice of others before deciding what course of action to adopt. For example, in working with an impaired pharmacist, (one subject to drug or alcohol abuse) there is an obvious duty to protect the interests of patients and others while at the same time trying to assist the impaired pharmacist and uphold the standards and regulations of the profession. Selecting appropriate action in such circumstances is not always easy, but is part of your professional responsibilities.

Professional dedication and attention to detail - Pharmacy is a demanding profession that requires a great deal of concentration and attention to detail to safeguard the health of the patient. Long periods of vigilance over one's own activities or those you are supervising can be exhausting. There can be no compromise in meeting our professional standards. You must keep your body in good health so that you have the stamina and mental attitude to perform your duties.

Communication skills (both receiving and transmitting) - Communication skills are the hallmark of successful pharmacists, and more recently, the increasing emphasis on the clinical aspects of practice has highlighted the need for effective and empathetic communication skills. Some beginning pharmacists are "natural" communicators, while others have to work at developing their skills in this area (**Reminder:** *a good communicator must be a receptive listener as well as an articulate speaker*).

Knowledge of certain core professional data and knowledge of where to locate other relevant data You must have a solid knowledge base in order to function as a pharmacist. Additionally, you must be able to find required information in an effective manner. Your professional training will provide you with the opportunity to establish a database of drugs including everything from the drug's chemical structure all the way up to the drug's therapeutic use and monitoring. Further, you will develop a formidable understanding of drug information systems, using these systems to continually enhance your knowledge base.

Problem solving abilities / using both convergent and divergent thought processes as may be appropriate - Being able to integrate knowledge to provide pharmaceutical care is critical to your success as a pharmacist. For many pharmacists, job satisfaction is related to the opportunity to apply and refine his or her problem solving skills. This skill, which some find easy to develop, can be slower and a more difficult process for others to achieve.

The remainder of the handbook is divided into two sections: academic and professional. The academic section deals with the educational outcomes, academic expectations, and the professional curriculum. The professionalism section describes our expectations for professional development as a graduation requirement. It also identifies issues and consequences of professional misconduct.

ACADEMIC INTEGRITY AND EDUCATIONAL EXPECTATIONS

At the College of Pharmacy you will be asked to sign a pledge of professionalism when you enter the professional portion of the curriculum. In addition, you are expected to adhere to the highest standards of academic integrity in all of 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. Please review the URI Student Handbook paying particular attention to **Academic Honesty (page 12)**. You can access the URI Student Handbook via the following link: <https://web.uri.edu/studentconduct/files/Student-Handbook-FINAL-08.22.2019.pdf>

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. Your pre-professional curriculum gave you a knowledge base that will serve as a foundation for success in the professional curriculum.

We expect you to be able to communicate effectively in both written and oral forms. In addition to academic standards, you will also be evaluated during the professional curriculum related to technical standards that are essential for pharmacy practice. It is imperative that you carefully review the technical standards in the catalog <https://web.uri.edu/catalog/doctor-of-pharmacy-pharm-d/>. Students who have concerns about their ability to meet these standards should contact the Associate Dean of the College (401-874-5522; kellyo@uri.edu). When requested, the College will provide reasonable accommodation to otherwise qualified students with disabilities. Disabled students must work with and be approved by URI's Disability Services for Students (www.uri.edu/disability; 401-874-2098; dss@etal.uri.edu). You must have good quantitative skills that you have learned in math and statistics. You have had the opportunity to develop good analytical and critical thinking skills in your general education and science courses. Chemistry and biology are the foundation for this professional curriculum.

Drugs are primarily organic molecules, so it should be evident 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 have viewed organic chemistry as a big hurdle which you needed to clear to stay in the program. The College of Pharmacy will expect you to apply these principles learned in biochemistry and organic chemistry to your pharmacy courses. We are not going to re-teach them 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.

EDUCATIONAL OUTCOMES

The pharmacy curriculum is designed to meet national educational outcomes required for accreditation. These outcomes, as developed with the assistance of the American Association of Colleges of Pharmacy (AACCP) and approved by the faculty, have been used to design the pre-professional requirements and professional course work. They describe the skills that practitioners should have mastered by the completion of their educational experience, and have been included so that you might see how the whole curriculum is integrated to help you become a successful practitioner. The outcomes are presented below.

University of Rhode Island College of Pharmacy
Doctor of Pharmacy Educational Outcomes
Approved by Faculty vote on 10/7/2015

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.

PROGRAM REQUIREMENTS and COLLEGE PROCEDURES

On the following pages you will find the professional curriculum and the professionalism portfolio that you are required to complete for graduation. Professional and/or legal exigencies arise from time to time which may necessitate changes in a pharmacy course, progression, and/or graduation requirements. Students should review their status with academic advisors on a timely basis and refer to current publications for updated information.

DOCTOR of PHARMACY DEGREE PROGRAM REQUIREMENTS

Retention and Progression Requirements

- Students must earn a minimum Quality Point Average (QPA) of 2.3 in all required professional didactic courses in order to qualify for graduation in the PharmD Program.
- Students must achieve a C- or higher in all required PharmD courses.
- A student will be allowed to repeat up to 6 credits per semester up to a maximum of 15 credits of didactic pharmacy courses in which he or she received a C- or less in order to achieve the 2.3 QPA graduation requirement. Students who have reached the 15-credit maximum without achieving the required 2.3 QPA required for graduation will be dismissed from the program. In most cases, students repeating classes will delay their graduation date.
- A student who receives any grade of less than a C- in any required pharmacy course or whose cumulative QPA in professional courses falls below 2.3 at the end of any semester will be reviewed by the scholastic standing committee and presented with a remediation plan that must be successfully completed to progress in the curriculum. Remediation plans will be designed to meet program standards and may include repeating courses, additional self-study and or faculty assessment of proficiency through assignments and examinations. Remediation plans will be developed by the Scholastic Standing Committee taking into consideration student factors in order to better ensure success. Student who are not successful in completing the remediation plan are eligible for dismissal.
- The student whose cumulative QPA in required professional didactic courses falls below a 2.2 at the end of any semester may be dismissed from the program.
- Students will not be allowed to proceed into Advanced Pharmacy Practice Experiences (APPE) without at least a 2.30 QPA in required professional didactic pharmacy courses.
- Students must earn a C- or better for any APPE rotation.
- Students must successfully complete a professionalism portfolio.
- Students will be placed on academic probation when they fail to meet good academic standing. Good academic standing requires a QPA of at least 2.3 or higher, a semester QPA of 2.3 or higher, and at least a C- in required pharmacy courses.

Appeals Process. If your academic progress is below the Doctor of Pharmacy retention requirements, you will be eligible for dismissal from the program. Students subject to dismissal for failing to meet retention requirements shall have the right to appeal to the Associate Dean of Student and Academic Affairs of the College of Pharmacy within five days of the date of notice. The appeal shall include a written statement explaining the extenuating circumstances and state the reasons why the dismissal action should not prevail. The appeal will be reviewed by the College of Pharmacy's Scholastic Standing Committee that shall confirm the dismissal or continue the student on probation. The decision of the scholastic standing committee shall be final. Students who have been dismissed from the PharmD program may apply for readmission to the Scholastic Standing Committee by sending a letter to the Chair of the committee

Other University Procedures: The College follows the University Manual for leave of absence (LOA and withdrawal information <https://web.uri.edu/enrollment/withdrawal/>), right to due process, and appeal mechanisms. To appeal a grade in a College course, the student should first try and work out differences with the faculty member who taught the class. If that step doesn't resolve the dispute, the student can then ask the Department Chair to help resolve the dispute. The College's Scholastic Standing Committee serves as the final arbiter of grade disputes. Students are also able to use the University Ombud <https://web.uri.edu/ombud/> which is a last step to resolving problems with University policies or procedures.

Other Program Requirements and College Procedures

Criminal Background Checks. All students must undergo a criminal background check annually during the professional (P1 to P4) years of the program. The criminal background check must be completed prior to the fall semester of each professional year or before any Introductory Pharmacy Practice Experience (IPPE) is initiated. Many hospitals, clinical facilities, and other professional sites that participate in both the IPPE and advanced pharmacy practice experience (APPE) programs require certification that students have a clear criminal record (or a criminal record which, due to the timing or nature of the criminal behavior, or the relevant circumstances, does not, in the judgment of the site preclude the student's participation in the practicum experience at their site) prior to initiating pharmacy practice experiences. Students with criminal records, therefore, should be aware that their criminal record may preclude their participation in clinical experiences at some sites, and as a result, their progression to meet the degree requirements may be impeded.

HIPAA Certification. All students must enroll in and complete HIPAA (Health Information Portability and Accountability Act) training and certification prior to beginning any experiential rotation work.

Drug Testing. Many hospitals, clinical facilities, and other professional sites that participate in both the introductory practice experiences (IPPE) and advanced practice experiences (APPE) require students to undergo a drug test. Students who test positive for an illegal drug will be denied positions at these sites. As a result, their progression to meet the degree requirements will be impeded.

Intern License Requirement. Registration as an intern pharmacist is a requirement of the program; therefore, all students in the professional PharmD program must hold a valid Rhode Island intern license when they enter the fall semester of their first professional year and before any Introductory Pharmacy Practice Experience (IPPE) is initiated. The Rhode Island intern license must be maintained throughout the professional program (P1 to P4 years). Students completing IPPE or APPE experiences in other states must obtain an intern license through the board of pharmacy of the state(s) in which they have those practice experiences. Intern licensure in Massachusetts is recommended for all students, but not required.

To be eligible for an intern license, students must be currently enrolled in a pharmacy program. Intern licenses must be returned to the board if a student withdraws or takes a leave of absence from the college.

Applications for an intern license also normally require the applicant to disclose, and provide an explanation of, any criminal conviction (or any plea or other form of admission or acceptance of responsibility for criminal conduct, including driving under the influence), as well as any state disciplinary action involving or affecting the applicant's license to practice, any other pending state charges or investigations relating to the applicant, and any adverse proceeding or action relating to the applicant's membership in a professional society.

Class Attendance. Students are expected to attend all classes and to take examinations at scheduled times. If a student expects to miss an exam due to serious illness or other catastrophic event, it is his or her responsibility to contact the course instructor prior to the examination. Other absences from exams are unexcused. Please DO NOT make travel plans that result in you missing some of your coursework or exams. Please familiarize yourself with the University policies regarding absences for classes and examinations in the University Manual (sections 8.51.11 - 8.51.14; available via <http://web.uri.edu/manual/chapter-8/chapter-8-4/>). This will be strictly enforced by faculty and the Office of Student and Academic Affairs. You will be asked to provide documentation for absences that are "excused" under the relevant policies.

Access to Records. Students have the right to view official records and files that are housed in the Office of Student and Academic Affairs. Guidelines for access to these records are available at the Office of Student Life.

Continuing Professional Development Portfolio PharmD students must participate in an on-line portfolio to assess personal growth in some mandatory co-curricular and professional activities. These experiences, and your reflections about the experiences, are organized in a manner to help you transition from a student into a professional practitioner in pharmacy. Some of the areas of interest include self-directed learning, pride and leadership in the profession, and commitment to service and activities that promote empathy and concern for others. Students must complete several short reflective paragraphs after participation in specified activities (such as participation in the White Coat Ceremony). These professional characteristics are more fully described on page 16 of this manual. Students who do not upload the required reflections by the end of each year will be evaluated by the College's Professionalism Committee. Students may be prevented from progressing onto APPE rotations for failure to complete their portfolio reflections.

Program of Study for the PharmD Class of 2025

Fall 2021 P1	credits	Spring 2022 P1	credits
BPS 337 Pharm Sci I	4	BPS 338 Pharm Sci II	3
BPS 319 Biopharm	3	PHP 328 Clin Sci II	4
PHP 327 Clin Sci I	3	FSN 444 Nutrition	3
PHP 315 Self Care I	3	PHP 303 Immunizations	1
PHP 307 SAS I	3	PHP 308 SAS II	3
PHP 340 or 350 IPPE	1	PHC 316 Prac Lab	1
BPS 318 Pharm Tech lab	2		
Fall 2022 P2		Spring 2023 P2	
BPS 437 Pharm Sci III	3	BPS 438 Pharm Sci IV	3
BPS 320 Dosage Forms	3	PHP 428 Clin Sci IV	4
PHP 427 Clin Sci III	4	PHP 418 Self Care II	3
PHP 407 SAS III	3	PHP 408 SAS IV	3
PHP/BPS 415 Immunotx	3	PHC 416 Prac Lab	1
PHP 450 IPPE	2	Professional elective	3
PHC 415 Prac Lab	1		
Fall 2023 P3		Spring 2025 P3	
BPS 537 Pharm Sci V	3	BPS 538 Pharm Sci VI	2
PHP 527 Clin Sci V	4	PHP 528 Clin Sci VI	4
PHP/BPS 547 Prec Med	3	PHP 548 Capstone	4
PHP 509 Pedi/Geri	3	PHP 508 SAS V	3
PHP 451 IPPE	1	Professional elective	3
Professional elective	3		
PHC 515 Prac Lab	2		

In the P4 year, all students must complete 36 credits of APPE rotations. Each rotation lasts for 6 weeks and is 6 credits. PHP 591 Community, PHP 592 Inpatient, PHP 594 Institutional, and PHP 595 ambulatory are required. Two additional elective rotations PHP 593 are also required.

COMPLAINTS POLICY

The University of Rhode Island, College of Pharmacy is committed to conducting its affairs in an open and honest manner with respect for all individuals. Anyone who perceives that there are practices that do not conform to this policy may initiate a formal complaint. The specific policies and procedures related to complaints are presented on the next page. Please read and familiarize yourself with the policies and procedures related to complaints. The College of Pharmacy encourages persons with complaints about the Doctor of Pharmacy educational program to seek informal resolution of their complaints prior to initiating a formal process. This informal resolution may include one-on-one conversations or group discussions, when appropriate for the situation.

Any person may file a formal complaint to the College of Pharmacy regarding its professional program. Complaints may include, but are not limited to, admissions policies, inappropriate faculty or student conduct (as related to AAUP contract article V or University Manual section 9.18), inequities in grading, and/or failure to comply with University policy. It is the responsibility of the Associate Dean to manage and provide responses to formal complaints about the Doctor of Pharmacy Program.

Procedures for formal complaints

1. To initiate a formal complaint a Student Complaint Form must be completed. The form includes a section for a detailed description of the issue or reason for the complaint. All areas of the form must be completed to ensure a complete understanding of the situation and how to contact the complainant in the event that other answers are needed. If this is a student complaint related to a course or faculty action, a statement of actions taken to informally resolve the complaint must be included. Failure to complete all sections of the form will delay the response or make it impossible for a resolution to be made.
2. Requests for confidentiality shall be respected to the extent any such information is not necessary for the resolution of the complaint. Students will not be penalized or suffer retaliation for filing complaints. Completed complaint forms will be kept in a locked file in the Office of the Associate Dean.
3. A complaint form should be accessed on the College's web page (<http://web.uri.edu/pharmacy/files/PharmD-ACPE-Standards-Student-Complaint-Form-9.19.17.pdf>). A printed copy is included on page 12 of this manual or may be obtained from the Dean's Office, the Office of Student Affairs. Complaints must be submitted to the Attention of the Associate Dean, College of Pharmacy, University of Rhode Island, 7 Greenhouse Rd., Room 215C, Kingston, RI 02881.
4. Formal complaints will be reviewed upon receipt by the Associate Dean or a designated administrative staff member and referred to the appropriate collegiate committee or administrative office within the College or University for information, advice and/or response. Complaints may require meetings or hearings with the complaining party or other members of the collegiate or university community. University Policy and Procedure will guide the Associate Dean depending on the individual complaint. The person submitting the complaint will receive acknowledgement of the submission within 14 days and a response or update on its status within 60 days. All effort will be made to provide timely responses to time sensitive complaints.

Appeals Process

Decisions related to the complaint may be appealed to the Dean of the College of Pharmacy. University related complaints may be appealed through the University of Rhode Island policies and procedures. Members of the University community may also seek advice on complaints from the Office of the Ombudsperson at 401-874-4250. More information on the University's Ombudsperson may be found at <https://web.uri.edu/ombud/>

Complaints to the Accreditation Council for Pharmacy Education (ACPE)

The Accreditation Council for Pharmacy Education (ACPE) has an obligation to assure itself that any institution which seeks or holds a pre-accreditation or accreditation status for its professional program(s) conducts its affairs with honesty and frankness. Complaints from other institutions, students, faculty, or the public against a college or school of pharmacy, including tuition and fee policies, and as related to ACPE standards, policies or procedures, shall be placed in writing in detail by the complainant and submitted to the ACPE office. The complaint shall be submitted to the institution for response. Requests for confidentiality shall be respected to the extent any such information is not necessary for the resolution of the complaint. Details for submission of a complaint to ACPE with regard to accreditation standards can be obtained at <http://www.acpe-accredit.org/deans/complaints.asp>.

Student Complaint Form
The University of Rhode Island College of Pharmacy

Student Name: _____ **Graduation Year:** _____

Contact Information:

Email: _____

Telephone: _____

Nature of complaint: _____
(i.e.: curriculum, admissions policy, etc)

NOTICE: Information on filing complaints is provided in the University of Rhode Island College of Pharmacy Professional Handbook and on the College of Pharmacy website via the following link:

www.uri.edu/pharmacy

In the space below, please state in detail your complaint, making reference to a specific ACPE standard. Please include actions already taken to informally solve your complaint. You may use additional pages if necessary.

In the space below, please state in detail what resolution or relief you are seeking. You may use additional pages if necessary.

Signature

Date

Upon completion, please place the Student Complaint Form in an envelope, seal and mark the envelope "Confidential" and deliver to:

***Associate Dean of Student and Academic
College of Pharmacy
7 Greenhouse Road, Room 125a
Kingston, RI 02881.***

PROFESSIONALISM GUIDELINES AND EXPECTATIONS

Professionalism Guidelines of the University of Rhode Island Doctor of Pharmacy Program (version 4; 2/10/2009)

(Modified from the North Dakota State University College of Pharmacy, Nursing and Allied Sciences Student Conduct Policy - 5/14/2008)

Introduction

Pharmacists must live up to the high ideals of their profession. Their lives must be guided by the principles of honesty and integrity, in order to ensure that the public can regard their words and actions as unquestionably trustworthy.

To develop an understanding of and respect for these principles of honesty and integrity as applied to the academic work of pharmacy students, the College has developed this conduct policy applicable to all students, preceptors, faculty, and staff.

For prospective students, acceptance of this policy is required as a condition of admission to the College as a first-year professional student.

Students, faculty, preceptors, and staff are held responsible for exhibiting the following professional attributes: respect for others, empathy for patients and colleagues, honesty, integrity, accountability, confidentiality, knowledge of and involvement in the profession. Academic dishonesty and professional misconduct are considered unacceptable.

Fulfilling Professionalism Requirements in the Doctor of Pharmacy Curriculum

In a professional school, the curriculum of study consists of knowledge, skills, abilities, and attitudes/behaviors. The curricular goals and objectives of the Doctor of Pharmacy program at the College are articulated in the Student Learning Outcomes. Procedures for addressing academic competency and progression associated with students' knowledge, skills, and abilities are addressed by the Scholastic Standing Committee. Procedures and Policies for addressing professional competency, misconduct, and disciplinary actions are addressed here. Students are required to achieve a minimal competence in professionalism as a requirement of graduation. The major component of this requirement is the satisfactory completion of a professionalism portfolio.

Co-Curricular Continuing Professional Development Portfolio

Students are required to create and complete a portfolio that demonstrates achievement in professional development. The activities are based on the 2016 ACPE standards and the APhA-ASP Each of the Ten Traits of a Professional (see within Handbook).

Working with a faculty advisor, students will annually review their portfolio and receive constructive feedback on their progress. Students must complete assignments as presented during the orientation to the portfolio. Students who do not meet requirements as of April 15th of their P1 and P2 year can be referred to the Associate Dean and the College Professionalism Committee. P3 students who have not completed the portfolio by April 15th, will be referred to the College Scholastic Standing Committee. Students who do not complete the requirements of the portfolio will be subject to a delay in starting

Advanced Pharmacy Practice Experiences. Details of the specific required activities and assignments will be discussed early in the P1 year during an orientation to the portfolio.

Dress Code Policy

(Adapted from sections of “Professionalism for Pharmacy Students” – South Dakota State University College of Pharmacy)

Professional dress is exemplified by the avoidance of extremes in dress and grooming.

Even though current dress code policy does not specifically require adherence to the professional dress standard in the classroom, students are expected to maintain a neat, clean appearance in the classroom, such that visitors and faculty members might discern they are in the presence of students within a professional program. Therefore, avoidance of extremes of dress and grooming, and adherence to personal cleanliness should be maintained in the classroom, or in any situation when the student represents the College of Pharmacy.

Professional Misconduct Policy

We expect professional conduct from all students, faculty, and staff. Individuals are expected to represent the College, professional program or profession in a positive, professional manner. Violation of any professions’ codes of ethics is a violation of professional conduct.

Academic Misconduct, while also considered professional misconduct, will be adjudicated as outlined in the URI Student Handbook (accessed at <https://web.uri.edu/studentconduct/files/Student-Handbook-FINAL-08.22.2019.pdf>).

Professional misconduct for URI College of Pharmacy PharmD students includes, but is not limited to: (Modified from the North Dakota State University College of Pharmacy, Nursing and Allied Sciences Student Conduct Policy - 5/14/2008)

1. Violation of conduct described in course policies or articulated by the instructor in writing.
2. Contributing to, or engaging in any activity which disrupts or obstructs the teaching, research, or outreach programs of the College or University, on campus or at affiliated training sites.
3. Entering the classroom or clinical experience habitually late or leaving early, arriving late to a professional activity, without prior permission from the instructor. The instructor also has the obligation to notify the class, if possible in advance, of any changes in class times, possible late arrival and/or cancelled classes.
4. Approaching faculty, staff or students in less than a professional manner and treating faculty, staff, peers and patients in a disrespectful and inconsiderate way.
5. Unprofessional dress (as outlined in the professional program, professionalism manual, class and/or clinical agency policies) during classes, clinical experiences, or when representing the College of Pharmacy.
6. Falsifying applications, forms, documents, reports or records of any kind or providing false information to the University personnel while an active member of the College's academic programs.
7. Unauthorized accessing or revealing of confidential information about faculty, staff, or students of the College and University <https://web.uri.edu/enrollment/ferpa/> for information on the federal Family Educational Rights and Privacy Act, or FERPA).
8. Violation of patient respect and confidentiality in any practice/learning setting (see <http://www.hhs.gov/ocr/privacy/index.html> for more information on the Health Insurance Portability and Accountability Act, or HIPAA).
9. Theft, damaging, defacing or unauthorized use of any property of the College, University, or training sites. (<https://web.uri.edu/studentconduct/files/Student-Handbook-FINAL-08.22.2019.pdf>)
10. Computer usage that violates URI and/or clinical sites acceptable use policies, including use of social media.
11. Sexual harassment as defined by URI and/or clinical sites (<https://web.uri.edu/studentconduct/files/Student-Handbook-FINAL-08.22.2019.pdf>).
12. Harassment, Threats of Violence, Intent to do harm (<https://web.uri.edu/studentconduct/files/Student-Handbook-FINAL-08.22.2019.pdf>).
13. Endangering patients, faculty, staff, and/or fellow students or damaging their property.
14. Intoxication, abuse, possession, illegal use or illegal sale of alcohol, other drugs, chemicals, firearms, explosives or weapons within the University campus, in any practice/learning setting, or when representing the College (<https://web.uri.edu/studentconduct/files/Student-Handbook-FINAL->

[08.22.2019.pdf](#)). Conviction of such actions is grounds for dismissal.

15. Any violation and/or conviction of any federal, state or municipal law as well as a University rule or rule at a professional experience site. Any felony conviction is grounds for dismissal.

DISCLAIMER: Items referenced in the URI Student Handbook are managed by the Department of Student Life; items referencing federal, state, or local laws are additionally managed by the respective law enforcement agency.

Composition and Goals of Professionalism Committee

Goals

- Develop, implement, and assess proactive programs to promote professionalism in the curriculum and among members of the College.
 - Work with curriculum committee to create, approve, and distribute professionalism language for syllabi.
 - Organize the REQUIRED P1 professionalism seminar in the fall semester of the P1 year.
 - Develop professionalism content for URI 101 and introduction to pharmacy class (P1).
 - Promote professionalism seminars for faculty, staff, preceptors, and students.

- Create and evaluate disciplinary outcomes for unprofessional student behavior.
 - Work with Student Life, Associate Dean's office, College of Pharmacy faculty, staff, and students to create fair and balanced disciplinary outcomes.
 - Insure that an acceptable appeals process works efficiently.

The Professionalism Committee is comprised of four College faculty members and one professional staff member. The Chair of the Professionalism Committee is appointed by the Dean. Up to four students (each from the P1-P4 professional years) can serve on the Committee, but only to meet its promotion and advocacy goals. No student Committee members will participate in conduct hearings. The Committee considers all issues related to unprofessional, unethical, or illegal student conduct presented to the Committee. Ad hoc members include the Assistant Dean for Student Affairs and the Director of the PharmD program.

Policy on Adjudication of Unprofessional Conduct

The procedure for adjudication of alleged unprofessional conduct is handled by the Professionalism Committee. Conduct that is generally considered unprofessional or unethical (as listed in this manual) is typically considered unprofessional conduct for students.

Misconduct Reporting

Anyone can report professional misconduct to the Committee or the Office of Student and Academic Affairs in writing. Verbal reports must be followed up with a written form that lists the name of the reporter (**anonymous reporting will not be permitted**), the student violator, a detailed description of the offense(s), and the date(s). These reports serve as the basis for the complete documentation of the conduct adjudication process. All confirmed misconduct reported to the Committee will lead to some action by the Associate Dean and/or the Committee. The Committee Chair has 10 business days from receipt of the form to address the alleged misconduct, assemble the Committee (if needed), and make recommendations for disciplinary action. Offenses may require that the student meet with the Committee prior to a decision. The decisions of the Committee range from a letter in the student's professional file to a recommendation for immediate expulsion from the College.

**Components of the Co-Curricular Portfolio: Professionalism Expectations
(Adapted from the APhA Professionalism Toolkit and the University of Georgia College of Pharmacy)**

As defined in the [1999 APhA-ASP/AACP White Paper on Student Professionalism](#), pharmacists and pharmacy students act professionally when they display the following traits:

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

Detailed descriptions of the ten traits are listed below.

1. 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.

2. 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
- Maintains personal health and well-being

3. Service Orientation/Altruism

- Demonstrates concern for the welfare of others; uses skills and knowledge to improve their quality of
- 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

4. Continuing Commitment to Excellence and Pride in the Profession, College, and Community

- 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

5. Covenantal Relationship with the Patient and Respect for Others

- Empathetic and responsive to the needs of the patient, the patient's family and other health care team members
- 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

6. 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 patient-centered care

7. 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

8. Accountability

- Demonstrates initiative, reliability and follow-through in fulfilling commitments
- Promptly completes responsibilities in a timely manner
- 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

9. 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

10. 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

Interprofessional Education (IPE) Statement

The College of Pharmacy at the University of Rhode Island has been at the forefront of Interprofessional Education (IPE) both at the University and nationally. Our core belief is that interprofessional education and practice must begin prior to licensure and should be required for all students in the health- and healthcare-related disciplines.

Pre-licensure interprofessional education is a part of the core foundation for preparing graduates to be health care providers can work effectively and collaboratively to ensure improved patient- and population-centered health outcomes.

Our IPE curriculum emphasizes the development and refinement of interprofessional skills through problem-based complex patient cases, team-based active learning scenarios with standardized patient actors, and clinical simulations.

Interprofessional teamwork requires a significant commitment to high levels of cooperation, coordination and collaboration by students, faculty and administrators. All of these processes are learned and require time, practice, and flexibility. Preparing our students for a future of interprofessional team-based collaborative practice, and research must begin with a strong student curriculum with dedicated and an equally strong program of interprofessional faculty development

IPE Vision Mission and Goals

Vision: All professional degree graduates from the College of Pharmacy are prepared to be essential members of integrated healthcare delivery teams, providing effective, high-quality person-centered care to improve health outcomes.

Mission: The College of Pharmacy serves as the leader in Interprofessional Education at the University, advancing interprofessional education among pre-licensure students across the University and beyond.

Goals:

Facilitate students from pharmacy and other health disciplines in gaining an understanding and insight into the knowledge and skills required for each discipline.

Promote the potential roles of interprofessional education in identifying and addressing social determinants of health to students, faculty and practitioners in order to improve health outcomes.

Incorporate the principles of Values/Ethics, Roles/Responsibilities, Interprofessional Communication, and Teams/Teamwork thoughtfully and purposefully throughout the Doctor of Pharmacy curriculum.

Create an environment for the students that fosters positive attitudes about other health care disciplines and allows them to build self-confidence as a member of an interprofessional health care team.

Provide increasingly complex interprofessional activities in which students from different disciplines can be engaged in clinically meaningful patient care activities.

Agreement to Change my URI Admission Catalog Year

When I began my studies at URI, I was admitted in the 2019-2020 academic year under the educational programs in the University Catalog published in the Fall 2019. The curriculum of the PharmD program has changed with some updated new courses. As I begin my P1 (or first professional year) I agree to change my academic calendar year to 2021-22.

Student Signature

Date

Student Name (Please Print)

Manual Acknowledgement Form

I acknowledge that I have received a copy of the University of Rhode Island College of Pharmacy Student Manual.

I understand that this Student Manual works in conjunction with the University of Rhode Island Student Handbook. If any conflicts exist, the University Student Handbook is the final determinate.

I have read and understand the contents of this manual and will act in accord with these policies and procedures as a condition of my enrollment with the College of Pharmacy.

I have read and understand the Professionalism Guidelines expected by the College of Pharmacy and I agree to act in accord with the Professionalism Guidelines as a condition of my enrollment.

I understand that if I have questions or concerns at any time about the manual or the Professionalism Guidelines, I will consult with the Associate Dean for Student and Academic Affairs for clarification.

The College reserves the right and discretion to amend, delete, deviate from, or change policies at the sole discretion of the College. Changes are effective as of the date of their occurrence.

Finally, I understand that the contents of this Student Manual are simply policies and guidelines, not a contract or implied contract with students. The contents of the Student Manual may change at any time.

Please read this Manual and these Professionalism Guidelines carefully to understand these conditions of enrollment before you sign this document.

Student Signature

Date

Student Name (Please Print)

