STUDENT HANDBOOK

2019-2020
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INTRODUCTION

This document describes expectations of all students enrolled in the Wegmans School of Pharmacy. The material presented herein is not meant to circumvent or replace any St. John Fisher College student-related policy. In the event that any part of this document were to conflict with the St. John Fisher College Graduate Catalog, the more stringent of the policies would take priority.

All students of the Wegmans School of Pharmacy must read and abide by the St. John Fisher College Student Code of Conduct which is available online at: https://www.sjfc.edu/student-life/student-conduct/student-code-of-conduct/

DISCLOSURE

The Wegmans School of Pharmacy at St. John Fisher College affirms the principle that its students, faculty, and staff have a right to be free from discrimination or harassment by any member of the College community. St. John Fisher College complies with federal law, including the provisions of Title VI of the Civil Rights Act of 1964, Title IX of Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

The Wegmans School of Pharmacy does not discriminate on the basis of race, color, creed, gender, national or ethnic origin, age, sexual orientation, physical or mental disability, veteran status, disability or military service in its administration of education policies, programs, activities or services; admissions; and scholarship and loan programs.

St. John Fisher College further complies with the provisions of the Family Educational Rights and Privacy Act of 1974. This act, as it applies to institutions of higher learning, ensures that students have access to certain records that pertain to them and that unauthorized persons do not have access to such records. A copy of the Act and the University’s policy regarding Student Educational Records and Information is available upon request at the Office of the Registrar.

In accordance with St. John Fisher College policy, all Wegmans School of Pharmacy students must maintain health insurance at all times during their enrollment. Failure to do so may result in a training site preventing you from performing a required rotation possibly resulting in delayed graduation and other sanctions.

An up-to-date, electronic copy of this document will be maintained on the Blackboard (Bb) Pharmacy Student Center. Students will be notified via e-mail of any substantive changes that are made to this document during the academic year.

ACPE ACCREDITATION

The Wegmans School of Pharmacy is accredited by the Accreditation Council for Pharmacy Education (ACPE), a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. In June 2016, the Wegmans School of Pharmacy earned full (8 year) reaccreditation from ACPE.

The ACPE accredits Doctor of Pharmacy programs offered by colleges and schools of pharmacy in the United States and selected non-U.S. sites. ACPE sets standards for the education of pharmacists to
prepare them for the delivery of pharmacist-provided patient care. For more information about ACPE and its programs, please visit: https://www.acpe-accredit.org/.

**ACCESS TO STUDENTS’ EDUCATIONAL RECORDS**

St. John Fisher College complies fully with the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA is a federal law which governs access to the students’ education records. Under FERPA, students have, with certain limited exceptions, certain rights with respect to their education records. This law grants students guaranteed access to their educational records; such access includes the right to inspect and review educational records, the right to obtain copies of the records (a copying fee may be charged), and the right to challenge or supplement information on file in order to prevent flawed interpretation.

Certain records (i.e., medical records) are not deemed to be educational records and are therefore not accessible to students. Additionally, the Buckley Amendment prohibits the disclosure of “personally identifiable information” to third parties without the prior written consent of the student. Exceptions may be made only for College officials and others with legitimate educational interests. The College may disclose “directory information” unless the student notifies the College to the contrary. Directory information is defined as:

- Student’s name
- College e-mail address
- Address
- Telephone number
- Date and place of birth
- Hometown
- High school
- Field(s) of study
- Advisor name(s)
- Full-time/part-time status
- Class year
- Dates of attendance
- Date of graduation
- Degrees and awards received
- Most recent previous educational institution attended
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-4605
MISSION

Preparing pharmacists for lives of intellectual, professional, and civic integrity

VISION

The Wegmans School of Pharmacy will be recognized for preparing pharmacists to provide pharmaceutical care that enhances the health-related quality of life of the patients they serve. The School is committed to providing an environment that:

- Promotes academic excellence, service, and scholarship
- Encourages each student's intellectual and personal development
- Fosters the development of lifelong learners committed to advancing the profession of pharmacy

GOALS

In fulfillment of its mission, the Wegmans School of Pharmacy strives for excellence in:

Intellectual Integrity

- Offer a professional pharmacy curriculum that provides qualified students with the knowledge, skills, abilities, attitudes and values necessary to become a licensed pharmacist providing pharmaceutical care
- Recruit, admit, and retain high quality students of a diverse population
- Engage faculty and students in scholarly inquiry of all forms

Professional Integrity

- Actively involve faculty and students in the profession of pharmacy
- Will provide quality continuing education and life-long learning activities to assist pharmacists in maintaining existing competencies and developing new skills

Civic Integrity

- Involve faculty, staff, and students in service that improves the community
- Maintain an environment that promotes and supports the understanding of and an appreciation for diversity among students, faculty, staff, and the patients we serve
CURRICULAR PHILOSOPHY

- The Wegmans School of Pharmacy curriculum prepares students to practice in any professional setting.
- It does so by providing a strong foundation in the sciences, clinical skills, and administration while emphasizing professionalism, integrity, and diversity.
- Continuous assessment of the curriculum drives evidence-based changes to stay current in this dynamic profession.

PHARMACY PROGRAM LEARNING OUTCOMES

The Wegmans School of Pharmacy has adopted the American Association of Colleges of Pharmacy (AACP) Educational Outcomes as articulated by the Center for the Advancement of Pharmacy Education (CAPE) 2013.

Upon completion of the PharmD program and entry into the profession, graduates will be able to demonstrate the following skills and attributes.

Domain 1 – Foundational Knowledge

1.1. Learner (Learner) - Develop, integrate, and apply knowledge from the foundational sciences (i.e. Pharmaceutical, social/behavioral/administrative, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.

Domain 2 – Essentials for Practice and Care

2.1. Patient-centered care (Caregiver) - 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 (Manager) - Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems.

2.3. Health and wellness (Promoter) - Design prevention, intervention, and educational strategies for individuals and communities to manage chronic disease and improve health and wellness.

2.4. Population-based care (Provider) - Describe how population-based care influences patient-centered care and influences the development of practice guidelines and evidence-based best practices.
Domain 3 - Approach to Practice and Care

3.1. Problem Solving (Problem Solver) – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution.

3.2. Educator (Educator) – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

3.3. Patient Advocacy (Advocate) - Assure that patients’ best interests are represented.

3.4. Interprofessional collaboration (Collaborator) – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

3.5. Cultural sensitivity (Includer) – Recognize social determinants of health to diminish disparities and inequities in access to quality care.

3.6. Communication (Communicator) – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

Domain 4 – Personal and Professional Development

4.1. Self-awareness (Self-aware) – 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 (Leader) - Demonstrate responsibility for creating and achieving shared goals, regardless of position.

4.3. Innovation and Entrepreneurship (Innovator) - Engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

4.4. Professionalism (Professional) - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.
# CAMPUS SERVICES

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<td>Student Accounts</td>
<td>Maintains the tuition accounts of all students attending the College. &lt;br&gt;<a href="https://www.sjfc.edu/student-life/student-accounts/">https://www.sjfc.edu/student-life/student-accounts/</a></td>
<td>Kearney Hall</td>
<td>385-8061</td>
</tr>
<tr>
<td>Student Financial Services</td>
<td>Dedicated to assisting students in finding additional sources of funding to help meet the costs of receiving a quality Fisher education. &lt;br&gt;<a href="https://www.sjfc.edu/admissions-aid/financial-aid/">https://www.sjfc.edu/admissions-aid/financial-aid/</a></td>
<td>Kearney Hall</td>
<td>385-8042</td>
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<tr>
<td>Registrar</td>
<td>Class registration and transcripts. &lt;br&gt;<a href="https://www.sjfc.edu/services/registrar/">https://www.sjfc.edu/services/registrar/</a></td>
<td>Kearney Hall</td>
<td>385-8015</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>Provide a safe and secure environment for students, faculty, staff and visitors to live, work and study. &lt;br&gt;<a href="https://www.sjfc.edu/services/safety-and-security/">https://www.sjfc.edu/services/safety-and-security/</a></td>
<td>Haffey Hall</td>
<td>Emergency: 385-8111  &lt;br&gt;Non-Emergency: 385-8025</td>
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<tr>
<td>Health and Wellness Center</td>
<td>Provides sick visits, lab services, mental health diagnostic assessments, consultation, crisis intervention, and prescription delivery. &lt;br&gt;<a href="https://www.sjfc.edu/student-life/health-and-wellness-center/">https://www.sjfc.edu/student-life/health-and-wellness-center/</a></td>
<td>Wegmans School of Nursing</td>
<td>385-8280</td>
</tr>
<tr>
<td>OIT Service Desk</td>
<td>A resource to help students with computer and information technology needs. &lt;br&gt;<a href="https://sjfc.teamdynamix.com/TDClient/Home/">https://sjfc.teamdynamix.com/TDClient/Home/</a></td>
<td>Kearney Hall</td>
<td>385-8016</td>
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<tr>
<td>Campus Ministry</td>
<td>Campus Ministry welcomes students of all faith traditions seeking to provide opportunities for worship, prayer and service for the entire campus community. &lt;br&gt;<a href="https://www.sjfc.edu/student-life/campus-ministry/">https://www.sjfc.edu/student-life/campus-ministry/</a></td>
<td>Campus Center</td>
<td>385-8368</td>
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<tr>
<td>Library</td>
<td>Lavery Library provides print books, journals, and newspapers, online databases full of research articles, and a variety of audiovisual materials. Our pharmacy librarian is Michelle Price &lt;br&gt;<a href="https://www.sjfc.edu/library/">https://www.sjfc.edu/library/</a></td>
<td>Library</td>
<td>385-8165</td>
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<tr>
<td>Academic Support</td>
<td>See your developmental mentor or the course coordinator. For general course help see: &lt;br&gt;Math center: <a href="https://www.sjfc.edu/services/math-center/">https://www.sjfc.edu/services/math-center/</a> &lt;br&gt;Writing center: <a href="https://www.sjfc.edu/services/writing-center/">https://www.sjfc.edu/services/writing-center/</a></td>
<td>Golisano Gateway, Top Floor</td>
<td>385-8407  &lt;br&gt;385-8151</td>
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<tr>
<td>Student Accessibility Services</td>
<td>Obtains and secures disability-related documents, verifies eligibility, and develops plans for the provision of reasonable accommodations &lt;br&gt;<a href="https://www.sjfc.edu/student-life/student-accessibility-services/">https://www.sjfc.edu/student-life/student-accessibility-services/</a></td>
<td>Kearney Hall</td>
<td>385-5252</td>
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<tr>
<td>International Student Services</td>
<td>International advisement and services are coordinated through the international advisor in the Center for Academic Advising and Support Services &lt;br&gt;<a href="https://www.sjfc.edu/student-life/international-student-services/">https://www.sjfc.edu/student-life/international-student-services/</a></td>
<td>Kearney Hall</td>
<td>385-8034</td>
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<tr>
<td>Center for Career and Academic Planning</td>
<td>Assists students and alumni with all phases of the career development process, including career exploration, decision making, and career management. &lt;br&gt;<a href="https://www.sjfc.edu/student-life/ccap/">https://www.sjfc.edu/student-life/ccap/</a></td>
<td>Lavery Library</td>
<td>385-8050</td>
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<td>Ahmed-Sarwar</td>
<td>Nabila</td>
<td>Pharmacy Practice and Administration</td>
<td>899-3784</td>
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<tr>
<td>Avery</td>
<td>Lisa</td>
<td>Pharmacy Practice and Administration</td>
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<tr>
<td>Birnie</td>
<td>Christine</td>
<td>Dean</td>
<td>385-7202</td>
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<td>Camenisch</td>
<td>Todd</td>
<td>Chair, Pharmaceutical Sciences</td>
<td>385-8125</td>
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<tr>
<td>Carzo</td>
<td>Pam</td>
<td>Assistant to the Dean</td>
<td>385-8430</td>
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<td>Chablani</td>
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<td>Keith</td>
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<td>385-5243</td>
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<td>DeLuconay</td>
<td>Alex</td>
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<td>DiGiorgio</td>
<td>Andrea</td>
<td>Coordinator Experiential Educ.</td>
<td>385-7249</td>
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<td>Fellows</td>
<td>Shawn</td>
<td>Pharmacy Practice and Administration</td>
<td>385-7304</td>
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<td>Mona</td>
<td>Pharmacy Practice and Administration</td>
<td>899-3722</td>
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<td>Huether</td>
<td>Nanette</td>
<td>Assistant to Office of Student Affairs</td>
<td>899-3821</td>
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<tr>
<td>Zhao</td>
<td>Fang</td>
<td>Pharmaceutical Sciences</td>
<td>385-5296</td>
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TECHNICAL STANDARDS FOR COMPLETION OF THE CURRICULUM

In addition to the academic requirements for admission, candidates must possess skills and abilities that will allow them to successfully complete the curriculum and practice the profession of pharmacy. The Wegmans School of Pharmacy has an ethical responsibility for the safety of patients with whom the students come into contact. Therefore, patient safety is a major factor in establishing requirements for physical, cognitive, and emotional capabilities of applicants. The College is committed to enabling students with disabilities by reasonable means of accommodations to complete the Doctor of Pharmacy degree program.

Mastery of the pharmacy curriculum is required of all students. Candidates for the Doctor of Pharmacy degree must be able to perform the essential functions in each of the following categories: Observation; Communication; Sensory and Motor Coordination and Function; Intellectual, Conceptual, Integrative and Quantitative Abilities; Behavioral and Social Attributes; and Ethical Values. 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, including skin tone and facial expression. The candidate must be able to observe and interpret presented information.

**Communication:** A candidate must be able to communicate effectively and sensitively in English 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.

**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, administration of drugs, and the provision of basic cardiac life support. Such actions require the coordination of both gross and fine muscular movements.

**Intellectual:** Problem solving and critical thinking are key skills to proper performance of the responsibilities of a pharmacist. A candidate must have the ability to measure, calculate, reason, analyze, synthesize, and integrate information that is essential to develop fully 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 and mental 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. The pharmacy student must be able to modify behavior in response to constructive criticism.

**Ethical Values:** A candidate 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.

An enrolled student who ceases to meet any of the above technical standards will be disqualified from the program by the SPC. The student may appeal the decision of the SPC to the Wegmans School of Pharmacy Executive Committee. The decision of the Executive Committee is final.
PHARMACY PROGRAM ADMISSION REQUIREMENTS

Traditional admission program

Admission to the Doctor of Pharmacy program requires the equivalent of two years (62 semester hours) of pre-professional education at an accredited college or university. Application may be made after completion of 30 semester hours of coursework. Minimum course requirements are:

<table>
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<tr>
<th>Course</th>
<th>Hours</th>
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<td>English/Literature Elective</td>
<td>3</td>
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<tr>
<td>Speech</td>
<td>3</td>
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<tr>
<td>Calculus</td>
<td>3</td>
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<tr>
<td>Statistics</td>
<td>3</td>
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<tr>
<td>Biology (with lab)</td>
<td>12</td>
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<tr>
<td>General Chemistry (with lab)</td>
<td>8</td>
</tr>
<tr>
<td>Organic Chemistry (with lab)</td>
<td>8</td>
</tr>
<tr>
<td>Physics (with lab)</td>
<td>4</td>
</tr>
<tr>
<td>Economics (Microeconomics is preferred)</td>
<td>3</td>
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<tr>
<td>Humanities and/or Social/Behavioral Sciences</td>
<td>12</td>
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</table>

Grades below “C” cannot be accepted toward the completion of these requirements. A minimum grade point average (GPA) of 2.75 is considered minimally competitive for both cumulative GPA and science-only GPA. **Advanced placement courses are not accepted for science courses.** All science courses (Chemistry, Biology, and Physics) must include a laboratory with each lecture. All pre-professional coursework must be completed prior to matriculating into the School of Pharmacy.
Pharmacy Early Assurance Program (PHEA)

To be eligible for consideration for the pharmacy early assurance program, prospective students must meet the following criteria:

- qualify for the top two tiers of merit-based scholarships at St. John Fisher College or earn a high school grade point average of at least 90 and a SAT of 1200 or greater or an ACT of 25 or greater,
- select pre-pharmacy studies in addition to an academic major, and
- complete a mandatory interview with Wegmans School of Pharmacy faculty and/or staff resulting in a recommendation of admission.

Students in the Pharmacy Early Assurance Program will be eligible to matriculate directly into the Doctor of Pharmacy Program by:

- successfully completing the required 62 prerequisite credits of pre-professional education. Minimum grades of “C” are required for acceptance for all prerequisites. Once enrolled at St. John Fisher College, PHEA students must complete all remaining natural science courses at St. John Fisher College unless otherwise approved by the Assistant Dean of Student Affairs. AP credit will only be allowed for fulfillment of non-science prerequisite courses,
- successfully completing the Pharmacy Seminar I and Pharmacy Seminar II courses (ITDY courses). The Pharmacy Seminar I course must be taken in the fall of the PHEA student’s freshmen year; however, Pharmacy Seminar II can be completed during any spring semester prior to matriculation into the Wegmans School of Pharmacy although it is recommended that this course be completed during the Spring semester of the Freshman year,
- submit an online application to PharmCAS (Pharmacy College Application Service) no later than the March deadline of the year that the student plans to enroll in the Wegmans School of Pharmacy,
- achieve minimum cumulative and science-only grade point averages of 3.20, and
- achieve a minimum composite score at or above the 50th percentile on the PCAT (Pharmacy College Admission Test) taken on or before the February test date.

Pharmacy Advanced Standing Program (PHAST)

The Pharmacy Advanced Standing Program (PHAST) provides an opportunity for St. John Fisher College freshmen1 to earn guaranteed seats in the Doctor of Pharmacy (PharmD) program upon completion of two years of prerequisite coursework, thus avoiding the competitive selection process of regular entry admission.

To be eligible for consideration for the pharmacy early assurance program, prospective students must meet the following criteria:

- Continuous enrollment in, at least, 14 credit hours per semester during their first academic year at the College.

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1 St. John Fisher College must be the first institute of higher learning that the student enrolled in after high school graduation.
• Successful completion (with minimum grades of “C”) of at least 30 credit hours by the end of their first academic year (St. John Fisher College credits, transfer credits, as well as credit by examination).

• Successful completion of Pharmacy Seminar I (ITDY 125) and Pharmacy Seminar II (ITDY 126) during their first academic year at the College.

• Successful completion, by the end of August of the first year at the College, all freshman science courses defined in the pre-pharmacy curriculum or Bachelor of Science in Pharmaceutical Studies degree program (General Chemistry I with lab, General Chemistry II with lab, General Biology with lab, and Zoology with lab). **NOTE:** All natural science classes must be completed at St. John Fisher College with minimum grades of “C”.

• Earn science-only and cumulative grade point averages of 3.25 on courses attempted during the first year at the College.

• Submit a PHAST application by June 1 of the year before intended matriculation to the pharmacy program.

• Participate in a mandatory in-person interview with Wegmans School of Pharmacy faculty and/or professional staff resulting in a recommendation of admission to the PHAST Program.

Students accepted into the PHAST Program will be eligible to matriculate into Doctor of Pharmacy Program by doing all of the following:

• Successfully complete 62 prerequisite credits of pre-professional education. Minimum grades of “C” are required for all prerequisites. Once accepted into the PHAST program, all outstanding natural science courses must be completed at St. John Fisher College unless otherwise approved by the Assistant Dean of Student Affairs at the Wegmans School of Pharmacy. Credit by examination will only be allowed for fulfillment of non-science prerequisite courses.

• Submit an online application to PharmCAS (Pharmacy College Application Service) no later than the March deadline of the year that the student plans to enroll in the Wegmans School of Pharmacy.

• Achieve competitive cumulative and science-only grade point averages through the end of the second year at the College.

• Achieve a minimum composite percentile score of at least 50 on the PCAT (Pharmacy College Admission Test) taken on or before the February test date.
## DOCTOR OF PHARMACY COURSE SEQUENCE

### First Professional Year (P1)

#### Fall

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<tr>
<th>Course</th>
<th>Title</th>
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<td>PHAR 3117</td>
<td>Introduction to the Profession of Pharmacy</td>
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<tr>
<td>PHAR 3122</td>
<td>Pharmacy Calculations</td>
<td>2</td>
</tr>
<tr>
<td>PHAR 3123</td>
<td>Clinical Applications of Epidemiology I</td>
<td>2</td>
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<tr>
<td>PHAR 3142</td>
<td>Pharmaceutics I</td>
<td>4</td>
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<tr>
<td>PHAR 3144</td>
<td>Systems Pharmacology I</td>
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<tr>
<td>PHAR 3148</td>
<td>Biosystems I</td>
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<td>PHAR 4238</td>
<td>Self-Care &amp; Natural Products</td>
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<td>PHAR 3218</td>
<td>Introduction to Diversity</td>
<td>1</td>
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<td>PHAR 3226</td>
<td>State Pharmacy Law</td>
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Second Professional Year (P2)

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<td>Applied Pharmaceutics I</td>
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<td>PHAR 4135</td>
<td>Communications and Counseling Skills</td>
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<td>PHAR 4139</td>
<td>Introductory Pharmacy Practice Experience I</td>
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<td>PHAR 4144</td>
<td>Systems Pharmacology III</td>
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**Spring**

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<td>Clinical Applications of Epidemiology II</td>
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<td>PHAR 3135</td>
<td>Health Care Delivery</td>
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<td>PHAR 4244</td>
<td>Systems Pharmacology IV</td>
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### Third Professional Year (P3)

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<td>Introductory Pharmacy Practice Experience III</td>
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<td>PHAR 5113</td>
<td>Critical Evaluation of Medical Literature (MLE) I</td>
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<tr>
<td>PHAR 5225</td>
<td>Federal Pharmacy Law</td>
<td>2</td>
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<tr>
<td>PHAR 4236</td>
<td>Population-Based Healthcare</td>
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<tr>
<td>PHAR 5137</td>
<td>Concepts in Pharmacy Practice I</td>
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<td>PHAR 5144</td>
<td>Systems Pharmacology V</td>
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<td>PHAR 5219</td>
<td>Introductory Pharmacy Practice Experience IV</td>
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<td>PHAR 5213</td>
<td>Critical Evaluation of Medical Literature (MLE) II</td>
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<td>PHAR 5125</td>
<td>Ethics in Pharmacy Practice</td>
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<td>PHAR 5236</td>
<td>Managing Practice and Personnel</td>
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<td>PHAR 5237</td>
<td>Concepts in Pharmacy Practice II</td>
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In addition to these required courses, all students must also complete six (6) credit hours of electives during the didactic years (P1-P3) of the curriculum.
Fourth Professional Year (P4)

Advanced pharmacy practice experiences (APPEs) in the fourth year will consist of seven six-week rotations. Required rotations include internal medicine, ambulatory care, community practice, and hospital practice. Elective rotations could include pediatrics, drug information, infectious disease, ICU/critical care, emergency medicine, advanced hospital practice, managed care, psychiatry, geriatrics, hospice, nutrition, kinetics, or any other approved elective.

Prior to placement at any off-campus pharmacy practice site (IPPE or APPE), it is the student’s responsibility to fully understand their insurance coverage including where and how to access health care and/or counseling services should they be required or desired.

DOCTOR OF PHARMACY COURSE DESCRIPTIONS

First Year - Semester 1

PHAR 3120 IPE: TeamSTEPPS (0)

This training is designed for Pharmacy students with special focus on development of basic skills in Team Strategies & Tools to Enhance Performance & Patient Safety (TeamSTEPPS) needed for provision of team-based interprofessional practice. At the completion of this training, students will acquire skills to: recognize opportunities to improve patient safety; assess organizational culture and existing Patient Safety Program components; improve team-related competencies; and integrate TeamSTEPPS into daily practice.

PHAR 3117 Introduction to the Profession of Pharmacy (1)

This course will provide an introduction to the pharmacy practice environment by developing knowledge of the history of pharmacy practice, an introduction to and working knowledge of interprofessional education, along with a review of the medications that are most commonly used. By the end of the course students shall have a working knowledge of the major developments that have helped shape modern practice, understand how pharmacists work collaboratively with other health care professionals, appreciate the nature of inter-professional communication within the health care team, and be able to recognize the brand/generic names of the top 200 drugs.

PHAR 3122 Pharmacy Calculations (2)

This class is an introduction to prescription terminology, systems of measurement and pharmacy calculations. Students will apply appropriate mathematical concepts found within the practice of pharmacy, including prescription compounding and patient specific determinations. Emphasis will be placed on improving and applying problem-solving skills for the needs of an individual patient within the practice of pharmacy.
PHAR 3123 Principles, Methods, and Clinical Application of Epidemiology in Pharmacy Practice I (2)

This course will provide the student with techniques and skills for information retrieval, evaluation of medical and pharmacy practice literature, and application to specific patient problems. Students will retrieve appropriate medical information, and gain an understanding of biostatistics, clinical trials, and epidemiological principles. By applying these principles together, students will be able to critically evaluate medical information in the literature, and apply research findings to specific patient care situations.

PHAR 3132 Pharmaceutics 1 (3)

This series of two courses is in the study of pharmaceutical dosage forms and drug delivery systems. The courses concentrate on the fundamental principles and the basic science of formulation, development, testing, production and distribution of safe, effective and reliable drug delivery systems.

PHAR 3144 Systems Pharmacology I (4)

This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents. Pharmacology and its two primary sub-disciplines, pharmacodynamics and pharmacokinetics, are examined extensively. Molecular disease etiologies, pharmacogenomics, and the rational basis of various pharmacotherapeutic and chemotherapeutic strategies are discussed. A primary focus of this and all courses in this sequence is integration of concepts.

PHAR 3148 Biosystems I (4)

This course examines the hierarchical organization of the human body and how these hierarchical levels interact. Molecular, cellular, and systems anatomy and physiology are the primary themes but a strong emphasis is placed on integration of physical, chemical, and biological concepts.

First Year - Semester 2

PHAR 3120 IPE: TeamSTEPPS (0)

This training is designed for Pharmacy students with special focus on development of basic skills in Team Strategies & Tools to Enhance Performance & Patient Safety (TeamSTEPPS) needed for provision of team-based interprofessional practice. At the completion of this training, students will acquire skills to: recognize opportunities to improve patient safety; assess organizational culture and existing Patient Safety Program components; improve team-related competencies; and integrate TeamSTEPPS into daily practice.

PHAR 3218 Introduction to Diversity (1)

The goal of this course is to increase students’ knowledge and broaden their perception of diverse populations. Differences in race, sexual orientation, culture, religion, and physical ability will be discussed. The course will focus on how diversity influences patients’ perceptions of the healthcare system and how healthcare providers can better serve these diverse populations. The class will include guest lecturers, films, group discussion, and reflective writing assignments.
PHAR 3226 State Pharmacy Law (2)
This course examines the role of New York State government in the regulation of pharmacists, pharmacy practice, and drug products. Students learn about both the structure and the substance of pharmacy practice environment. Students will obtain a working knowledge of the New York pharmacy practice law, the NYS Controlled Substances Act, the regulations associated with these, pharmacy “malpractice” law, the common law, and other law relevant to practice. These tools are necessary to be able to practice effectively and efficiently. In addition students will be challenged to think critically about American-style regulatory process and its effects on patients, practice and society.

PHAR 3232 Pharmaceutics II (3)
This course is the second part of the two-semester series on pharmaceutical dosage forms (drug delivery systems) and the underlying scientific principles. The course concentrates on the parenteral, aerosol, ophthalmic and semi-solid dosage forms. The concepts of modified release dosage forms will be introduced and exemplified by a few novel drug delivery systems. This course also provides an overview of the drug product development process and regulations governing the pharmaceutical industry. This course and Pharmaceutics I provide the fundamental principles of formulation design, development, testing, production and distribution of safe, effective and reliable drug delivery systems.

PHAR 3240 Biosystems II (4)
This course examines the critical stages of human ontogenesis and the role that ontogenesis plays in defining the structural and functional features of the adult organism. Two of the most important consequences of ontogenesis: the heterogeneity of cell types and the host defense system are discussed extensively within the context of their natural environments.

PHAR 3244 Systems Pharmacology II (4)
This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents in treating disorders of the nervous system. The relevant anatomy and physiology of the nervous system are discussed in detail, as are the molecular disease etiologies of the disorders. The properties and actions of the pharmacological agents used in the treatment of each disorder and the molecular, cellular, and systems effects of these agents are discussed. A primary focus of this and all courses in this sequence is integration of concepts.

PHAR 4238 Self Care & Natural Products (3)
This course is designed to focus on the therapeutic aspects of self-care (i.e. using over-the-counter and natural remedy products). The course is designed to strengthen student skills in the art of patient interviewing and appropriate triage of ailments. The course will center on the pharmacist’s role in making professional decisions concerning these medications and in providing advice to patients in selecting drugs for self-medication.
Second Year - Semester 1

PHAR 4112 Applied Pharmaceutics I (1)

This course is a continuation in the Pharmaceutics sequence focusing on problem based learning in a laboratory setting. This laboratory will provide students with an opportunity to apply knowledge gained in Pharmaceutics lectures to practical situations. The student will also develop the skills needed for the preparation and dispensing of pharmaceutical solution, emulsion, suspension, semi-solid and solid dosage forms with emphasis on the selection of excipients for extemporaneous compounding. Prescription reading, pharmacy calculations, and an opportunity for patient counseling in the use of the compounded product will also be implemented.

PHAR 4135 Communications & Counseling Skills (3)

This course examines the principles of communication with a particular focus on health-related interactions. Effective communication is essential in the practice of pharmacy. Patient-centered care implies accepting responsibility for and reckoning with expectations for proper counseling. Students learn techniques and strategies that can be used by pharmacists to enhance communication with patients, colleagues, health care professionals, and other interested parties. Emphasis is placed on skills that will enable students to develop and maintain constructive interpersonal relationships in a variety of pharmacy practice settings. Coursework consists mostly of didactic lecture/discussion, with some role-play presentations by students.

PHAR 4139 Introductory Pharmacy Practice Experience I (3)

This course will provide the student with actual experience in a working community pharmacy for a minimum of eight hours per week for 15 weeks. The students will learn and practice the basics of dispensing medications, counseling patients, and the basics of operating a pharmacy in a safe and legal fashion. In addition there will be didactic class work to allow for reflection, student discussion and critical thinking. The discussions will review student activities that occurred on rotation.

PHAR 4144 Systems Pharmacology III (4)

This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents in treating disorders of the cardiovascular, renal, and endocrine (pancreatic) systems. The relevant anatomy and physiology of these systems are discussed in detail, as are the molecular disease etiologies of the disorders. The properties and actions of the pharmacological agents used in the treatment of each disorder and the molecular, cellular, and systems effects of these agents are discussed. A primary focus of this and all courses in this sequence is integration of concepts.
PHAR 4157 Applied Pathophysiology & Therapeutics I (5)

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests.

The laboratory component of this course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmacists' care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmacists' care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

Second Year - Semester 2

PHAR 3135 Health Care Delivery (3)

This introductory course provides the PharmD student with an overview of the financing, organization, and regulation of health care. We begin by covering core concepts of health economics (including the demand and supply of medical care, insurance, and health professionals). Transitioning from a discussion of underinsurance and the uninsured, we begin the topic of public health in pharmacy, including disaster preparedness. Finally, we introduce the concept of “professionalism” followed by an introduction to the scope of pharmacy practice in specific settings ranging from local hospitals and chain pharmacies.

PHAR 4212 Applied Pharmaceutics II (1)

This course is a continuation in the Pharmaceutics sequence focusing on problem based learning in a laboratory setting. This laboratory will provide students with an opportunity to apply knowledge gained in Pharmaceutics lectures to practical situations. The student will also develop the skills needed for the preparation and dispensing of pharmaceutical dosage forms, including compounded sterile preparations. Prescription reading, pharmacy calculations and an opportunity for patient counseling in the use of the compounded product will also be implemented.

PHAR 4223 Principles, Methods, and Clinical Application of Epidemiology in Pharmacy Practice II (2)

This course will further enhance the student’s skills in research methodology, statistical and study design principles and the evaluation of drug information. The course builds on prior concepts to provide the student with advanced skills in the application of biostatistics and literature evaluation to the practice of evidenced-based medicine. A combination of classroom lectures and a group clinical trial project will be used to facilitate the student's understanding.
PHAR 4244 Systems Pharmacology IV (4)

This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents in treating endocrine disorders, pain and inflammation, disorders of the pulmonary, gastrointestinal system, and the special senses. The relevant anatomy and physiology of these systems are discussed in detail, as are the molecular disease etiologies of the disorders. The properties and actions of the pharmacological agents used in the treatment of each disorder and the molecular, cellular, and systems effects of these agents are discussed. A primary focus of this and all courses in this sequence is integration of concepts.

PHAR 4257 Applied Pathophysiology & Therapeutics II (5)

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests.

The laboratory component of this course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmacists' care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmacists' care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

Second Year – Summer Session

PHAR 4339 Introductory Pharmacy Practice Experience II (3)

This Introductory Pharmacy Practice Experience (IPPE) rotation is the second of four introductory rotations offered at the Wegmans School of Pharmacy. This course will provide the student with actual experience in a working institutional pharmacy for four consecutive weeks. The student will learn and practice the basics of dispensing medications in a safe and legal fashion.

Third Year – Semester 1

PHAR 4236 Population Based Health Care (3)

Pharmacoeconomics, quality improvement, and pharmacoepidemiology are core components of this course. Students will learn to distinguish between various pharmacoeconomic methods and their application and interpretation in pharmacy practice. Epidemiological methods for studying drug use and adverse events will be introduced. Finally, we will study the rationale, methods, and applications of quality improvement in pharmacy practice.
PHAR 5120 IPE: SBIRT (0)

This interprofessional training is embedded in courses offered to pharmacy students to develop universal competencies needed for interprofessional practice. The focus is on screening, brief intervention, referral to treatment (SBIRT). Health professional students work as members of an interprofessional team to learn about use, abuse, and dependence on alcohol and illicit drugs and their effects on patients, families, and society. At the completion of this interprofessional training, students will acquire knowledge, skills, and abilities to use reliable screening tools for the identification of problematic behaviors; implement brief intervention; refer to treatment; and provide evidence-based recommendations to identify, reduce, and prevent problematic use, abuse, and dependence on alcohol and illicit drugs.

PHAR 5113 Critical Evaluation of Medical Literature (MLE) I (1)

Students will be instructed in the critical evaluation of current medical literature within the context of statistical concepts and the application of study results to pharmacy practice. These exercises will improve the students’ understanding of research design and statistics, critical-thinking skills, and drug information knowledge. Specifically, students will be assigned articles with varied disease states, study designs, medications and methodologies. The instructor- moderated discussion will provide insightful interpretation based on study design, methods, results, and conclusions with integration of clinical knowledge and expertise. Relevant content for review will be synchronized with clinical topics covered in the Applied Pathophysiology & Therapeutics (APT) courses. Students will complete journal clubs based on the primary topics/units covered within APT courses. One credit hour.

PHAR 5119 Introductory Pharmacy Practice Experience III (1)

This course will provide the student with working experience in a long term care facility, where greater than 80% of the resident population is geriatric (65 years of age or older). The focus of this course is on patient interviews and completing assignments that introduce the student to the provision of pharmaceutical services (F425) in a long term care facility (LTC) as described in the Department of Health and Human Services (DHHS) Centers for Medicare and Medicaid Services (CMS) Manual System. Students will be introduced to the role of the pharmacist as part of a health care team as it relates to providing medication regimen review (F428) to identify unnecessary drugs and manage medications (F329) targeted to older adults and those with debilitating diseases requiring long term placement. Students will use SOAP notes to document information collected during patient interviews and medication regimen review. In addition to on site experience, there will be a class that meets weekly to help the student develop the skills necessary to complete on site tasks and reinforce what is being learned on site through the use of lecture, reflection, student discussion and critical thinking.

PHAR 5137 Concepts in Pharmacy Practice I (3)

This course guides students to apply and employ their therapeutic knowledge and pharmaceutical care skills that they have developed in previous courses in the domains of pharmacotherapy, professional communications, patient assessment and education and pharmacy practice.

It is designed to integrate all aspects of pharmaceutical care in a simulated practice environment in a systems based approach. The course consists of didactic workshops, simulated patient interactions, seminar preparation and presentations and basic physical assessment training. All of the activities are closely monitored and evaluated by faculty and staff. Students will gain practical experience in prescription assessment, patient profile review, clinical problem-solving, patient counseling and education and communicating with other health care professionals. They will also learn how to do basic
Patient screenings such as taking blood pressures, glucose monitoring and the proper use of medication delivery devices. Experience-based activities will occur in the classroom, study rooms and at the School of Nursing in the simulation laboratory. The simulated patient scenarios will be a major part of this course and include videotaping as an assessment tool for evaluation, feedback, and professional growth.

PHAR 5144 Systems Pharmacology V (4)

This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents to treat infectious diseases and neoplasms. Relevant aspects of the physiology of microbial, viral and mycotic pathogenic organisms will be discussed. The molecular etiology of cancer and the various stages of tumor development will also be introduced. Those chemotherapeutic agents used for the purpose of eradicating the invading populations will be presented with an emphasis on their chemical characteristics and their mechanistic and systemic actions. A primary focus of this and all courses in this sequence is integration of concepts.

PHAR 5157 Applied Pathophysiology & Therapeutics III (5)

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug-related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests.

The laboratory component of this course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmacists' care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmacists' care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

PHAR 5225 Federal Pharmacy Law (2)

This course examines the role of the federal government in the regulation of pharmacy practice and the interplay with New York State pharmacy law. Students will learn about both the structure and the substance of pharmacy practice environment. Students will obtain a working knowledge of the federal Food Drug and Cosmetic Act, the federal Controlled Substances Acts, the regulations associated with these, the common law, and other federal law relevant to practice. These tools are necessary to be able to practice effectively and efficiently. In addition, students will be challenged to think critically about American-style regulatory process and its effects on patients, practice, and society.

**Third Year - Semester 2**

PHAR 5120 IPE: SBIRT (0)

This interprofessional training is embedded in courses offered to pharmacy students to develop universal competencies needed for interprofessional practice. The focus is on screening, brief intervention, referral to treatment (SBIRT). Health professional students work as members of an interprofessional team to learn
about use, abuse, and dependence on alcohol and illicit drugs and their effects on patients, families, and society. At the completion of this interprofessional training, students will acquire knowledge, skills, and abilities to use reliable screening tools for the identification of problematic behaviors; implement brief intervention; refer to treatment; and provide evidence-based recommendations to identify, reduce, and prevent problematic use, abuse, and dependence on alcohol and illicit drugs.

PHAR 5125 Ethics in Pharmacy Practice (2)

This course prepares students to approach ethical dilemmas objectively with a thorough understanding of professional moral responsibility. This course assists students to: distinguish ethical from other kinds of issues in professional practice, identify the morally relevant features of a case, identify the moral options open to a pharmacist faced with a moral problem, provide justification for the best options, consider counter-arguments for one’s position, practice the act of responding personally to an ethical problem in clinical practice through 1:1 interaction, and enhance commitment to promoting the dignity of others. Practicing pharmacists are called upon to resolve ethical conflicts; this is unavoidable. Whether dramatic or relatively trivial, the choices made are important. Also, as practice evolves toward increasing application of the principles and methods of pharmaceutical care acumen and skill in management of ethical issues is crucial.

PHAR 5213 Critical Evaluation of Medical Literature (MLE) II (1)

Students will practice the critical evaluation of medical literature within the context of statistical concepts and the application of clinically relevant study results to pharmacy practice. Students will review pertinent pharmacy practice literature to improve their understanding of research design and statistics, critical-thinking skills, and drug information knowledge. In addition, students will have the opportunity to apply their literature evaluation skills by leading journal club discussions. Relevant content for review will be synchronized with clinical topics covered in the Applied Pathophysiology & Therapeutics (APT) courses; students will complete journal clubs based on the primary topics/units covered within APT courses.

PHAR 5219 Introductory Pharmacy Practice Experience IV (1)

This Introductory Pharmacy Practice Experience (IPPE) rotation is the fourth and final introductory rotation offered at the Wegmans School of Pharmacy. The focus of this rotation is to introduce students to the activities and assignments required to successfully complete Advanced Pharmacy Practice Experience (APPE) rotations. Preceptors will be Wegmans School of Pharmacy faculty. Students may also have the opportunity to work with and learn from a Wegmans School of Pharmacy APPE student. This is a 30 hour rotation that also includes classroom sessions to reinforce on site learning and allow for reflection.

PHAR 5236 Managing Practice & Personnel (3)

This course covers basic management principles involved in pharmacy practices from manufacturing to the consumer. Management theories, marketing strategies, regulatory issues, contracts, accounting concepts, and pharmacy security are some of the issues covered throughout the course. Drug evaluation, processing, drug acquisition, inventory and storage will also be discussed. In addition, human resource management, including selection performance appraisal and diversity issues, will be covered.
PHAR 5237 Concepts in Pharmacy Practice II (3)

This course is the second of a two course sequence. It applies the same concepts in the Concepts in Pharmacy Practice I course to a new set of patient and pharmaceutical care scenarios. The same four domains; practice simulation, health assessment, seminar, and disease management certification will be included in this course. As the final pharmaceutical care course before students begin their advanced practice experience rotations in a real patient care setting, it is designed to integrate all aspects of pharmaceutical care in a simulated practice environment in a systems based approach. The course consists of didactic, discussion, and simulated patient care activities that are closely monitored and evaluated by faculty. Students will gain practical experience in prescription assessment, patient profile review, clinical problem solving, and patient counseling and education.

PHAR 5267 Applied Pathophysiology & Therapeutics IV (6)

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests.

The laboratory component of this course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmacists' care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmacists' care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

Electives 2

PHAR 55XX Veterinary Therapeutics (2)

This on-line course will provide valuable instruction on the uses and indications of human and veterinary labeled medications used in the treatment of diseases affecting animal patients. Common animal disease states affecting small animals, large animals and food animals will be presented and discussed. Legal and regulatory issues that affect the practice of veterinary pharmacy will be emphasized. Exploration and utilization of text and internet-based veterinary-specific resources will be highlighted. Additionally, current topics in veterinary medicine and veterinary pharmacy will be discussed.

PHAR 55XX Pharmaceutical Crimes Practice & Procedure (3)

The purpose of this on-line course is to provide an overview of American legal system, focusing primarily on the criminal case. We will consider the difference between actions by a health care provider that can be considered criminal (outside the practice of health care) and those that can be considered substandard practice (within the practice of health care). We will dig deeply into two notorious cases of alleged

2 Not all electives are offered during each semester. Available electives will be shared with students in advance of the course registration period through Bb Pharmacy Student Center.
physician criminal conduct. We will describe how very safe and effective pharmaceutical products that save lives and relieve human suffering can be turned into deadly weapons by people who have access to them and know how to use them. We will review the process through which crimes are investigated to develop evidence that will support a prosecution or the defense of an alleged criminal. We will review the rights of the alleged criminal and the steps taken to assure that the defendant is presumed innocent until proven guilty. We will describe the trial of a criminal suspect including a consideration of appropriate and inappropriate conduct by the prosecution and the defense as well as the role of the expert witness who presents either factual or opinion evidence in a criminal trial.

PHAR 5501 Introduction to Medical Missions (2)

This elective course discusses the philosophy of missions, our responsibility as healthcare professionals to the underserved and how we as medically trained professionals can use our training to further mission work and serve others. The course will be based on a Christian faith foundation and will contain a service component requirement, with opportunities to participate in a short-term medical mission trip.

PHAR 5502 Introduction to Research (2)

This course will introduce the students to research opportunities in pharmaceutical, clinical and administrative sciences. Students will interact with individual faculty members to explore their research interests. Students will perform literature searches on current research topics and develop original research projects involving one or more disciplines. This course will also familiarize the students with communication and dissemination of scientific information in written and verbal formats, such as writing papers and review articles, poster and podium presentations, and seminars.

PHAR 5503 Substances of Abuse (2)

This course is designed to provide a foundation for the understanding of the biological and psychosocial aspects of substance abuse and chemical dependency. Students will be given an overview of the various substances of abuse that alter mood, level of perception, or brain functioning. The course will also describe procedures for the identification, referral, and treatment of addictions, and support mechanisms for individuals recovering from addictions.

PHAR 5504 Topics in Pharmacy Law (2)

This course is designed to review the court made law pharmacy practice issues that are either not normally covered elsewhere in the curriculum and/or are currently evolving in the courts, legislatures, and regulatory agencies. This might include, but would not be limited to, topics such as purchasing, advertising, contraception, access to medication, right to refuse medication, criminal, civil rights, constitutional, property and more.

PHAR 5505 Community Pharmacy Management (2)

This course is a two credit hour course taught by community practitioners. The course will provide the student with the practical information and skills needed to practice in a community pharmacy setting. The content will focus on the gap between what is taught in pharmacy school and knowledge needed to practice community pharmacy in the 21st century. Practical issues such as customer service, performance evaluations, and job stress will be discussed. In addition unique pharmacy practice settings, such as compounding pharmacy services will be presented.
PHAR 5506 Physical Pharmacology (2)
This is a didactic course designed to explain physiological and pharmacological structures and processes in terms of fundamental physical and chemical principles. The course focuses on development and use of unified concepts and models that offer simple descriptions of complicated systems.

PHAR 5507 Toxicology (2)
A lecture course designed to acquaint the student with the science of toxicology. The course will survey the different areas of toxicology and introduce basic toxicological principles but will place special emphasis on the areas of mechanistic toxicology and toxicological modeling.

PHAR 5508 AIDS: Principles, Practices, and Politics (2)
An introduction and overview of the Acquired Immune Deficiency Syndrome (AIDS) for the Pharmacy student. This course combines HIV-related presentations and journal club presentations, along with a series of multidisciplinary presentations on the epidemiology, sociology and psychology of HIV/AIDS. Class will include guest lecturers, films, and group discussion. A service learning component consisting of at least 15 hours of community service will be required of all students.

PHAR 5509 Professional Issues Concerning Substance Abuse
This course prepares students to recognize, detect, prevent, and manage the effects of substance abuse that affects practice from both internal and external sources. Topics include, but are not limited to, signs and symptoms of substance abuse, prevention of diversion of controlled substances, formal and informal substance abuse treatment programs, limitation of the license to practice, and other issues impacting professional practice.

PHAR 5510 Independent Research
This elective course is designed to allow students to pursue research interests and become familiar with techniques used in basic or clinical research. In collaboration with a faculty advisor, each student will select an appropriate research problem and work toward its solution.

PHAR 5511 Perspectives on Public Health Practice and Leadership (3)
Leadership in population-based approaches to healthcare requires collaboration with a variety of community leaders and providers. A broad-based education in public health issues may provide students with insight into both the complexity and opportunity presented by public health issues in our community. This course is designed to give students a framework for understanding the role of pharmacy in public health, to expose them to healthcare leaders and decision makers across an array of disciplines in our community, and to provide examples of innovative public health programs.

PHAR 5512 Complementary & Alternative Medicine (2)
This course will introduce the students to unique aspects of complementary and alternative medical care which are widely used in the US. Students will learn to understand the influences of these alternative therapies on western medicine. This course will offer an understanding of the theories and practice of commonly used alternative medical therapies.
PHAR 5513 Conversational Spanish for Pharmacists (2)

This is a two hour per week elective course for students interested in refining their Spanish conversational skills in order to engage in more effective and immediate communication with their Spanish-speaking patients on a regular basis. Participants will be guided to produce immediate verbal responses to patient input which enhances listening and comprehension skills. Students who enroll are expected to have successfully completed at least two years of college level language instruction. Enrollment also requires permission from the instructor.

PHAR 5514 Current Topics in Drug Delivery (2)

Drug delivery systems can be intelligently designed to enhance new and existing drug therapies. This course builds upon the introductory Pharmaceutics course and covers current topics in drug delivery. Approximately 5 to 7 topics will be covered entirely through case studies. For each topic, the students will first review the advantages and limitations of existing drug delivery system. The students will then perform in-depth analysis on the new delivery system and/or the related manufacturing technologies. Through these case studies, the students will also be exposed to controversial topics on intellectual properties and regulatory strategies.

PHAR 5515 Advanced Extemporaneous Compounding

This elective course is designed to build upon the extemporaneous compounding skills learned during the Pharmaceutics sequence. The student will assist instructors in the Applied Pharmaceutics laboratory courses, including development, preparation and instruction of the compounding experiments. This course will also include a component involving interaction with compounding pharmacists in the community.

PHAR 5516 Pharmaceutical Biotechnology

Biopharmaceuticals comprised the fastest growing category of drugs in recent years. Present and future research efforts are highly concentrated on these compounds. This course will introduce students to various biotechnology derived drugs and drug products. Students will learn about physicochemical aspects of protein-like compounds and the production, processing, and characterization of these drugs. The unique challenges presented in delivery and pharmacokinetics as well as formulation development of these proteins will be discussed. Some commonly used biotech products will be reviewed. In the end, the issues related to the handling of biopharmaceuticals in the practice setting will be discussed.

PHAR 5517 Pain and Palliative Care (2)

Pain and palliative care are emerging areas of pharmacy practice. This course will provide students a detailed understanding of pain and symptom management treatments for patients with advanced illness. Students will also learn methods to communicate and provide pharmaceutical care to pain and palliative care patients, caregivers, and interdisciplinary team members.

PHAR 5518 Topics in Medication Safety (2)

This course consists of lectures, in-class discussions and assignments (including field work) designed to introduce the student to issues surrounding medication errors, patient safety, and the design of error-free medication systems. The course goal is to give students an understanding of the principles of human and systems errors; the evolution of concern about medication errors, adverse drug events, medical error and
patient safety; and the principles, techniques, and technology for reducing errors and their effect on patients.

PHAR 5519 Strategic Leadership (2)

This course will introduce students to the basic concepts of leadership, with a focus on applying these concepts to personal development, professional relationships, and the pharmacy profession. Students will identify personal strengths and values, and engage in reflection and other activities on using their strengths to build their own leadership style. Students will also have the opportunity to interact and learn from local leaders in the profession of pharmacy. Finally, students will draft personal strategic plans for their success in the profession.

PHAR 5520 Pharmacy Informatics (2)

This course discusses the role of information and technology as they apply to pharmacy practice as well as other health care professions. The objective of the course is not to focus on specific hardware or software systems, but to provide the student with an appreciation for the utility and advancement of these systems, as well as their detractors, as an essential part of the clinical decision-making process. Topics to be covered will include, but are not limited to: information management, technology models and infrastructure, automation in medication dispensing, telecommunications, point-of-care technologies and decision support, data storage and retrieval, e-commerce, electronic prescribing, patient privacy and security.

PHAR 5521 Geriatric Health Care (2)

With the expected rise in the geriatric population, there will be an increased need for health care professionals with training and expertise in geriatric therapeutics. This inter-professional course focuses on health and quality of life issues of elders residing in both the community and in long-term care settings. Basic to advanced understanding of normal physiological, pharmacokinetic, pharmacodynamic, psychological and social changes that occur as a result of the aging process are reviewed. Concepts of function/dysfunction are addressed in the context of achieving and maintaining health and optimal functioning. Emphasis is placed on appropriate and inappropriate drug therapies, and on tailoring of existing standards and clinical practice guidelines to older adults with attention to intervention and management.

PHAR 5522 Professional Projects in Pharmaceutical Science (2)

An elective course for students who wish to pursue professional projects in any discipline within the pharmaceutical sciences under the guidance of a faculty member. The types of professional projects include (but not limited to) tutoring services, community outreach programs, and technologies in education. This course is recommended to students who are interested in academic rotations during the fourth professional year.

PHAR 5523 Vaccinology 101: Design, Development, & Disease (2)

The goal of this elective course is to focus the student’s general understanding of the immune system towards the biological aspects of vaccination. This course combines didactic presentations and small-group formats to introduce students to the principles of rational vaccine design, development, and pharmaceutical intervention against disease. The focus of the course will emphasize the empirical basis of vaccine design and development, past and current vaccine applications, and developing future pharmaceutical vaccine prospects for medically-relevant pathogens for which there are no effective
vaccines. Socioeconomic and ethical implications of vaccines, including the role of vaccination in public health and infectious disease prevention, vaccine economics, and vaccine safety profiles will also be discussed.

PHAR 5524 Application of Drug Interaction Information in Clinical Practice (2)

This is a two-hour elective course designed for PharmD candidates in their 2nd or 3rd professional year. It introduces the tools required to interpret the drug interaction literature for use in clinical practice. Each lecture will stress the prominent drug interactions related to a particular class of drugs. The literature review and writing skills along with the drug interaction knowledge base acquired from this class will be useful in developing pharmaceutical care plans, answering drug information questions, and providing drug consults in both the PPEP program and as a practicing ambulatory care or inpatient pharmacist.

PHAR 5525 Basic Sign Language for Health Professionals (2)

Basic American Sign Language signs and linguistic features will be introduced in order to engage in survival-level conversations with deaf patients in various medical settings. Students will learn basic information related to the deaf culture and community.

PHAR 5526 Introduction to Cancer Biology and Treatment: A service learning course (2)

This course is designed to provide a foundation for the understanding of the biological and psychosocial aspects of cancer and its treatment. Students will be given an overview of cancer biology and the pharmacology of chemotherapeutic drugs and agents used to manage the side effects of those drugs. The focus of the course is on the impact of cancer and cancer treatment on individuals, families, and communities using a multidisciplinary approach. The course will include a service learning component where students will work with a community agency to complete a project.

PHAR 5527 Topics in Pediatric Pharmacotherapy (2)

Children are an important segment of the population that pharmacists serve. In the United States, approximately 28% of the total population encompasses children. Providing care for children can be one of the most challenging, but rewarding aspects of pharmacy practice. Although a relatively small portion of health care professionals pursue advanced training in pediatrics, most clinicians will provide care to children of all ages in the community or hospital setting. This course is an elective course designed to provide students with skills necessary to communicate and provide pharmaceutical care for disease states encountered in the pediatric population. The course will consist of both lectures and case discussion sections.

PHAR 5528 Presentational Speaking for Health Care Professionals (2)

This course is designed to help pharmacy students improve their ability to prepare and deliver effective presentations to groups in a variety of health care education and professional settings.

PHAR 5529 Women’s Health (2)

The purpose of this course is to provide an overview of advanced topics in women’s health. Expanded information in topics such as contraception, infertility, drug use in pregnancy and lactation, acute and chronic disease management in pregnancy, and gender-specific oncology issues will be provided. In addition, basic to advanced understanding of normal physiological, pharmacokinetic, pharmacodynamic, and social changes that are related to pregnancy and women-specific disease states will be discussed.
PHAR 5530 Peer Instruction (1 or 2)

This elective course is designed to build upon the knowledge and skills demonstrated within the didactic curriculum. The student will assist instructors by providing supplemental assistance through the development and delivery of course-specific review materials.

PHAR 5531 Intro. Industrial Pharmacy (2)

This course is a combination of in-class lectures and laboratory sessions intended to provide a foundation of the unit operations that are involved in the development/manufacture of pharmaceutical dosage forms. The laboratory will provide students with an opportunity to apply knowledge gained in lectures to practical situations. The student will also develop the skills needed for the manufacturing of pharmaceutical dosage-forms with emphasis on problem-solving associated with formulation development. Additionally, students will learn various techniques used in the evaluation of finished dosage forms.

PHAR 5532 Team Based Performance (2)

Pharmacists are increasingly required to work in teams, especially cross-functional teams, and team-based learning is a significant component of courses in the Wegmans School of Pharmacy. This elective is designed to help students develop skills to enable them to participate in high-performing teams in educational and professional health care settings. The course will provide practical experience in team-based learning that will include an analysis of group formation and goal setting, group process and development, norms, leadership, conflict, and productivity.

PHAR 5999 Pharmacy Internship Elective (1-6)

This variable credit course will be offered in the fall, spring, and summer semesters. The Wegmans School of Pharmacy deemed it was necessary to give students an opportunity to gain valuable experience working in a pharmacy while enrolled in this course. The students working hours while enrolled in this course will not count against their eligibility to work after graduation.

Fourth Year

PHAR 6401 APPE Elective I (6)

Each student will be required to complete three 6 week elective rotations in their final (P4) year. Each preceptor will use their own site specific elective rotation syllabus approved by the Office of Experiential Education. Some electives may require a student complete a specific rotation prior to taking an elective which will be stated in the syllabus. Electives are quite varied and are designed to offer students innovative opportunities to mature professionally and explore their own interests. Students are allowed to repeat one core rotation as an elective rotation at a different site in order to accomplish additional learning outcomes.

PHAR 6402 APPE Elective II (6)

Each student will be required to complete three 6 week elective rotations in their final (P4) year. Each preceptor will use their own site specific elective rotation syllabus approved by the Office of Experiential Education. Some electives may require a student complete a specific rotation prior to taking an elective which will be stated in the syllabus. Electives are quite varied and are designed to offer students innovative opportunities to mature professionally and explore their own interests. Students are allowed
to repeat one core rotation as an elective rotation at a different site in order to accomplish additional learning outcomes.

PHAR 6403 APPE Elective III (6)

Each student will be required to complete three 6 week elective rotations in their final (P4) year. Each preceptor will use their own site specific elective rotation syllabus approved by the Office of Experiential Education. Some electives may require a student complete a specific rotation prior to taking an elective which will be stated in the syllabus. Electives are quite varied and are designed to offer students innovative opportunities to mature professionally and explore their own interests. Students are allowed to repeat one core rotation as an elective rotation at a different site in order to accomplish additional learning outcomes.

PHAR 6701 APPE Core Community (6)

Students will perform a variety of activities including interviewing, dispensing, monitoring, and counseling patients receiving pharmacy services in the community setting. The preceptor will also be introduced to financial performance indicators of the site and the student should participate in the purchasing and inventory management process.

PHAR 6702 APPE Core Health-System (6)

Students will perform a variety of activities including order entry, preparation of sterile products, formulary management activities (such as preparing documents for and/or attending P&T meetings), error and adverse drug reaction reporting, and participating in the institution’s quality improvement program. Students will analyze errors and ADR’s and discuss with their preceptor methods to reduce these events. Errors and ADR’s should be actual events unless legal issues prevent students from reviewing these events; in this situation the preceptor could compose an error or ADR event. Please note that due to the operational aspects of the Introductory Rotations this Advanced Rotation does not mandate order entry as a required task.

PHAR 6703 APPE Core Acute Care (6)

Students will perform a variety of activities including monitoring (rounding) patients as part of an interdisciplinary team including pharmacists, physicians, nurses, or other providers of care such as respiratory therapists, physical therapists, or discharge planners. Students will use a systematic process to provide patient centered pharmacy care to assigned patients; that is, identifying drug related problems and making interventions to improve patient care. Completing SOAP notes, patient presentations, journal clubs, and drug information papers will be required. Students may also be required to perform other activities as directed by the preceptor.

PHAR 6704 APPE Core Ambulatory Care (6)

Students will perform a variety of activities including interviewing and counseling patients in an outpatient or primary care setting. Students will use a systematic process to provide patient centered pharmacy care to assigned patients; that is, identifying drug related problems and making interventions to improve patient care. SOAP notes, patient presentations, journal club participation and drug information papers will be required. Students will counsel patients on public health issues such as smoking cessation and immunizations. Using pre-defined criteria students will conduct medication reviews and make interventions in specific populations such as diabetes, hypertension and
hyperlipidemia. Students may also be required to perform other activities as directed by the preceptor. Please note that order entry is not a requirement of the Ambulatory Care rotations.

WEGMANS SCHOOL OF PHARMACY GRADING POLICY

A student’s grade in every course in the curriculum of the Wegmans School of Pharmacy is based upon performance and/or participation in classes, experiential rotations, laboratory work, and examinations along with professional attributes and attitudes, personal observations of the instructor, and performance in any other activities applicable to that course. Although the Wegmans School of Pharmacy has a standard letter grading system, the specific grading scale for any course is determined by the specific faculty member(s). The proportionate weight of each factor (exams, quizzes, etc.) is set by the course coordinator, instructors, and the department administering the course. A four-point (4.0) grading system is utilized in the Wegmans School of Pharmacy. The basis upon which a final course grade is determined is explained in the course syllabus and is announced at the beginning of each course and will remain constant and will be applied consistently throughout the length of the course.

Students enrolled in courses shall be eligible to earn grades of A, A-, B+, B, B-, C+, C, F, I, S, U, and W. The Wegmans School of Pharmacy’s grading system and grade point values are listed as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point value</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.0 quality points</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.7 quality points</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3 quality points</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0 quality points</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7 quality points</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3 quality points</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
<td>2.0 quality points</td>
</tr>
<tr>
<td>F</td>
<td>&lt;70</td>
<td>0.0 quality points</td>
</tr>
<tr>
<td>I*</td>
<td>Incomplete</td>
<td>no grade points</td>
</tr>
<tr>
<td>S^</td>
<td>Satisfactory</td>
<td>no grade points</td>
</tr>
<tr>
<td>U^</td>
<td>Unsatisfactory</td>
<td>no grade points</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn</td>
<td>no grade points</td>
</tr>
</tbody>
</table>

* The Incomplete (I) grade is used ONLY when required assignments are not completed due to serious circumstances which are clearly beyond the student’s control. The missing coursework must be completed by the published deadline which is six weeks from the last day of final examinations for the term. If the missing work is not submitted by the deadline, the Incomplete grade will be converted to a Failing (F) or Unsatisfactory (U) grade as appropriate.

^ The “S” grade for a didactic course is equivalent to a “C” or higher. The “S” grade for an experiential course is equivalent to a “B” or higher. If less than the required score for the “S” grade is earned, a grade of “U” will be issued.

A grade of C or better or, in certain designated courses, S must be earned in all required courses of the pharmacy curriculum in order to satisfy the requirements of the Doctor of Pharmacy degree. Students earning grades below C or S will be referred to the SPC for the development of an individualized
academic success plan tailored to their needs. Unsatisfactory coursework is indicated by the grade of F or U. The grade of F or U cannot be removed from the transcript by repeating the course. When a student repeats a course, the last grade received shall be accepted as the final grade in determining graduation requirements. The graduation grade-point average is the cumulative grade-point average calculated on all course work completed in the Doctor of Pharmacy degree program only. The cumulative grade-point average may be used in determining awards and honors for graduation.

GRADUATION REQUIREMENTS

To earn the PharmD degree from St. John Fisher College, a student must:

- Successfully complete all prerequisite coursework for admission.
- Successfully complete all pharmacy coursework (didactic, elective, and experiential) at the Wegmans School of Pharmacy or through an ACPE-accredited college/school of pharmacy (electives-only).
- Successfully complete the professional meetings, community service, and other requirements$^3$ as follows:
  P1 Year:
  - Complete volunteer requirements as stipulated by the Diversity class.
  P2 Year:
  - Attend 3 hours of professional pharmacy meetings (CE or board meeting) and complete 10 volunteer hours with a non-profit agency in a diverse setting by the deadline listed on the forms and Bb Pharmacy Student Center.
  P3 Year:
  - Attend 3 hours of professional pharmacy meetings (CE or board meeting) and complete 6 volunteer hours with a non-profit agency in a diverse setting by the deadline listed on the forms and Bb Pharmacy Student Center. Complete 4 hours of interprofessional service to the UR Wellness clinic.
  P4 Year:
  - Complete all Longitudinal Topics as described in the Advanced Pharmacy Practice Experience (APPE) Manual by the conclusion of the student’s last assigned rotation.
- Have a minimum 2.00 cumulative grade point average for all classes taken in the Wegmans School of Pharmacy.
- Satisfy all financial and library obligations to the College.

Regardless of academic achievement, a student on disciplinary probation may not graduate from St. John Fisher College until the probation has been removed.

LEARNING TECHNOLOGY IN THE CLASSROOM

The Wegmans School of Pharmacy has adopted the use of technology to enhance student learning throughout the curriculum. The following briefly describes some of the technology to which a student can expect exposure. More details on their use will be provided during Orientation, Flex Block, and/or during class sessions.

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$^3$ Beginning in the Fall of 2017, the professional meeting requirements and community service requirements were incorporated into the Wegmans School of Pharmacy Co-Curricular Program (S.C.A.L.E).
Ensemble

The Wegmans School of Pharmacy has equipped several instructional classrooms with Ensemble, a system to capture presentations digitally. If the system is installed in your classroom, your sessions will be recorded. The focus of the camera is on the front of the classroom; therefore, unless you are presenting in that area, your voice may be recorded, but your image will not. **NOTE:** Student access to digital records of lectures/presentations occurs at the discretion of the course coordinator for each course.

iClicker Reef

To support the faculty’s desire to engage students in active learning, the Wegmans School of Pharmacy uses iClicker Reef that operates with the Wegmans School of Pharmacy classroom/audience response system. Interaction and engagement, both important learning principles, can be facilitated with the use of this technology. Students can expect iClicker Reef use during scheduled class time as well as Flex Block for a variety of purposes and must have their account available for use during all educational sessions.

ExamSoft

The Wegmans School of Pharmacy utilizes a computer-based exam system (ExamSoft). Some or all of your course exams, quizzes, and other assessments (e.g., papers, counseling sessions, and/or laboratory) may be administered in this computer-based environment. Please note that all testing conducted through ExamSoft is subject to the Academic Integrity Policy outlined in the Wegmans School of Pharmacy Student Policies and Procedures Handbook.

**PHARMACY STUDENT GOVERNMENT ASSOCIATION (PSGA)**

The Pharmacy Student Government Association is a student led organization designed to represent the voices of all students within the Wegmans School of Pharmacy. Its mission is to develop and maintain lasting relationships among students, faculty, alumni, staff, and administration through coordinated events, maintaining professionalism and integrity, and providing a positive environment for learning and professional development. The PSGA facilitates communication between the student body and the administration, faculty, and staff of the Wegmans School of Pharmacy.

All students (P1-P4) enrolled in the Doctor of Pharmacy program as well as those pharmacy students enrolled in the joint PharmD/MBA program are members of the PSGA.

**PSGA election procedures**

All election slates (P2-P4) open no earlier than March 1 (or the Monday following if March 1 occurs on a weekend). The deadline for self-nomination or accepting a nomination to run for an office is 12 noon two weeks following the opening of nominations. P1 elections are held at the beginning of the Fall semester. Nomination deadlines and election dates will be announced by the P2 or P3 Class President.

All students running for PSGA office will be required to complete a *PSGA Class Officer Elections Nomination Form* (located on Bb Pharmacy Student Center). Completed forms are to be turned into the Office of Student Affairs prior to the posted deadline (late nominations will not be accepted). Completed forms will be displayed on Bb Pharmacy Student Center.
All PSGA elections (with the exception of the P1 class representation) will occur during the first and/or second week of April each year. P1 class representation will be voted on within the first two weeks of the Fall semester.

- ALL elections are subject to a vote (even for those running unopposed).
- NO write-in votes are allowed.
- Ballots may be either paper or electronic. Voting by any other means is not allowed.
- ONLY students who are in good academic standing and not on a leave of absence will be allowed to run for or hold elected office (this is a requirement for all Wegmans School of Pharmacy-sanctioned student organizations).
- ALL election results will be verified by the Office of Student Affairs prior to the results being announced.

**PSGA election responsibilities**

New P4 officers (current P3 students) – to be handled by the current P1 class president (all announcements, ballot creation, and counting).
New P3 officers (current P2 students) – to be handled by the current P3 class president (all announcements, ballot creation, and counting).
New P2 officers (current P1 students) – to be handled by the current P2 class president (all announcements, ballot creation, and counting).
P1 – to be handled by the newly elected P3 and P2 class presidents (all announcements, ballot creation, and counting).

**PSGA Elected Offices**

Each class (P1-P3) shall have the following elected offices.

**President**

The President shall preside over matters concerning the class, serve on the PSGA Executive Committee, serve on the Organization Leadership Council (OLC), and may serve on the Student Honor Committee (SHC) as an alternate to the class SHC representatives. The P3 Class President presides over the OLC meetings.

If the President is unable to complete the elected term due to academic or personal circumstances, the Vice-President shall assume responsibilities of the President and there shall be a new election for Class Vice-President.

**Vice-President**

The Vice-President assists the President with matters concerning the class. As such, the Vice-President must be familiar with all the responsibilities of the President. The Vice President shall temporarily assume the duties of the President in the event the President is not able to fulfill the responsibilities of the position at any given time. The Vice-President will be the officer responsible for the coordination of all votes taken by the class.
In the event that the Vice-President is unable to complete the elected term due to academic or personal circumstances, there shall be a new election for Class Vice-President.

Secretary

The secretary serves as the chief communications officer for the class. This officer keeps the class calendar, records minutes of general class meetings and class executive committee meetings, disseminates, through appropriate means, information pertinent to the class’s interests in a timely manner. The secretary received committee reports from the Wegmans School of Pharmacy committees that have student representation.

In the event that the Secretary is unable to complete the elected term due to academic or personal circumstances, the Vice-President shall assume the duties of the Secretary for the remainder of that term. While the identification of a replacement is not required, the class Executive Committee, through a majority vote, may choose to hold an election for a new secretary.

Treasurer

The treasurer is the chief financial officer for the class. The Treasurer shall be responsible for the collection and distribution of funds pertaining to the class and/or PSGA. The Treasurer, along with the Class President and the Assistant Dean of Student Affairs, shall have the power to approve expenditures of PSGA/Class funds.

In the event that the Treasurer is unable to complete the elected term due to academic or personal circumstances, the Secretary shall assume the duties of the Treasurer for the remainder of that term. While the identification of a replacement is not required, the class Executive Committee, through a majority vote, may choose to hold an election for a new treasurer.

Student Honor Committee

Each class shall elect one male and one female to serve on the Wegmans School of Pharmacy Student Honor Committee (SHC). The students on the SHC will enforce both the academic and non-academic policies of the Wegmans School of Pharmacy as stated in the Student Handbook. The purpose of the SHC will be to assure that the students in the Wegmans School of Pharmacy are adhering to the policies of the Wegmans School of Pharmacy and assign sanctions, when appropriate.

In the event that a member of the SHC is unable to complete the elected term due to academic or personal circumstances, there shall be a new election for SHC Representative. In the event that the SHC has matters to address before the replacement can be identified, the Class President will serve as an alternate to this committee.

Events Coordinator

The events coordinator is responsible for planning and executing social, professional, and/or service activities for the class. The events coordinators for each of the didactic classes, chaired by the P3 Events Coordinator, shall plan and execute social, professional, and/or service activities for the entire student body and/or Wegmans School of Pharmacy (including staff and faculty).
Historian

It is the responsibility of the class historian to maintain an electronic history of their class. This would include class-specific events and class involvement in social, professional, and service activities. Moreover, the class historian is responsible for maintaining the class’s Dropbox (or equivalent). Moreover, the P1 – P3 Historians are responsible for the PSGA bulletin board on the first floor of the Wegmans School of Pharmacy building. During Board Review week of the P4 year, the class historian is responsible for the creation of a slideshow depicting the class’s experiences throughout its time in the Wegmans School of Pharmacy.

P4 class offices are limited to co-class presidents, a treasurer, a historian, and an events coordinator.

PSGA Executive Committee

The PSGA Executive Committee is comprised of the presidents from each of the classes (P1-P4). This group meets monthly with the Assistant Dean of Student Affairs for the purpose of providing feedback to or soliciting advice from the Wegmans School of Pharmacy.

PSGA-SUPPORTED FACULTY/PRECEPTOR AWARDS

Teacher of the Year Awards

These awards are voted on by the respective classes (P1-P3) of the Doctor of Pharmacy program and are presented by the Class Presidents and/or the Dean at the Spring Awards Ceremony. Faculty eligible for the Teacher of the Year Award are those with full-time appointments in the Wegmans School of Pharmacy. Class presidents will coordinate with the Assistant to the Dean for the selection of the faculty member to receive this honor.

Preceptor of the Year Awards

Nominations for these three awards are made by current members of the P4 class of the Doctor of Pharmacy program. The selection of awardees is made by a committee within the Office of Experiential Education. The faculty member Preceptor of the Year is presented by the Class Co-Presidents and/or the Dean at the Spring Awards Ceremony. The Community Preceptor of the Year and Health-System Preceptor of the Year are presented by the Office of Experiential Education at the Wegmans School of Pharmacy Hooding Ceremony.

STUDENT ORGANIZATIONS

In addition to the PSGA, the Wegmans School of Pharmacy supports a number of pharmacy and/or health care organizations or societies. The following are the supported organizations along with a brief description of each.

American College of Clinical Pharmacy (ACCP)

The American College of Clinical Pharmacy's purpose is to improve human health by expanding the frontiers of clinical pharmacy. ACCP’s mission is to:

- Provide leadership, professional development, advocacy, and resources to enable clinical pharmacists to achieve excellence in practice, research, and education.
• Advance clinical pharmacy and pharmacotherapy through support of research, education, and training.
• Promote innovative science, develop successful models of practice, and disseminate new knowledge to advance pharmacotherapy and patient care.

Members of ACCP are characterized by a passion for extending the frontiers of clinical pharmacy, and a dedication to excellence in patient care, research, and education. Alongside these values are a commitment to challenge and improve upon the status quo, integrity, honesty, reliability, and accountability in all actions, and the courage to lead while remaining flexible.

The student chapter of ACCP additionally seeks to promote knowledge and recognition of the different fields of clinical pharmacy among students, as well as to hone their clinical counseling and research abilities.

American Pharmacists Association – Academy of Student Pharmacists (APhA-ASP)

APhA is the largest pharmacist organization with over 62,000 members. APhA Academy of Student Pharmacists (APhA-ASP) has at its mission to be the voice of the students in raising awareness about the role of pharmacists in health care, to assist one another in growing as professionals, to collaborate with other organizations and with one another to advance the future of medicine and pharmacy. Wegmans School of Pharmacy APhA-ASP chapter, through our actions, advance the profession of pharmacy and our community. We are actively engaged in events such as: fundraisers (e.g., WSoP embroidered jackets, WSoP student business cards, and WSoP padfolios), BBQs, social and networking events, guest pharmacist lectures, CV workshops, counseling competitions, advocating the profession of pharmacy, community service opportunities, and various awareness events. Chapter meetings occur every 2 weeks during the open lunch hour with some exceptions. The discussions involve upcoming events, annual voting for executive positions within the organization, guest presentations, as well as mini lectures on disease states about which the group is raising awareness. Anyone who is looking to help make a difference in the field of pharmacy should consider APhA-ASP.

American Society of Consultant Pharmacists (ASCP)

American Society of Consultant Pharmacists (ASCP) is a nationally recognized pharmacy organization that focuses on medication management in the aging population. Our drug expertise is really put to use when reviewing patient charts and managing their medications and side effects. We offer shadowing opportunities with a consultant pharmacist that tailors your experience to your level of knowledge in the pharmacy curriculum. Baby boomers are not getting any younger and consultant pharmacists are going to be utilized more and more to manage this population’s health in long term care/nursing homes. If you are interested in optimizing medication regimens and fully utilizing your drug knowledge, you will enjoy being a member of ASCP.

Throughout the year ASCP tries to offers opportunities for students to get out of the classroom and out into the community. We volunteer yearly at the Walk to End Alzheimer’s and we regularly participate in blood pressure clinics for the employees at LiDestri Foods. We do a fundraiser either yearly or every other year for pharmacy white coat clipboards that conveniently fit in your white coat pocket! Our meetings typically occur once a month. This club is very open to any ideas for new events and welcomes all new members.
American Society of Health-System Pharmacists (ASHP)

The Wegmans School of Pharmacy’s SSHP chapter is affiliated with the New York State Council of Health-System Pharmacists (NYSCHP) and is recognized by the American Society of Health-System Pharmacists (ASHP). ASHP advocates for and supports pharmacists in hospitals, health-systems, and ambulatory care clinic settings. Their vision is that medication use is optimal, safe, and effective for all people all of the time. They are strong proponents of pharmacy residencies.

Our student chapter’s goal is to expose our members to various opportunities in health-system pharmacy as well as be involved in community care activities. Some of our activities include presentations by local health-system pharmacists, informational sessions on residencies, an annual pharmacy intern panel, participating in ASHP’s clinical skills competition, holding community blood pressure screenings, fundraising for local charities, tours of hospital inpatient pharmacies, and attending and presenting a poster at ASHP’s Midyear Clinical Meeting. We hope to provide our members with these experiences to help develop their interest in health-system pharmacy and prepare them for their future after graduation.

Christian Pharmacists Fellowship International (CPFI)

Christian Pharmacists Fellowship International (CPFI) is a worldwide organization with a mission to serve Christ and the world through pharmacy. The core values of CPFI are to provide like-minded professionals the opportunity to network with each other and grow spiritually, encourage the integration of faith into pharmacy practice, encourage the advancement of ethics in pharmacy practice and to provide support and opportunities for both domestic and foreign medical missions. Some of the ways CPFI promotes these values include holding an annual conference and a national student retreat, publishing the journal, Christianity & Pharmacy, and providing scholarships and other opportunities for students and pharmacists to participate in both short-term and long-term medical mission trips.

The student CPFI chapter at the Wegmans School of Pharmacy provides opportunities for students to grow in their faith and serve others in the Rochester community and around the world. Fundraisers are held each semester to raise money for students participating in medical mission trips and for projects such as Operation Christmas Child in which gifts are sent to children in need around the world. CPFI also offers a scholarship to students participating in a foreign mission trip. There are plenty of opportunities for involvement within this student chapter.

College of Psychiatric and Neurologic Pharmacists (CPNP)

The College of Psychiatric and Neurologic Pharmacists (CPNP) is a national organization of pharmacists that seeks to advance the reach and practice of neuropsychiatric pharmacists. CPNP actively promotes the inclusion of neuropsychiatric pharmacists as an important role in the healthcare team to improve the outcomes of those living with mental illnesses. The vision of CPNP is to have every individual living with a psychiatric or neurologic disorder to be under the care of a health team that includes a neuropsychiatric pharmacist to be accountable for optimal medication therapy.

The mission of CPNP student chapter at the Wegmans School of Pharmacy is to educate student pharmacists on the specialty of psychiatric and neurologic pharmacy. The CPNP student chapter promotes the importance of mental health advocacy and the roles in which pharmacists and student pharmacists play to help expand our expertise in this particular field. By becoming a member of CPNP, you are playing an active role in the growth and expansion of the organization and the profession.
Institute for Healthcare Improvement (IHI)

Founded in 1991, IHI has grown from an initial collection of grant-supported programs to a self-sustaining organization with worldwide influence. IHI offers many resources for student development and leadership. One example is the IHI Open School, an online educational curriculum and community that provides students and health care professionals with the skills to become change agents in health care improvement.

The St. John Fisher College student chapter of IHI with Wegmans School of Pharmacy leadership has three main goals. First, generate local awareness of quality improvement, patient safety, and leadership among the next generation of healthcare professionals. Second, advance quality improvement and patient safety competencies locally and lastly, promote inter-professional collaboration amongst the next generation of healthcare professionals by working with both the Wegmans School of Pharmacy and Wegmans School of Nursing.

National Community Pharmacists Association (NCPA)

The National Community Pharmacists Association represents the pharmacist owners, managers, and employees of independent community pharmacies. Students who are interested in the various entrepreneurial opportunities within pharmacy will find valuable resources available through their NCPA membership.

Pharmacists Society of the State of New York - Academy of Student Pharmacists (PSSNY-ASP)

The aim of this Society is to unite the pharmacists of the State for mutual assistance, encouragement, and improvement in order to maintain the standard of pharmacy practice at a high professional and ethical level.

PharmAssist

The PharmAssist Club organizes and executes events within the Rochester community (and beyond) dedicated to the welfare of non-profit organizations that serve populations with exceptional need. Groups of focus may include, but are not limited to, individuals with medical needs requiring additional support, individuals with financial need, or individuals with other needs to maintain adequate quality of life.

Phi Delta Chi

Phi Delta Chi is a professional pharmacy organization founded in 1883 and the only fraternity at St. John Fisher College. Our chapter, Gamma Zeta, was established in 2009. We pride ourselves on our philanthropic endeavors. Our main philanthropy is St. Jude Children’s Research Hospital, which we raise money for through events such as our flag football tournament, can drive, and restaurant fundraisers. Each year we also volunteer at St. Joseph’s Neighborhood Center, Wegmans School of Pharmacy admissions events, as well as other various events. We are proud to hold a yearly health clinic at the Koinonia Fellowship in East Rochester. In addition to our service events, we hold biannual retreats for our members and have monthly social activities.

Brothers are active in other Wegmans School of Pharmacy organizations including pharmacy student government. There is a large amount of interaction with faculty brothers. PDC is well represented at
other organization events such as Rho Chi trivia, dodge ball, and assisting the Wegmans School of Pharmacy with their admission tours.

One of the unique benefits of Phi Delta Chi is the close bond that all of its members share. We truly are a pharmacy family that extends beyond school. Our connections with the brothers in the school as well as our alumni and faculty brothers allows members the opportunity to expand their networking circles.

**Phi Lambda Sigma - Pharmacy Leadership Society**

The mission of Phi Lambda Sigma (PLS) is to support pharmacy leadership commitment by recognizing leaders and fostering leadership development. To that end PLS works to: ensure the continuing availability of student and practitioner leaders for the profession of pharmacy, acknowledge leadership achievement and award membership to leaders, and enhance the talent, skill, and effectiveness of leaders for the profession of pharmacy.

**Rho Chi**

The mission of the Rho Chi Society is to encourage and recognize excellence in intellectual achievement, and to advocate critical inquiry in all aspects of pharmacy. Our Society encourages high standards of conduct and character and fosters fellowship among its members. The national organization envisions that it will seek universal recognition of its members as lifelong intellectual leaders in pharmacy. As a community of scholars, the Society instills the desire to pursue intellectual excellence and critical inquiry to advance the profession.

**Student National Pharmaceutical Association (SNPhA)**

The Student National Pharmaceutical Association (SNPhA) is an educational service association of pharmacy students who are concerned about pharmacy and healthcare related issues, and the poor minority representation in pharmacy and other health-related professions. Our purpose is to plan programs geared toward the improvement for the health, educational and social environment of the community. We educate our community on better health practices and increase their awareness and understanding of diseases through programs such as Power to End Stroke, Diabetes Initiative, Chronic Kidney Disease Initiative, Remember the Ribbon, and Operation Immunization and by providing support for the programs and initiatives of the Wegmans School of Pharmacy Diversity Committee.

**ORGANIZATION LEADERSHIP COUNCIL (OLC)**

The OLC is comprised of the President of each class of the professional program (P1-P4), the President of each of the professional pharmacy/health care organizations/societies, and the Assistant Dean for Student Affairs (ex-officio). The President of the P3 class serves as the chair of the OLC. The OLC chair must notify Council members well in advance of scheduled meetings; if the presidents are not able to attend in person, they are afforded the opportunity to attend via teleconference or conference call, or send a class or organizational representative. The OLC meets at least twice per semester.

**STUDENT ORGANIZATION SUPPORT POLICY**

With the exception of the local chapter of PSSNY (that receives support directly from the Office of the Dean), official St. John Fisher College and Wegmans School of Pharmacy student organizations will be allocated a base level of funding annually as well as a per registered pharmacy student (P1-P4) member
allocation; total monies allocated is limited based on the availability of funds from the Office of Student Affairs. This funding should be viewed as seed funding and is not designed to cover all of the costs associated with an organization’s annual activities. Continued support for each student organization is dependent on the organization’s fundraising, outreach, and advocacy activities and is evaluated using the Annual Report submitted to the Office of Student Affairs.

**STUDENT TRAVEL SUPPORT POLICY**

The administration and faculty of the Wegmans School of Pharmacy encourage student involvement in local, regional, national, and international professional activities. As such, the Office of Student Affairs provides a limited amount of monies for student travel. Students may request reimbursement (up to the maximum per trip amount) for allowable expenses for travel to national professional meetings and mission trips for which students are NOT seeking academic (APPE) credit. Allowable expenses include: meals, lodging, registration, and travel. In order to receive reimbursement for travel to a national professional meeting, the student will be required to submit a completed reimbursement form (found on Bb Pharmacy Student Center) as well as their name badge as evidence of attendance. Reimbursement for a mission trip requires a memo from the faculty advisor confirming the student’s attendance as well as a completed reimbursement form.

In lieu of the per trip reimbursement for national professional meeting travel available through the Office of Student Affairs, students representing the Wegmans School of Pharmacy at the various national organization competitions or honors will be reimbursed as follows:

- ASHP Clinical Skills Competition ($750.00 per team member (MAX of two)),
- APhA-ASP National Patient Counseling Competition ($1,000.00),
- ACCP Clinical Pharmacy Challenge ($500.00 per team member (MAX of three)), and
- AACP-Walmart Scholars ($1,000 to be divided by the number selected for this program).

**ROOM RESERVATIONS FOR STUDENT ORGANIZATION MEETINGS/EVENTS**

The Office of Student Affairs in the Wegmans School of Pharmacy is responsible for reserving classrooms for meetings and/or events of the various student organizations. The president or his/her designee should contact (e-mail) the Assistant to the Office of Student Affairs with the desired date(s) and time(s). Rooms are reserved on a first-come-first-served basis. All Wegmans School of Pharmacy classrooms (129, 132, 133, 117, & 118) are available for use during normal business hours (7:30 am – 4:30 pm). After hours and weekend use of the pharmacy classrooms as well as any use of the upper and lower atria must be reserved through the College’s reservation system (https://www.sjfc.edu/services/reservations/make-a-reservation/). The group study rooms on the first floor of the Wegmans School of Pharmacy building are for the exclusive use of pharmacy faculty, staff, and students. Please contact the Assistant to the Faculty in Suite 317 to reserve a group study room for after hours and/or weekend use.
STUDENT PARTICIPATION ON STANDING COMMITTEES

An effective school of pharmacy seeks and receives input from its students. It is the responsibility of the PSGA to identify students to serve on Wegmans School of Pharmacy committees. The PSGA may use a voting process or other means that is fair to identify students to serve on the various Wegmans School of Pharmacy committees. The Student Honor Committee (SHC) is the only committee to which students MUST be elected. The P1, P2, and P3 classes will have representation on each of the following standing committees of the Wegmans School of Pharmacy:

<table>
<thead>
<tr>
<th>Wegmans School of Pharmacy Committee</th>
<th>Note Taker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions Committee</td>
<td>P1</td>
</tr>
<tr>
<td>Assessment Committee</td>
<td>P2</td>
</tr>
<tr>
<td>Curriculum Committee</td>
<td>P3</td>
</tr>
<tr>
<td>Diversity Committee</td>
<td>P1</td>
</tr>
<tr>
<td>Co-Curricular Committee</td>
<td>P2</td>
</tr>
<tr>
<td>SHC</td>
<td>P3 ♀ in Fall, and P3 ♂ in Spring</td>
</tr>
</tbody>
</table>

Committee Descriptions

The membership of each Wegmans School of Pharmacy committee upon which students serve and the committee’s general charges are as follows:

Admissions Committee

The committee is comprised of two members from each department, one student from each of the P1 through P3 classes, the Assistant Dean of Student Affairs, and at least one member of the profession. Moreover, ex-officio members of the committee may come from the Office of Transfer and Graduate Admissions, Office of Freshman Admissions, as well from the science faculty of St. John Fisher College.

The Admissions Committee develops policies and sets the standards for students admitted into the professional degree program. The committee also works closely with the Assessment Committee in the evaluation of the Wegmans School of Pharmacy admissions criteria in predicting success in the program.

Assessment Committee

The Committee is comprised of the Assistant Dean of Assessment, two members from each department, three students (one from each class P1-P3), and at least one member of the profession. Ex-officio members of the committee may include the Associate Dean of Academic Affairs and the chairs of both departments.

The Assessment Committee monitors and updates the Wegmans School of Pharmacy Assessment Plan and analyzes data resulting from implementation of the plan. Based on the data, the committee makes recommendations to the Executive Committee, the faculty, and the Curriculum Committee to support continuous quality improvement.
Curriculum Committee

The Associate Dean for Academic Affairs, two faculty members from each department, three students (one from each class P1-P3) and at least one member of the profession make up the Curriculum Committee’s membership. The Assistant Dean of Assessment, the chair/vice chair of both departments and a representative of Experiential Education may be non-voting ex-officio members.

The responsibilities of the curriculum committee are to define and refine curricular outcomes, map intended curricular outcomes against the learning opportunities in each curriculum to demonstrate that opportunities exist for students to accomplish each intended outcome, use various assessment strategies to demonstrate student attainment of curricular outcomes, and recommend program curriculum revision to the Faculty.

Diversity Committee

The Committee is composed of one representative of the Executive Committee, at least two faculty members from each department, and three students (one from each class P1-P3). Its primary responsibility is to develop plans and recommendations to assist the Wegmans School of Pharmacy to achieve our diversity goals, specifically:

- Teaching our students: throughout the curriculum, our students develop an appreciation for the cultural differences in the patients we serve and the effect that these differences may have on the outcomes of our patient’s pharmaceutical care.
- The “diversity environment” of the Wegmans School of Pharmacy: Is the Wegmans School of Pharmacy an environment that promotes and supports diversity among our students, faculty and staff? Do we recruit and admit a diverse student population? Do we hire a diverse group of faculty and Staff?
- Educating our experiential preceptors to assure a culturally sensitive and understanding environment when our students are on rotation.

Student Honor Committee (SHC)

The SHC is composed of one male and one female student elected from each of the P1, P2, and P3 classes and one faculty member from each department. The students on the SHC will enforce the SHC policy as it relates to academic and non-academic policies as stated in the Student Handbook. The purpose of the SHC will be to assure that the students in the Wegmans School of Pharmacy are adhering to the policies of the College and School and assign sanctions, when appropriate.

Attendance at committee meetings

Attendance at a committee meetings is expected; however, it is understood that, on occasion, a student may not be able to attend a scheduled meeting. If such a situation arises, the student should inform the Chair of the committee of their impending absence in advance of the scheduled committee meeting.

NOTE: The committee chair will make every attempt to schedule the committee meetings when ALL members (including students) are available to attend.
Student Committee Member Note-taking and Distribution

Students who represent their peers on Wegmans School of Pharmacy Committees are responsible for attending all scheduled meetings, providing input and perspectives during committee meetings, and reporting back to their constituencies the business of their committee. The student assigned to take notes for a class (see above) will take a few brief notes of the meeting, have them approved by the Chair of the committee and then e-mail them to the Administrative Assistant to the Assistant Dean of Student Affairs by the end of each month. This information will be forwarded to the PSGA Executive Committee whose members will have the responsibility of discussing this with their constituents (classmates). Moreover, these notes will be posted to Bb Pharmacy Student Center. NOTE: some committee meetings may discuss confidential information and that information must not be disclosed in any form.

Training

Each year the Assistant Dean of Student Affairs will meet with the students who are representing their respective classes on committees and discuss their responsibilities. This meeting will be held in September of each school year.

COMMITTEES WITHOUT STUDENT REPRESENTATION

Executive Committee

The Executive Committee, chaired by the Dean, is composed of the Associate Dean of Academic Affairs, the Assistant Dean of Student Affairs, the Assistant Dean of Assessment, and the Department Chair from each academic department. The Committee is advisory to the Dean on administrative matters; furthermore, the Executive Committee is responsible for developing, monitoring, and updating the School’s strategic plan, setting programmatic goals and priorities, coordinating accreditation self-studies, and coordinating the activities of the other standing committees.

Interprofessional Education Committee (IPE)

The Committee is composed of at least three faculty members from each healthcare-related school of St. John Fisher College. The members will be recommended to the IPE committee by the respective Department Chairs. The Chair of the IPE committee will alternate yearly between each healthcare-related school. Each healthcare-related school will also identify a student and practitioner who will sit on the committee. The Committee is charged with developing, implementing, and assessing interprofessional activities in both the didactic and experiential settings.

Experiential Preceptor Advisory Committee (EPAC)

The EPAC is composed of the Director and Assistant Director of Experiential Education, at least two representatives of the Department of Pharmacy Practice and Administration and at least five adjunct faculty from both institutional practice and outpatient practice. Its primary responsibility is to oversee, provide peer review, and assure quality in the Experiential Program of the Wegmans School of Pharmacy.
Post-Graduate Training Committee

The Post-Graduate Training Committee is composed of at least three faculty members from the Wegmans School of Pharmacy. The committee’s primary responsibilities include providing awareness of residencies, fellowships and other post-graduate programs and providing support for those students interested in pursuing such opportunities.

Professional Development Committee

The Professional Development Committee is composed of the two Department Chairs, two faculty members from each department, a representative of the Office of Experiential Education and one staff member. External consultants will be invited as needed. The Committee is charged with formulating School faculty development programming, including annual programs and long-range strategic plans for faculty development. The Committee will assemble and maintain a repository of faculty development materials.

Scholarships and Awards Committee

The Scholarships and Awards Committee is composed of two faculty members from each department and the Assistant Dean Student Affairs. The Committee makes recommendations to the faculty for adoption of necessary policies and procedures for the awarding of scholarships and honors to students; in conjunction with the Office of Financial Aid, the committee selects students for various scholarships and/or awards; and plans and executes the Spring Honors Day.

Student Progress Committee (SPC)

The SPC is composed of the Associate Dean for Academic Affairs (Chair), two faculty members from each department, and the Assistant Dean for Student Affairs (ex-officio). The Committee makes recommendations to the faculty regarding standards for student academic performance and professional conduct. This committee is responsible for the Wegmans School of Pharmacy Early-Intervention Program. Moreover, at the end of each semester, the SPC reviews the academic progress of each student and recommends appropriate action where policy requires.

PROFESSIONALISM AT THE WEGMANS SCHOOL OF PHARMACY

Beginning on the first day orientation, student pharmacists are welcomed to the profession of pharmacy. As such, it is expected that student pharmacists uphold the values of the profession. These values are expressed in our pledge of professionalism and the American Pharmacists Association (APhA) Code of Ethics and can be shaped using our Professionalism and Communication rubric.
WEGMANS SCHOOL OF PHARMACY PROFESSIONALISM PLEDGE

As a student of the Wegmans School of Pharmacy at St. John Fisher College, 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 to 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 will be an essential part of my everyday life and I will pursue all academic and professional endeavors with honesty and commitment to service. To accomplish this goal of professional development, as a student of pharmacy I will uphold the following tenets:

Altruism – As professionals we should strive to have a regard for others above ourselves. We should strive to devote ourselves to serve, help and benefit others through our actions both within our profession and our community.

Accountability – We must realize that our actions directly affect the people around us and that we must take responsibility not only for our own actions but for the actions of those individuals with whom we associate. Understand that our actions are under our own control and through this realization seek to behave in a manner befitting our stature within the community.

Excellence – Strive for quality in all of our activities. Seek to obtain flawless and impeccable standards in our work, relationships, dress, and personal hygiene. Endeavor to accept nothing short of perfection in our profession with the realization that our clients deserve nothing but the best in their medical care.

Duty – The understanding that we are morally obligated to provide care and understanding for our patients. We are bound to provide our clients with respect and understanding throughout our interactions with them both professional and socially.

Honor & Integrity – We are afforded the privilege of being treated with respect due to our profession and we must remember to hold ourselves to that higher standard. We must adhere to a higher moral and ethical standard, keeping our character in line with that which has come to be expected of us by our clients and our community. Respect for Others – Courteously expressing a high regard for the people around us just as they treat us in high regard. Always trying to understand and respect the values, feelings and behaviors of everyone that we come into contact with in our business and community. Always be considerate of others without being intrusive or demeaning in our daily interactions. Placing value in the privacy of those around us and remembering to always be discreet.

Active Participation in Professional Organizations – Continue to advocate for the improvement of our profession and also for the treatment of our clients through structured education and participation in professional organizations. Follow a lifelong process of adding to your knowledge base and education so that we can provide nothing but the best care and information to our clients and others within our profession.

The profession of pharmacy is one that demands adherence to a set of ethical principles. 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 will strive to uphold this pledge.

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4 This professionalism pledge was created by and adopted by the first four classes of the Wegmans School of Pharmacy in April 2010.
The rubric below is the result of the combined efforts of practicing pharmacists and faculty of the Wegmans School of Pharmacy. The goal of this project was to identify criteria related to professionalism and communication skills that students could aspire to and be evaluated on. Faculty and preceptors may use this tool to evaluate you in their courses, provide feedback regarding interactions, or use this as part of advising/mentoring activities. The combined input of practice and academia make this a valuable tool for use while in school and just as important as the student pharmacist enters practice.

<table>
<thead>
<tr>
<th>Exemplary Positive attributes include all these examples plus “meets standards”</th>
<th>Meets Standards Positive attributes include most of these examples</th>
<th>Needs Attention Negative attributes include these examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal Language</strong></td>
<td><strong>Delivery &amp; Tone</strong></td>
<td><strong>Non-Verbal</strong></td>
</tr>
<tr>
<td>1. Verbal Language</td>
<td>Makes significant contributions to the conversation</td>
<td>Makes significant contributions to conversation</td>
</tr>
<tr>
<td></td>
<td>Vocabulary always appropriate for the audience (peer, faculty, patient, doctor, etc.)</td>
<td>Verifies understanding of information heard.</td>
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<tr>
<td></td>
<td>Adjusts style and tone for specific situation and/or audience</td>
<td>Makes significant contributions to conversation</td>
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<tr>
<td></td>
<td>Verbal presentations (if any) are smooth and rehearsed</td>
<td>Responds to verbal instructions</td>
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<tr>
<td></td>
<td>Demonstrates confident tone without arrogance</td>
<td>Demonstrates understanding of information heard</td>
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<td></td>
<td>Respectful</td>
<td>Demonstrates engagement by asking appropriate questions.</td>
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<td></td>
<td>Verbal presentations (if any) flow fairly smoothly – suggesting good preparation</td>
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<td></td>
<td>Demonstrates empathy</td>
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<td>May be inaudible, demanding tone, disrespectful tone, inappropriate volume for situation (example: too loud for confidentiality)</td>
<td>Appears distracted</td>
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<td></td>
<td>Verbal presentations (if any) suggests lack of preparation</td>
<td>Inappropriate use of technology (uses phone at inappropriate times)</td>
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<tr>
<td><strong>Body Language</strong></td>
<td><strong>Listening</strong></td>
<td><strong>Verbal Language</strong></td>
</tr>
<tr>
<td>2. Delivery &amp; Tone</td>
<td></td>
<td>Makes significant contributions to conversation</td>
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<td></td>
<td>Verifies understanding of information heard.</td>
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<td></td>
<td></td>
<td>Responds to verbal instructions</td>
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<td></td>
<td></td>
<td>Demonstrates understanding of information heard</td>
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<td></td>
<td>Demonstrates engagement by asking appropriate questions.</td>
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<td>Instructions need to be repeated</td>
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<td></td>
<td>Interrupts inappropriately</td>
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<td>Does not ask appropriate questions</td>
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<td>Struggles comprehending verbal instructions</td>
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<td>3. Body Language</td>
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<tr>
<td>Written</td>
<td>Exemplary</td>
<td>Meets Standards</td>
</tr>
<tr>
<td>--------------------------------</td>
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</tr>
</tbody>
</table>
| **5. Email**                   | • Timely & proactive emails  
• Respectful tone  
• No spelling errors  
• No grammatical errors  
• Adjust level of formality for audience | • Emails are timely  
• Respectful tone  
• Few if any spelling or grammatical errors  
• Appropriate formality | • Errors in spelling, grammar, etc...  
• Inappropriate for audience—ex: demanding  
• Lack appropriate level of formality or excessive abbreviations  
• Text-style writing |
| **6. Charting/Recording/Documentation** | • Addresses ALL legal requirements  
• Always clear, concise  
• Includes proper citations  
• Documentation suggests high level of content knowledge | • Addresses all legal requirements  
• Usually clear, concise  
• Includes proper citations  
• Good content knowledge shown  
• Accurate | • Not addressing legal requirements  
• Lacks clarity or is not concise  
• Plagiarism and/or inaccuracy  
• Documentation does not suggest content knowledge  
• Writing is illegible |
| **7. Appearance**              | • N/A | • Dress is consistent with Student Dress Code  
• Dress is always situation appropriate (ex: CLEAN lab coat) | • Inconsistency in following dress code  
• Sloppy, unkempt appearance  
• Lack of CLEAN lab coat |
| **8. Punctuality/Attendance/Accountability** | • Always punctual and often early for appointments and/or assignments  
• Always acts responsible and appropriate with all groups /events/meetings  
• Ability to work independently  
• Can lead group work  
• Works toward common goals | • Consistently on time for class, meetings, rotation, etc...  
• Assignments consistently on time  
• Diligent  
• Consistently acts responsible with groups, a meetings and/or at site  
• Always prepared for group work  
• Accepts group’s decisions | • Often late for class, meetings, rotations, appointments  
• Often late with assignments  
• Acts irresponsible or immature at events/meetings/rotation sites  
• Does not carry fair share of group work  
• Makes excuses |
| **9. Attitude**                | • Always positive and projecting appropriate confidence  
• Accepts and acts on feedback  
• Good work ethic  
• Proactively helps others | • Generally positive and appropriately confident attitude  
• Accepts feedback openly  
• Good work ethic  
• Willing to help others if asked | • Exhibiting any of these behaviors: negative attitude, cocky, defensive, aggressive, arrogant, indifferent, blaming of others  
• Lacking good work ethic |
| **10. Character**              | • Fair & just with customers, preceptors, colleagues  
• Models cultural sensitivity, empathy, compassion | • Trustworthy  
• Appreciates diversity  
• Exhibits empathy & compassion | • Dishonest  
• Culturally insensitive  
• Illegal or immoral actions  
• Does not accept responsibility |
APhA CODE OF ETHICS*

Preamble. 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 interest 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.

ACADEMIC INTEGRITY

All students matriculating into the Wegmans School of Pharmacy implicitly and personally subscribe to the St. John Fisher College Student Code of Conduct (https://www.sjfc.edu/student-life/student-conduct/student-code-of-conduct/), the St. John Fisher College Academic Integrity Policy, and the policies and procedures outlined in the Wegmans School of Pharmacy Student Handbook.

St. John Fisher College Academic Integrity Policy

All students, regardless of level or school, are responsible for following the St. John Fisher College Academic Integrity Policy in addition to any other individual school’s or program’s academic expectations and/or professional standards. Every student is expected to demonstrate academic integrity in all academic pursuits at all times.

Violations of the St. John Fisher College Academic Integrity Policy include, but are not limited to:

1. Cheating
   a. Possession of unauthorized material (e.g. books, notes) that could be used during an exam, quiz, test, etc.
   b. Hiding or positioning of notes or other tools for the purposes of cheating on an exam, quiz, test, etc.
   c. Unauthorized possession of, or knowledge of, an exam, quiz, test, etc., prior to its administration
   d. Looking at another person’s exam, quiz, test, etc. without permission of the instructor
   e. Marking an answer sheet in a way designed to deceive the person correcting it
   f. Altering a graded work after it has been returned
   g. Unauthorized access to Internet resources or an electronic device(s) during an exam, quiz, test, assignment, etc.

2. Plagiarism
   a. Representing another person’s work as one’s own, or attempting “to blur the line between one’s own ideas or words and those borrowed from another source.” (Council of Writing Program Administrators, January 2003, http://wpacouncil.org/node/9)
   b. The use of an idea, phrase, or other materials from a written or spoken source without acknowledgment
   c. Submitting work that was procured through sale or trade

3. Duplicate Submission of Work
   a. Submitting the same, or substantially the same, piece of work to more than one instructor without the express permission of all instructors involved

4. Facilitation of Academic Dishonesty
   a. Giving improper aid to another student or receiving such aid from another student or source prior to or during an in class or take home exam, quiz, test, assignment, etc., without the express permission of the instructor
   b. Retaining, reproducing, possessing, using or circulating previously given materials when indicated that they are to be returned to the instructor at the conclusion of the exam, quiz, test, etc.

5 Students are encouraged to discuss expectations for documenting and citing sources with their instructors when assigned papers and projects. In addition, the Writing Center has identified a number of tutorials and references pertaining to the appropriate use, integration, and citing of materials. These can be found at: https://www.sjfc.edu/services/writing-center/resources/.
c. Taking a test for someone else or allowing someone else to take a test for you
d. Allowing another person to do one’s work and submitting that work under one’s own name
e. Providing work to another student to submit as their own
f. Allowing a person to put their name on a group work submission when they did not work on the assignment

5. Falsifying Data or Research
a. Fabricating information, data or citation as part of a laboratory, fieldwork or other scholarly investigation
b. Knowingly distorting, altering or falsifying the data
c. Using data acquired by another student without the consent of the instructor
d. Failing to include an accurate account of the method by which the data were gathered or collected
e. Representing the research conclusions of another as one’s own
f. Undermining or sabotaging the research investigations of another person
g. Obtaining and/or reporting research data in an unethical and intentionally misleading manner

6. Obstructing Library Use and/or Access to Materials
a. Any action that deprives others of equal access to library materials such as hiding, selling, destroying, mutilating, removing or deliberately damaging library materials

7. General Academic Misconduct
a. Actions that violate standards of ethical or professional behavior established by a course or a program
b. Theft, mutilation or destruction of another student’s academic work, including books, notes, computer programs, papers, reports, laboratory experiments, data, etc.
c. Using means other than academic achievement or merit to influence one’s academic evaluation
d. Attempts to bribe an instructor for academic advantage
e. Actions or behaviors that violate standards for ethical or professional behavior established by a course or program in an off-campus setting that could damage the College’s relationship with community partners and affiliated institutions

Academic Integrity within the Wegmans School of Pharmacy

Violations of the St. John Fisher College Academic Integrity Policy by student pharmacists are adjudicated using either the course process or the SHC. The Wegmans School of Pharmacy takes the matter of academic honesty very seriously. Mutual trust, respect, and responsibility are foundational elements of a student’s relationship with the Wegmans School of Pharmacy. As such, it is expected that the approach one undertakes to achieve academically is equally as important as what one learns. The Wegmans School of Pharmacy prides itself on creating an environment that aims to produce not only scholars, but high quality individuals. All students, as future pharmacists committed to professionalism in all of its aspects, are expected to conduct themselves ethically in every clinical situation and every didactic course.

 Procedures for Addressing Academic Dishonesty at the Wegmans School of Pharmacy

Alleged academic integrity violations within the Wegmans School of Pharmacy are addressed by either the Course Process or through the SHC as described below. Rotations are considered courses and both the Course Process and SHC methods do apply. Students will not be subject to both processes; however, the student may be subject to the Course Process or SHC within the Wegmans School of Pharmacy AND the St. John Fisher College Student Conduct process through the Student Code of Conduct as appropriate.
Course Process

When an instructor(s) suspects a violation of academic integrity by any student:

1. **The instructor should meet in a conference with the student to discuss the suspicion.** During this conference, the instructor(s) should share with the student the information that forms the basis for the suspicion and provide the student an opportunity to respond to the information. The conference is private and only the student(s) and instructor(s) involved may participate in the meeting.

   At the conclusion of this meeting, the instructor may:
   a. make the determination that no violation of policy has occurred and no further action is required and the matter is closed, or
   b. make the determination that the student is responsible for a violation of the academic integrity policy (at this juncture the matter can continue using the Course Process or can be referred to the SHC).

2. **The instructor(s) will assign a sanction.** After a determination of responsibility for a violation of the Academic Integrity Policy is made and the decision is made to use the Course Process, the instructor will assign a sanction. The instructor may consult with his or her department chair, the Dean, or the Dean’s designee for sanctioning advice. The following sanctions may be assigned by the instructor(s) for academic integrity violations.

   - Academic written warning (placed in the student pharmacist’s file in the Wegmans School of Pharmacy),
   - Reduction in grade/score for the assessment, paper, presentation, project, assignment, etc.,
   - Re-examination, re-writing the paper, re-producing, re-presenting, etc., by the student,
   - Assigning an “F” for the assessment, paper, presentation, project, assessment, etc.,
   - Administrative withdrawal of the student from the course (with a recorded grade of “W” appearing on the student’s transcript.), and/or
   - Assigning an “F” for the course. If an “F” is assigned, this will supersede all academic deadlines for dropping and/or withdrawal (e.g., a student will be unable to withdraw from/drop a course while a complaint of academic dishonesty is pending nor after an instructor(s) assigns a grade of “F” or “W”).
   - Additional actions

   **NOTE:** Instructors may not refer a student to the SPC for dismissal; however, all instances where a grade of “F” has been issued is reviewed by the SPC and dismissal may be the outcome of that review.

3. **The instructor must prepare and deliver to the student a letter that outlines the decision and the assigned sanction(s) within three business days**.

4. **The student must sign a copy of the decision and sanctions letter and return it to the instructor within three business days** indicating whether he or she:

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*Business days DO NOT include weekend days. As such this requirement should not be interpreted as 72-hours.*
a. Accepts the decision and sanction, or
b. Does not accept the decision and/or sanction and wishes to submit an appeal through the Wegmans School of Pharmacy Academic Integrity Appeal Process outlined in the Wegmans School of Pharmacy Student Handbook.

**NOTE:** Failure to sign and return the letter within three business days will constitute automatic acceptance of the instructor’s decision and sanctions by the student.

5. **The instructor(s) will send a copy of the signed letter to the Wegmans School of Pharmacy Associate Dean of Academic Affairs, the Assistant Dean of Student Affairs, and the student’s developmental mentor.**

**Student Honor Committee (SHC)**

The SHC may consider potential violations of the St. John Fisher College Academic Integrity Policy brought forth by either faculty or students.

**Faculty-initiated allegations of violations of academic dishonesty**

In addition to the Course Process described above, faculty who observe acts of academic dishonesty may pursue the alleged violation through the SHC. If the instructor decides to pursue the alleged violation through the SHC, the following procedures are to be followed.

1. **The instructor should meet in a conference with the student to discuss the suspicion.** During this conference, the instructor should share with the student the information that forms the basis for the suspicion and provide the student an opportunity to respond to the information. The conference is private and only the student and instructor involved may participate in the meeting.

   At the conclusion of this meeting, the instructor may:
   a. make the determination that no violation of policy has occurred and no further action is required thus closing the matter, or
   b. make the determination that the student is responsible for a violation of the academic integrity policy and then refer the matter to the SHC. The SHC will follow the same process as it does for matters referred the committee by students alleging violations of the academic integrity policy.

2. **The instructor refers the matter to the SHC.** The instructor must initiate the process of addressing the matter by contacting one of the two faculty liaisons to the SHC within **one business day** of the meeting with the student. Failure to adhere to this timeframe will render the allegation null and void.

**Student-initiated allegations of violations of academic integrity**

Students may refer matters to the SHC regarding suspected violations of the St. John Fisher College Academic Integrity Policy. Students who observe any acts of academic dishonesty are bound to notify their two SHC representatives via e-mail within **one business day** of the alleged violation and describe it in as much detail as is possible. P4 students who observe any acts of academic dishonesty should report to the P3 SHC representatives. Failure to adhere to this timeframe will render the allegation null and void. The SHC will address student-initiated allegations of violations of academic integrity as follows.
1. **SHC representative(s) will (jointly) e-mail the student alleged to have committed the violation and request a response.**

2. **The student must reply to the e-mail within three business days to either accept or deny responsibility in the matter.** If the student denies responsibility, the student shall provide a detailed written explanation to the SHC. Students may also wish to have witnesses submit written statements; this must also be done within three business days in order for them to be considered.

   **NOTE:** Failure to respond within three business days will result in a finding of responsibility.

3. **SHC assigns a sanction.** In the event that the student is found responsible by admission or by non-response to the SHC, the two SHC class representatives will report that to the full SHC at the next meeting for the purpose of assigning a sanction. The finding of responsibility and sanction will be e-mailed to the student by the chairs of the SHC and copied to the student’s developmental mentor and the Wegmans School of Pharmacy Assistant Dean of Student Affairs within three business days of the decision.

4. **SHC review of explanation.** In the event that the student denies responsibility, the explanation provided by the student will be evaluated at the next full SHC meeting. At that meeting, the SHC will consider the allegations, the written statement provided by the student, and any other relevant information, and decide, by majority vote, that:
   
   a. no violation of policy had occurred requiring no further action thus closing the matter, or  
   b. there is sufficient evidence to refer the matter to a SHC Hearing.

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**SHC Hearing Process – Academic Integrity Violations**

1. **One of the two P3 members of the SHC will preside over the SHC hearing.** The SHC hearing will be brought to order and the name of the student and the alleged academic integrity violation will be read for the record. All present are reminded of the confidentiality of all elements of the hearing. Breaches of confidentiality and/or reprisals are violations of the professionalism code of the Wegmans School of Pharmacy.

2. **The student will be asked to provide a verbal response to the allegations.** The student may bring a faculty advocate to the hearing, if so desired. Wegmans School of Pharmacy faculty members are under no obligation to serve in such a capacity; however, they are free to do so. No attorneys or other types of advocates are allowed. The advocate is not permitted to speak directly to the SHC, but may speak with the student.

3. **The instructor(s) and/or the student colleague(s) who reported the alleged violation will be called in individually to provide verbal statements to the SHC.** The student is present at this time.

4. **The student may call on witnesses with first-hand knowledge to give verbal statements to the SHC.** Witnesses will appear one at a time. The student is present at this time.

5. **The student and his or her advocate are excused from the SHC hearing.**
6. The SHC will review all verbal statements from the hearing and other evidence and deliberate to render a decision, by a majority vote, that:

   a. no violation of policy had occurred requiring no further action thus closing the matter, or
   b. the student is responsible for the alleged violation and the SHC will assign a sanction(s).

   i. The Assistant Dean of Student Affairs shall be contacted prior to assigning sanctions to determine whether the student is subject to enhanced sanctions due to prior findings of responsibility for violations of the St. John Fisher College Academic Integrity Policy.

   ii. The SHC shall consult with the affected instructor(s), the Chair of the department to which the affected course belongs, the Dean, or the Dean’s designee for sanctioning advice.

   iii. The following sanctions may be assigned by the SHC for academic integrity violations.

      - Academic written warning,
      - Reduction in grade/score for the assessment, paper, presentation, project, assignment, etc.,
      - Re-examination, re-writing the paper, re-producing, re-presenting, etc., by the student,
      - Assigning an “F” for the assessment, paper, presentation, project, assessment, etc.,
      - Administrative withdrawal of the student from the course (with a recorded grade of “W” appearing on the student’s transcript.), and/or
      - Assigning an “F” for the course. If an “F” is assigned, this will supersede all academic deadlines for dropping and/or withdrawal (e.g., a student will be unable to withdraw from/drop a course while a complaint of academic dishonesty is pending nor after an instructor(s) assigns a grade of “F” or “W”).
      - Dismissal. The SHC may refer a student to the SPC for dismissal. In this case, the student will meet with the SPC to discuss the reason for the dismissal. After review of the documentation from the SHC and information obtained from the student, the SPC may dismiss the student or allow the student to continue in the program with specific stipulations. This information will be conveyed to the student and the student’s developmental mentor in writing.

   Additional Actions:

      o If the members of the SHC agree unanimously, an additional sanction(s) may be applied with the intention of correcting the offending behavior. These sanctions may include, but are not limited to: a written letter of apology, a service requirement, and/or restitution. NOTE: The SHC is responsible for verifying that any additional sanction(s) has (have) been completed. Documentation of
additional sanction(s) will be placed in the student’s file in the Wegmans School of Pharmacy Office of Student Affairs.

7. The decision and sanction(s), if applicable, will be e-mailed to the student by the chairs of the SHC and copied to the Associate Dean of Academic Affairs, the Assistant Dean of Student Affairs, and the student’s developmental mentor within three business days of the decision.

STUDENT CONDUCT

Violations of the St. John Fisher College Student Code of Conduct may be reported to the Department of Safety and Security, the Office of Student Conduct, or to the SHC for adjudication. NOTE: The SHC may also choose to refer any matter to the Student Conduct Process.

St. John Fisher College Student Code of Conduct

St. John Fisher College seeks to create and maintain an environment that supports its mission. As an institution of higher education in the Catholic tradition, standards of behavior are more demanding than those required of the general public. The College reserves the right to take whatever actions it deems necessary and appropriate to ensure community safety at the time of an incident.

The College views its students as adults and expects that they will act with the requisite maturity and responsibility. As adults, students are accountable for their behavior under the Student Code of Conduct, whether it takes place on or off College property. In addition to being subject to any internal action that the College may initiate, an alleged violator may also be referred to law enforcement officials and students may also face criminal charges separate and independent from the student conduct process.

The Vice President for Student Affairs and Diversity Initiatives administers regulations governing most aspects of the College community that students are likely to encounter. He or she has authority in all cases of infractions of College regulations and general student conduct and serves as the College's Chief Title IX Officer. The Assistant Dean of Students supervises the Student Conduct System for the College. In addition, the Wegmans School of Pharmacy Assistant Dean of Student Affairs, supervises the resolution of alleged violations of Academic Integrity and/or Wegmans School of Pharmacy Policies and Procedures for Wegmans School of Pharmacy students.

St. John Fisher College Student Conduct Process and Procedures

Student pharmacists alleged to have violated the St. John Fisher College Student Code of Conduct can be adjudicated through the College’s Student Conduct Process or the SHC of the Wegmans School of Pharmacy, but not both for the same incident. Students can review Student Conduct Procedures on-line: https://www.sjfc.edu/student-life/student-conduct/student-conduct-process/.

Any Wegmans School of Pharmacy student found responsible for violating the St. John Fisher College Student Code of Conduct through the College’s Student Conduct Procedures will be referred to the Wegmans School of Pharmacy Assistant Dean of Student Affairs. The finding of responsibility and assigned sanction(s) will be placed in the student’s record in the Office of Student Affairs. The SHC will be notified of any findings of responsibility for violations of the College’s Student Code of Conduct that were adjudicated through the College’s student conduct process; findings of responsibility for violating the College’s Conduct Code or any of the Student Policies and Procedures of the Wegmans School of
Pharmacy will be considered an additional violation and the student may be subject to enhanced sanctions.

*Student Honor Committee and violations of Student Conduct Policy or Wegmans School of Pharmacy Policies or Procedures*

The College’s Student Conduct Procedures apply in all cases of alleged violations of College policy by all students enrolled at St. John Fisher College, except where provision is specifically made for other procedures—e.g., academic integrity, Wegmans School of Pharmacy SHC. In addition to violations of academic integrity, the Wegmans School of Pharmacy SHC may adjudicate alleged violations of the St. John Fisher College Student Conduct Policy or Wegmans School of Pharmacy Policies and Procedures. **NOTE:** The SHC may also choose to refer any matter to the College’s Student Conduct Process.

*Referrals to the SHC for violations of Student Conduct Policy or Wegmans School of Pharmacy Policies and Procedures*

The SHC should be notified within **one business day** of observing the alleged violation of the St. John Fisher College Code of Conduct or Wegmans School of Pharmacy Policies and Procedures. Failure to adhere to this timeframe will render the allegation null and void. Students who observe a violation of either the St. John Fisher Code of Conduct or Wegmans School of Pharmacy Policies and Procedures are bound to notify their representatives to the SHC via e-mail and describe the violation in as much detail as possible. Faculty and/or staff should notify the faculty liaisons to the SHC with the same information. The anonymity of the accuser will be maintained during this process. In the event that the allegation comes from faculty/staff, the faculty liaisons will contact the P3 student member of the SHC in order to advance this process. The process for handling allegations of violations of College’s Code of Conduct or Wegmans School of Pharmacy Policies and Procedures is as follows:

1. **The SHC representative(s) will (jointly) e-mail the student alleged to have committed the violation and request a response.**

2. **The student must reply to the e-mail within three business days to either accept or deny responsibility in the matter.** If the student denies responsibility, the student shall provide a detailed written explanation to the SHC. Students may also wish to have witnesses submit written statements; this must also be done within three business days in order for them to be considered. **NOTE:** Failure to respond by the three business day deadline will result in a finding of responsibility.

3. **SHC assigns a sanction.** If the student is found responsible by admission or non-response the two SHC class representatives will report the finding to the full SHC at the next meeting for the purpose of assigning a sanction. The sanction will be e-mailed to the student by the chairs of the SHC and copied to the student’s developmental mentor and the Wegmans School of Pharmacy Assistant Dean of Student Affairs within three business days of the decision.

4. **SHC review of explanation.** In the event that the student denies responsibility, the explanation provided by the student will be evaluated at the next full SHC meeting. At that meeting, the SHC will consider the allegations, the written statement provided by the student, and any other relevant
information, and decide, by majority vote, that:

a. no violation of policy or procedures had occurred requiring no further action thus closing the matter, or
b. there is sufficient evidence to refer the matter to a SHC Hearing.

**SHC Hearing Process for violations of Student Conduct Policy or Wegmans School of Pharmacy Policies and Procedures**

1. **One of the two P3 members of the SHC will preside over the SHC hearing.** The hearing will be brought to order and the name of the student and the alleged conduct violation will be read for the record. All present are reminded of the confidentiality of all elements of the hearing. Breaches of confidentiality and/or reprisals are violations of the professionalism code of the Wegmans School of Pharmacy.

2. **The student will be asked to provide a verbal response to the allegations.** The student may bring a faculty advocate to the hearing if so desired. Wegmans School of Pharmacy faculty members are under no obligation to serve in such a capacity; however, they are free to do so. No attorneys or other types of advocates are allowed. The advocate is not permitted to speak directly to the SHC, but may speak with the student.

3. **Members of the SHC will present evidence as to the conduct violation to the student.**

4. **The student may call on witnesses with first-hand knowledge to give verbal statements to the SHC.** Witnesses will appear one at a time. The student is present at this time.

5. **The student and his or her advocate are excused from the SHC hearing.**

6. **The SHC will review all verbal statements from the hearing and other evidence in order to deliberate and render a decision, by a majority vote, that:**

   a. no violation of policy had occurred requiring no further action thus closing the matter, or
   b. the student is responsible for the alleged violation and the SHC will assign a sanction(s).

7. **The decision and sanction, if applicable, will be e-mailed to the student by the chairs of the SHC and copied to the student’s developmental mentor and the Assistant Dean of Student Affairs within three business days of the decision.**

**SHC Sanctions for violations of Code of Conduct or Wegmans School of Pharmacy Policies and Procedures**

If the student is found responsible for a policy and/or procedures violation(s), the SHC will determine the appropriate sanction(s). Prior violations for which a student was held responsible and subject to previous sanctions are taken into consideration when sanctioning decisions are made. Moreover, the nature of the violation may lead to more significant sanctions being applied.
The following sanctioning guidelines are offered for consideration; however, the nature of the violation may be taken into consideration when assigning sanctions.

First Violation:
Documentation of the situation any sanction(s) will be placed in the student’s file in the Wegmans School of Pharmacy Office of Student Affairs.

Second Violation:
Student must submit a written letter to the SHC describing his/her actions and how the student will prevent the infraction from occurring in the future. Documentation of the situation and sanction(s) will be placed in the student’s file in the Wegmans School of Pharmacy Office of Student Affairs.

Third Violation:
The SHC will compose an action plan with which the student must comply. The SHC will be responsible for verifying that any additional sanction(s) has been completed. Documentation of the situation and any sanction(s) will be placed in the student’s file in the Wegmans School of Pharmacy Office of Student Affairs.

Fourth Violation:
The decision and sanction(s) will be forwarded to the Student Progression Committee (SPC) for consideration of removal from the program. Documentation of the situation and any sanction(s) will be placed in the student’s file in the Wegmans School of Pharmacy Office of Student Affairs.

Additional Actions:
If the members of the SHC unanimously agree, an additional sanction(s) may be applied with the intention of correcting the offending behavior. These sanctions may include, but are not limited to, a written letter of apology, a service requirement and/or restitution. The SHC is responsible for verifying that any additional sanction(s) has been completed. Documentation of additional sanction(s) will be placed in the student’s file in the Wegmans School of Pharmacy Office of Student Affairs.

Reporting Outcomes of SHC activities
All actions of the SHC (instances when a student is found responsible (either through admission or as a result of a hearing as well as findings of no responsibility) will be posted for a period of time not to exceed 30 days in the SHC folder on Bb Pharmacy Student Center. These reports will only state case number, the date and time of the proceedings, nature of the charges, findings of the SHC, and the recommended sanction, if appropriate, without disclosing the identity of the student(s).
The enforcement of the Student Policies and Procedures outlined for the Wegmans School of Pharmacy at St. John Fisher College is the responsibility of all students, faculty, and staff.

Classroom Behavior and Civility

The classroom setting is one for educational purposes. As professional students, all members of the Wegmans School of Pharmacy are expected to behave in a manner that provides the optimum learning experience for all students. Therefore students shall refrain from inappropriate talking during teaching and learning activities. Students will also be respectful and considerate of other viewpoints.

Absence Policy

Students are expected to treat class attendance as a priority; any emerging pattern of absences, excused or unexcused, may result in the course coordinator referring the student to the Student and/or Academic Affairs offices.

Unplanned excused absences

If a student is absent unexpectedly for ≥3 consecutive days or absent for any graded exercise, either announced or unannounced, the student must notify the Assistant Dean of Student Affairs, their instructors, and course coordinators (or preceptors for students on rotation) of the situation as soon as possible. Documentation must be provided to the course coordinators in order for the absence to be considered excused. Excused absences will include:

Personal Illness/Injury or Illness/Death in the Family

a. Illness or Injury of Students: The student who seeks an excused absence must submit written confirmation of treatment by a healthcare provider. This documentation should be presented as soon as the student returns to class. Documentation must include the inclusive dates. Should a student be admitted to a healthcare facility the student should notify the Office of Student Affairs (OSA) as soon as possible of their admission. Once discharged the student must provide documentation signed by a provider stating the date of admission and discharge. In addition the provider should write the following statement: “Pharmacy Student XxXxxXx is safe to return to work in a Pharmacy and return to studies in school.” At times a student may be cleared for return to school but not work (meaning rotations) and a rotation adjustment will need to happen.

b. Death or illness of a family member or loved one. The student who seeks an excused absence for this purpose must submit acceptable documentation.

Short-Term Military Obligations

A copy of the student’s orders will be submitted to the Office of Student Affairs as documentation.
Jury Duty or Subpoena for Court Appearance

Student must submit subpoenas or notification of jury duty to the Office of Student Affairs as soon as the student becomes notified of the appearance.

Winter Inclement Weather

Inclement weather, particularly in the winter months, is not uncommon in the Rochester area. While the state and various municipalities are very skilled at snow removal, sometimes travel can be treacherous. Although it is the Wegmans School of Pharmacy’s expectation that students will be present on campus at time the College remains open, commuting students who miss classes due to inclement weather will be permitted to make-up academic work without penalty. As a courtesy, students should communicate with their faculty as soon as it becomes apparent that they will not be able to come to campus due to weather.

Planned excused absences

Religious Accommodations

If student requests an alteration in the day or time of a scheduled quiz, exam, assignment, or other assessment due to a religious exemption, the Wegmans School of Pharmacy and/or affiliated experiential sites request that you notify, in writing, the course coordinator and preceptor (if applicable) during the first week of the semester for each course affected. St. John Fisher College policy requires students to notify their course coordinators, in writing, no later than the fifteenth day after the first day of the semester of each class scheduled for a day on which the student will be absent.

For more detailed information about the protections afforded students, faculty, and staff when their religious observances or “holidays of conscience” may conflict with academic and work responsibilities please refer to the official St. John Fisher College policy statement at: https://catalog.sjfc.edu/2019-2020/undergraduate/academic-information/attendance-policy/.

Attendance at a regional, state, national, or international professional meetings

Students will be granted an excused absence for attending professional meetings. The excused dates will include the day before the meeting, and the day following the meeting, if needed, to accommodate for travel to/from the meeting. Students may be required by the individual course coordinators to take an exam during the professional meeting. If administered, exams will not conflict with students presenting their scholarly work. Students are required to notify their course coordinators, in writing, no later than the fifteenth day after the first day of the semester to request an excused absence. Appropriate documentation must be provided verifying attendance at the meeting.

Participation as a student athlete

Student-athletes will be granted an excused absence for travel to an away-from-home contest, any practice specifically in conjunction with the away-from-home contest, and any practice activity held in conjunction with an NCAA championship. It is the student athlete’s responsibility to communicate with the Office of Student Affairs and each course coordinator in writing regarding any classes that will be missed due to athletic competition no later than the fifteenth day after the first day of the semester.

Individual course coordinators have full discretion in granting or denying excused absences for reasons other than the listed above.
Requests for excused absences for other planned activities

Any student planning absences during the semester or during the final exam period for reasons other than the above are required to submit a request to the course coordinator no later than the fifteenth day after the first day of the semester detailing the reason for the absence. This policy is intended to cover students seeking an excused absence for significant events such as weddings, anniversaries, etc. This submission is not a guarantee of an excused absence, but is intended to increase the likelihood of an excused absence being granted. Individual course coordinators have full discretion in granting or denying excused absences requested for these reasons. If an excused absence is granted, the student is required to re-notify the course coordinator and the instructor one week prior to the absence.

Basic Exam Taking Expectations

The following procedures are standard for ALL Wegmans School of Pharmacy exams. Please familiarize yourself with these expectations:

- Students are expected to arrive on time for all exams. *It is the strong recommendation of the Office of Student Affairs that students be in the Wegmans School of Pharmacy building at least 30 minutes prior to the scheduled start time of any assessment (exam, test, or quiz).* Consequences of late arrivals will be at the discretion of the course coordinator.
- All student belongings (e.g., purse, book bag, etc.) other than one’s computer, power supply, and allowable materials should be placed in the front of the classroom or left in one’s locker.
- It is expected that students will have their exam downloaded prior to arriving at the exam. Consequences of late arrivals will be at the discretion of the course coordinator.
- The student is expected to bring the laptop device that has the examination loaded onto it to the examination, along with a working power cord and any necessary peripherals. The laptop device should be sufficiently charged to allow Examplify to operate normally.
- According to the Academic Integrity Policy in the Wegmans School of Pharmacy Student Handbook, academic dishonesty includes, but is not limited to, the use of resources other than those allowed by the instructors. The faculty will announce what resources, if any, are allowed.
- Questions asked during an exam will be answered at the discretion of the course coordinator.
- Students will be asked to verify attendance at every exam (through use of a sign-in sheet or by signing the scrap paper provided by the course coordinator/exam proctor).
- After completing an exam, students are REQUIRED to show the yellow screen or green screen to a proctor BEFORE leaving the room.

All attempts will be made to release exam results on Blackboard within one week of the date of the exam. Exceptions include, but are not limited to, hand-graded exams (e.g., long essays or papers).

Responding to Technical Issues with Examplify

If a technical problem with Examplify disrupts a student’s assessment, the first priority is to take steps necessary to allow the student to complete the assessment as smoothly as possible. These steps will be at the discretion of the course coordinator but may include securing a loaner laptop on behalf of the student or providing the student with a paper copy of the assessment.
Paper Copies of Assessments

When a student completes an assessment via paper instead of Examplify, the answers for the assessment will be transposed by the course coordinator into an electronic file and imported into ExamSoft for scoring. In the situation where a student completes an assessment on both paper and via Examplify, the results from the Examplify version will prevail.

Issues with Delayed Uploads of Exam Files

If a student is unable to upload an exam file immediately after completing an assessment, the student will be provided with instructions at the discretion of the course coordinator. It is the student’s responsibility to follow those instructions, and failure to do so may be construed as a potential violation of the academic integrity policy.

Identifying and Resolving the Technical Issue

Students are expected to be proactive in addressing technical issues with Examplify so that they may be resolved promptly and not interfere with routine assessment. This means that any and all technical issues the student experiences with Examplify should be reported promptly to the Assistant Dean for Assessment. Further, students are required to comply promptly with any instructions they receive in remedying the technical problem.

If a technical issue with Examplify disrupts an assessment and it is determined to be attributable to the student (e.g., failing to disable anti-virus software, installing Examplify incorrectly, using an out-of-date version of Examplify, etc.), the student will be referred to the Office of the Assistant Dean for Assessment.

No Assessment Score due to Technical Problems

In the event that a student completes an assessment but due to a technical issue, receives no score, the situation will be reviewed by the Assistant Dean for Assessment. If the Assistant Dean for Assessment determines that the error was by no fault of the student, then the student will receive another opportunity to complete the assessment without penalty. The nature of the assessment will be at the discretion of the course coordinator, but it will be equivalent to the original assessment.

However, if the Assistant Dean for Assessment determines that the error is attributable to the student’s failure to adhere to policies and procedures outlined in this handbook, the resolution will be left to the discretion of the course coordinator. Sanctions may include but are not limited to: Receiving a “zero” for the assessment, a point deduction applied to the assessment grade, or receiving a failing grade in the course. The student will also be required to address the issue with the Assistant Dean for Assessment.

Academic Accommodations for Disabilities

Disability Services provides academic accommodations as supported by the student's documentation and those required by Section 504 and the ADA laws.

At St. John Fisher College, support services, such as exam proctoring and sharing class notes are provided by students under the supervision of the coordinator of Disability Services and facilitated in the Wegmans School of Pharmacy by the Assistant Dean for Assessment.
Student Responsibilities

- Meet with the coordinator of Disability Services (Kearney 300) to review and discuss the accommodation plan. Following this meeting the student will receive (electronically) a “Letter of Accommodation” (LOA).
- Each semester, within two weeks its start, the student will:
  o share their LOA with the Assistant Dean of Assessment and receive a Wegmans School of Pharmacy Accommodations Eligibility form,
  o meet with each Course Coordinator to discuss the academic accommodations contained in the LOA as well as plan for assessments/quizzes/exams, and
  o capture the Course Coordinator’s signature on the Wegmans School of Pharmacy Accommodations Eligibility form documenting that this discussion has taken place for the semester.
- After all Course Coordinators have signed the form, the student will return the form to the Assistant Dean for Assessment.
- The completed form and a copy of the LOA will be stored in the student’s file in the Office of Student Affairs.

If the student has questions or concerns about these processes, the student is encouraged to address those with the Coordinator of Disability Services and/or the Assistant Dean of Student Affairs.

Food and Drink Policy

The Wegmans School of Pharmacy occupies state of the art facilities and care should be taken when eating or drinking in the pharmacy building and in the Integrated Science and Health Sciences building. In order to keep the facilities as clean as possible, any spill of food or drink shall be cleaned by the responsible person(s) immediately. All food and drink are prohibited in the Computer Lab, the Drug Information Center, and in the Dispensing Lab. Non-alcoholic drinks will be allowed in the classrooms at any time as long as they are in a container with a lid that minimizes spilling. Food will be allowed in the classrooms during non-class time only. All students, faculty, and staff will follow this policy.

Food and beverages are allowed in the 1st and 2nd floor atrium. Refrigerators and microwave ovens for student use are located in the Student Organization and Activities Room (SOAR), room 131 on the first floor. The room remains unlocked for pharmacy student use during weeknights and on weekends.

Addressing Faculty and Staff

Part of the hallmark of being a professional is treating others with courtesy and respect. At the Wegmans School of Pharmacy, all students will refer to and address all faculty and staff by their appropriate title (Dr., Mr., Mrs., Ms., etc.).

While on rotations, students will continue this practice unless otherwise directed by their preceptors.

Use of the Computer Lab and Drug Information Center

The computer lab in the Wegmans School of Pharmacy is reserved for School of Pharmacy students ONLY. Computers in the computer lab, as well as the Drug Information Center, are for student use and will be used for educational and professional purposes exclusively. Food and drink are prohibited in the Computer Lab and the Drug Information Center.
Use of Classroom Equipment

Students are prohibited from using audio visual equipment in the classrooms without direct faculty supervision. This includes computer access, document cameras, stereo, projectors, Ensemble, DVD, and VCRs.

Student Personal Technology Requirements

Computer

All accepted students must own/have access to a laptop computer (Mac or Windows) in order to load/run the ExamSoft software (Examplify) and TK20. The websites for ExamSoft and Tk20 provide up-to-date specifications. Examplify must be installed on this device and in good working order at all times.

Student Responsibilities for Maintaining their Laptop Computer

It is the student’s responsibility to keep their laptop device in good working condition. This includes any peripheral equipment (e.g., power cord and charger) and the battery. The student should have their device configured to allow them to have administrative permissions, and the student is expected to know all necessary log-in and password information.

Anti-Virus and Firewall Software

If a student has chosen to install anti-virus and/or firewall protection on their laptop device, the student must be able to disable and re-enable the software. These types of software need to be disabled while installing or updating Examplify, and before completing an assessment via Examplify.

Updates to Operating Systems

Students may only update their operating system after it has been determined to be compatible with the current versions of Examplify and Tk20. After the release of the operating system update, the Assistant Dean for Assessment will notify students if and when it is appropriate for them to install the update.

Updates to Examplify

Students are required to have the current version of Examplify properly installed on their laptop devices at all times. ExamSoft’s web site and technical support can verify that a student is using the latest version of Examplify.

Calculator

There are many types of calculators available on the market. However, only a few are approved for students to use in the Wegmans School of Pharmacy. Students may use an electronic calculator capable of log, ln, and square-root functions and without text memory capability. Oftentimes, faculty will make a calculator available to students through ExamSoft. No PDAs, smartphones, smartwatches, tablet computers, computers, or similar devices may be used without consent of the instructor. Faculty are not expected to have calculators for students to borrow during examinations.

Loaner Laptop Policy

The School has a limited number of laptop devices that may be available to students who need to borrow a device to complete an examination. There is no guarantee that a loaner laptop will be available. Loaner laptops may not be issued to students for routine classroom work or quizzes, unless approved by the
Assistant Dean for Assessment or their designee. Loaner laptops are made available on a “first come, first served” basis, unless prior arrangements are established with the Assistant Dean for Assessment.

Loaner laptops must be signed out by the student (or on the student’s behalf by a faculty member). It is the student’s responsibility to return the loaner laptop immediately after having completed and uploaded their examination. The loaner laptop must be returned with all issued equipment (e.g., power cord, laptop bag, etc.) in good condition, and it is the student’s responsibility to completely log out of the device before it is returned.

Anytime a student is issued a loaner laptop, the student will be required to complete documentation that explains the nature of the emergency. This includes situations where the student receives a loaner laptop during an examination due to a technical issue with Examplify. The usage of loaner laptops will be monitored by the Office of the Assistant Dean for Assessment, and should a pattern of continuous reliance upon loaner laptops be observed, the student may be required to address the matter with the Assistant Dean for Assessment.

Electronic Use Policy

Students are allowed to have cell phones and laptop computers in the classrooms. All devices must be kept on silent and used only for emergencies or educational purposes. Students are prohibited from text messaging (via cell phones, PDA devices, etc.) e-mailing or instant messaging (via laptop, PDA, etc.) during classes. Students using laptops in class MUST have instant messaging services turned off or disconnected during class. Minimizing the instant messenger is not an option.

Social Media Policy

Students shall refrain from all social media communication that in any way may be perceived as harmful or disparaging to the Wegmans School of Pharmacy, St. John Fisher College, an individual, a practice site, or any other affiliated entity. Individuals shall also refrain from sharing any and all patient (including de-identified oral, written, or electronic information) information including photos or videos. Students who violate this policy will have their names referred to the SHC for further investigation and sanctioning or referral to the appropriate sanctioning committee.

Personal Responsibility

Students should note several things in relation to the dynamic world of electronic media.

- Students are required to check their email twice daily (morning and evening is suggested) every day including weekends, breaks, and during the summer. Failing to respond to a faculty/staff members e-mail may be considered unprofessional conduct.

- Students are expected to promptly attend to all messages they receive about Examplify, Tk20, or other assessment matters. In the event of an emerging issue, it is imperative that students attend to these messages immediately. These messages may come from the Assistant Dean for Assessment, the Chair of the Assessment Committee, ExamSoft, Tk20, or a faculty member. If a

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7 Social media include but are not limited to blogs, podcasts, discussion forums, online collaborative information and publishing systems that are accessible to internal and external audiences (e.g., Wikis) through RSS feeds, video sharing, and social networks such as Instagram, Twitter, YouTube, Snapchat, LinkedIn, and Facebook.
Student is asked to provide information or feedback, the student is expected to do so promptly; failure to do so could be consider unprofessional behavior.

- E-mails are permanent. Even when erased, there is always an electronic trail.
- Only users have access to their e-mail accounts. No faculty member can access a student’s e-mail account.
- Any student who e-mails or posts to an electronic bulletin board that violates the Student Code of Conduct or any St. John Fisher College or Wegmans School of Pharmacy rule or policy will be subject to sanctions as described in this handbook or the College’s web site. All users are requested to consider the potential outcome when sending e-mails or making electronic posts.

Student Participation in Assessments

The Wegmans School of Pharmacy administers annual assessments at the beginning of the Fall semester to P1, P2, and P3 students and at the end of the Spring semester to P3 and P4 students. The purpose of these assessments is to gauge developmental progress in non-academic areas. P1, P2, and P3 students will receive interpretative reports of their results from the assessments, as will the student’s developmental mentor.

All students are required to complete the annual assessments, on time and with adequate attention and effort, so as to provide valid results.

Validity of the Annual Assessments

Results from the Annual Assessments are screened by the Assistant Dean for Assessment to check for validity. If the screening results in a student being “flagged” for possibly invalid results, the student will be required to discuss the findings with the Assistant Dean for Assessment. The Assistant Dean for Assessment may require the student to retake the Annual Assessments, potentially in a proctored setting. The Assistant Dean for Assessment may refer the student to the SHC, at his or her discretion.

Student Responsibility to Safely Store their Interpretative Reports

Students are responsible for ensuring that they have access to their interpretative reports from the Annual Assessments. These results may be used as part of course work and/or co-curricular opportunities.

Student Responsibility to Complete All Required Assessments

Wegmans School of Pharmacy or the College may add other assessments or surveys beyond those described herein, and if they are required, the student is expected to complete them with adequate care and effort as assigned.

PCOA Examination

The Pharmacy Curriculum Outcomes Assessment (PCOA) examination is administered by the National Association of Boards of Pharmacy (NABP) to P3 students. P3 students are required to complete this examination, with adequate attention and effort. Other requirements for P3 students for the PCOA examination include:

- The student should consult their academic calendar to determine the date of the administration for this examination, and ensure that they will be in attendance.
The student must create an “e-profile” with NABP, if the student does not have one already, before the deadline set by the Assistant Dean for Assessment.

- Note that all information contained on your e-profile must match exactly your legal identification documentation (e.g., state-issued driver’s license, passport, etc.).
- Also note that the e-profile ID you receive from NABP will be the same that you will use to complete the NAPLEX and MPJE. You should store your e-profile ID in a safe place.

The student must register with NABP to sit for the PCOA before the deadline set by the Assistant Dean for Assessment.

Several weeks before the administration of the PCOA, the student will receive instructions for installing the software necessary to take the examination. It is the student’s responsibility to promptly and properly install that software on the device they intend to use to take the examination.

The student is expected to comply with any further instructions (e.g., dress code, allowed food/drink, etc.) about the PCOA examination, and to attend any mandatory meetings that may be scheduled.

The student must bring their state-issued identification, e-profile information, and laptop device with the necessary software installed to the PCOA administration.

The administration of the PCOA is treated the same as a course examination, noting that the Assistant Dean for Assessment will take the role of course coordinator. Further, students should be aware that absences from the PCOA may result in NABP requesting documentation from the school and the student; in such cases, it is recommended that the student consult with Assistant Dean for Student Affairs, but in general the student is expected to fully comply with NABP requests for information.

**Loaner Laptops for the PCOA Examination**

The Wegmans School of Pharmacy will provide a limited number of loaner laptops for the PCOA administration. The computer lab will also be available if necessary. A loaner laptop can be requested in advance from the Assistant Dean for Assessment.

**Changes to State-Issued Identification**

If a student changes their state-issued identification (e.g., driver’s license, passport, etc.) it is the student’s responsibility to contact NABP at least three business days prior to the administration of the PCOA to update their e-profile.

**Accommodations for Students with Disabilities**

A student may petition NABP for special testing accommodations due to disability status. This petition is entirely independent of any accommodations that may have been provided by the College, and a student is not required to have received such accommodations from the College in order to petition for them with NABP.

A student requesting disability accommodations from NABP must first inform the Assistant Dean for Assessment of their intent at the time of registering with NABP to sit for the PCOA examination. The student does not need to disclose any information to the Assistant Dean for Assessment beyond their intent to submit a petition for special accommodations with NABP. The Assistant Dean for Assessment will inform the student when NABP has been notified of this intent, and provide the student with a deadline for submitting required documentation to NABP via their website.
It is the student’s responsibility to obtain and upload all documentation required by NABP in support of their petition for special accommodations before the deadline set by the Assistant Dean for Assessment. Failure to do so may result in the student being denied special accommodations. The ultimate determination about special accommodations is made by NABP, and the student is informed of this decision. Wegmans School of Pharmacy is not involved in any part of that process.

Students should note that special accommodations that may be provided for the PCOA examination do not necessarily translate to other NABP examinations, such as the NAPLEX or MPJE.

**Validity of the PCOA**

NABP screens results from the PCOA for validity, and if NABP raises concerns about an individual student’s PCOA results, the Association may contact the Wegmans School of Pharmacy and the student to request information. In such cases, it is recommended that the student consult with Assistant Dean for Student Affairs, but in general the student is expected to fully comply with NABP requests for information. The Wegmans School of Pharmacy may provide additional information to NABP at the discretion of the Executive Committee and College.

If NABP determines that a student has invalidated the PCOA due to carelessness or inadequate effort, and the Executive Committee concurs with this finding, the student may be referred to the SHC.

**Re-Disclosure of PCOA Examination Results**

The Wegmans School of Pharmacy does not re-disclose student results of the PCOA examination outside of the Wegmans School of Pharmacy. Results are typically only shared with the student and the student’s developmental mentor. Should a student receive a request to share their PCOA results (e.g., from a residency site, potential employer, etc.) it is recommended that the student first consult with the Assistant Deans for Assessment and Student Affairs.

**Health Insurance**

St. John Fisher College requires all full-time students to have health insurance coverage. Students may be required to provide insurance documents on request. St. John Fisher College does not offer any health insurance plans to students. The College encourages students who are in need of health insurance to visit the NY State of Health (https://nystateofhealth.ny.gov/) to find a plan that is affordable and right for your health needs. International students who are in need of health insurance should contact the International Student Services Office (https://www.sjfc.edu/student-life/international-student-services/) for recommendations.

Prior to placement at any off-campus pharmacy practice site (IPPE or APPE), it is the student’s responsibility to fully understand their insurance coverage including where and how to access health care and/or counseling services should they be required or desired.

**Sexual Harassment**

Sexual harassment is defined as any unwelcome conduct of a sexual nature including sexual advances, requests for sexual favors, or other verbal, non-verbal or physical conduct of a sexual nature and can involve any two persons or groups of persons. Forms of sexual harassment can include:
• Stalking
• Implied or overt threats or negative outcomes if someone refuses sexual advances
• Unspoken sexual innuendo (for example, voice inflection or gazing at parts of the body other than the face)
• Remarks of a sexual nature about an individual's body or appearance
• Sexual jokes and shaming
• Sexually suggestive pictures, drawings, or e-mails
• Sexual assault, battery and/or coercion
• Similar conduct of a sexual nature, including the use of technology to accomplish same

Sexual harassment is a violation of College policy and is a form of sex discrimination prohibited under Title IX.

Sexual harassment may create a hostile environment when:

• Submission to such conduct is made an explicit or implicit term or condition of academic decisions and/or co-curricular opportunities,
• Submission to or rejection of such conduct is used as a basis for academic decisions and/or co-curricular opportunities, or
• Such conduct has the purpose or effect of unreasonably interfering with an individual's educational experience or creates an intimidating, or abusive educational environment.

The details of the St. John Fisher College policy on Sexual Misconduct (that includes sexual harassment) are available on the web at: https://www.sjfc.edu/media/student-life/title-ix/documents/SexualMisconductPolicy.pdf.

Transportation Responsibility

Students are responsible for transportation to and from the St. John Fisher College campus. In addition, throughout the PharmD program, as part of the didactic and experiential curricula (IPPE and APPE), co-curricular requirements, or extracurricular opportunities, students are expected to be present at locations other than campus. As such, all students are expected to have access to transportation such that they are present on assigned days and times. Please note that the school of pharmacy cannot guarantee placement for any of the aforementioned activities at locations in Rochester or in locations convenient to its limited public transportation options.

Wegmans School of Pharmacy Dress Code Policy

Students entering into the profession of pharmacy through the doors of the Wegmans School of Pharmacy at St. John Fisher College are on their way to reaping the benefits afforded to health care professionals by society. In return for these benefits and prestige, society has developed elevated expectations of professional behavior for health care professionals. These expectations include: competence, integrity, a caring attitude, and an engaging affect. The public also expects professionals to maintain high standards of language, communication skills, hygiene, and professional attire.

As a representative of the School of Pharmacy, a student’s personal appearance is an extension of the School and will, to some degree, determine how customers, patients, and colleagues view the student, the
program, and the profession of pharmacy. Conservatism and discretion are key determinants of professional attire. Business casual is the minimum requirement for appropriate attire for students during the three didactic years of the Pharmacy program. The following guidelines for attire are provided to assist the student pharmacist to what is deemed as acceptable. The Wegmans School of Pharmacy Dress Code shall be in effect from 8:00 AM until 5:00 PM Monday through Friday and covers the Wegmans School of Pharmacy building, the ISHS building, and the atrium areas of both buildings. Students are also expected to adhere to the dress code when serving as a representative of the Wegmans School of Pharmacy regardless of day/hour.

**Hair**

Hair should be clean and neatly groomed. Hair may not be dyed any unnatural hair colors. Males shall have short hair (above the shoulders) and it shall be neatly combed. At times and at the discretion of the course instructor, (lab, etc.), it may be necessary for males/females with longer hair to have it pulled back. Hair ornaments shall be moderate and in good taste.

**Nails**

Nails must be neatly manicured (not chipped) and kept at a length that will not interfere with the duties of a pharmacist (e.g., dispensing prescription, compounding in lab, making IVs). If polish is used, it must be conservative in color.

**Skin**

No body piercings (other than earrings) or tattoos are allowed to be visible. Permissible Jewelry: Females and males are allowed no more than two earrings per ear. Earrings should be of a conservative nature (not large, no gauges or stretchers, etc.).

**Shirts**

Revealing clothing (e.g., tank tops, spaghetti straps, halter tops, midriffs, tube tops, swim tops) is not permitted, and proper undergarments shall be worn. For men, sweaters are acceptable. If shirts are worn they should have a collar and should be tucked in. For women, blouses should not be low cut or tight fitting. Hoodies and sweatshirts may not be worn in the building during the hours that the dress code is in effect.

**Skirts/Dresses**

Skirt length shall be no shorter than one inch above the knee (when standing) and may not be tight fitting. Split skirts are permitted, provided they are not tight fitting and fall within the skirt guidelines. Hosiery, tights, and leggings may be worn under skirts/dresses.

**Pants/Slacks**

Pants shall not be tight fitting. Denim of any color, spandex, leggings, athletic wear, and sweat suits are not permitted. Pants must be worn properly at the hips. Any pants that contain rivets are not considered business casual. No shorts of any kind are allowed in the building during the hours that the dress code is in force. No student shall dress in a way that his/her underwear is partially or totally exposed and proper undergarments shall be worn.
Shoes

Shoes must be clean and in good condition. Non-dress open toe casual sandals (flip flops, Birkenstocks, etc.) shall not be worn. No athletic shoes or sneakers are permitted.

Headgear

Hats, caps, and other headgear may not be worn in the building during the hours that the Dress Code is in effect.

Requests for exemption from any aspect of standards of student dress based on a student’s religious practices or beliefs or due to a medical condition must be made in writing to the Assistant Dean of Student Affairs. In the case of a medical condition, a physician’s note may be required to document exemption from a requirement. Should the student be cold in class this code shall not prohibit a student from wearing a jacket during class.

APPEALING DECISIONS AT THE WEGMANS SCHCOLL OF PHARMACY

A student who has been found responsible for violating academic integrity and/or Wegmans School of Pharmacy Policies and Procedures may request an appeal of the decision and/or sanction(s).

Criteria for Requesting an Appeal

The request for an appeal should demonstrate with sufficient detail how the grounds below apply to the situation. Documentation of all information and correspondence regarding the matter should be included. Appeal requests must be based on, and will only be considered on, one or more of the following grounds:

1. fact,
2. process, and/or
3. sanction.

The student should submit the appeal in writing within three business days of the receipt of the finding of responsibility through the appropriate process below.

Appealing academic integrity decisions/sanctions made by faculty

The student must submit the appeal request in to the Department Chair in writing within three business days. The Department Chair will review the matter and may choose to:

- dismiss the finding and/or sanction,
- uphold the finding and/or sanction,
- uphold the finding and impose a new sanction.

The Department Chair will notify the student, the student’s developmental mentor, and the Wegmans School of Pharmacy Assistant Dean of Student Affairs of the Chair’s findings in writing within five business days.
Appealing academic integrity decisions/sanctions made by the Student Honor Committee or Department Chair

If the student disagrees with the SHC or Department Chair’s decision, the student, using the appeal criteria above, may request an appeal of the SHC or Department Chair’s decision to the Wegmans School of Pharmacy Assistant Dean of Student Affairs in writing within three business days. At that time, the Assistant Dean of Student Affairs will initiate the academic integrity decisions/sanctions appeal hearing process.

SPC Appeal Hearing Process

1. **An Appeal Hearing Panel will be convened by the Wegmans School of Pharmacy Assistant Dean of Student Affairs** and will be composed of:
   - four faculty members, and
   - three students appointed by the Assistant Dean of Student Affairs.

   The Appeal Hearing Panel will elect a faculty chair from its membership and that chair will vote only in case of a tie. The Assistant Dean will serve as an *ex officio*, non-voting member to the committee.

2. **A hearing date and time will be set.** After conferring with the appeal hearing committee and the student, a hearing location, date and time will be set.

3. **The faculty member or chair(s) of the SHC will serve as the complainant and will present relevant information.** The student may be present to hear this information.

4. **Statement from the student.** The student appealing the decision/sanction may choose to appear before the panel, may choose to present his/her case in writing, or may choose to remain silent. In the event that the student chooses to appear before the appeal hearing panel, he or she may ask for a faculty member who is not a member of the hearing panel to serve as an advocate or advisor. Wegmans School of Pharmacy faculty members are under no obligation to serve in such a capacity; however, they are free to do so.

5. **Witness statements are heard.** The student who has initiated the appeal, the faculty member or chair(s) of the SHC may present witnesses who have direct and first-hand knowledge of the alleged misconduct and to produce materials for consideration. Witnesses may be asked questions by the student, the complainant(s) and appeal hearing panel members.

6. **The Appeal Hearing Panel will review all verbal statements and other evidence in order to deliberate and render a decision,** by a majority vote, to:
   - dismiss the finding and/or sanction,
   - uphold the finding and/or sanction,
   - or impose a new sanction.
7. The Appeal Hearing Panel will inform the student, the student’s developmental mentor and the Wegmans School of Pharmacy Assistant Dean of Student Affairs, of the outcome of the SPC Appeal Hearing in writing within three business days of the decision.

Executive Committee academic integrity decision/sanction appeal process

If the student disagrees with the decision of the Appeal Hearing Panel, the student, using aforementioned appeal criteria, may request an appeal hearing with the Executive Committee in writing within five business days after receiving the written outcome of the Appeal Hearing Panel. The Executive Committee will determine, within five business days of receipt of an appeal request, if an appeal hearing should be granted and will notify the student in writing of their decision.

- If the Executive Committee, after reviewing the information provided by the student, is satisfied a change may be supported by the information provided, an appeal hearing will be granted.
- If the Executive Committee, after reviewing the information provided by the student, is satisfied a change is not supported by the information provided, an appeal hearing will not be granted.

If an appeal hearing is granted, the student will meet with the Executive Committee and provide a verbal response. The Executive Committee will review the information provided by the student and may consult with the Appeal Hearing Panel.

After reviewing all the documentation and information provided by all involved, everyone but the Executive Committee will be excused and the committee will deliberate. By majority vote, the Executive Committee will make a decision to:

- dismiss the finding and/or sanction,
- uphold the finding and/or sanction,
- or impose a new sanction.

The Executive Committee will inform the student, the student’s developmental mentor and the Wegmans School of Pharmacy Assistant Dean of Student Affairs, of the outcome of the Executive Committee Appeal Hearing in writing within three business days of the decision. The decision of the Executive Committee of the Wegmans School of Pharmacy is final.

GRIEVANCE POLICY

Course-related grievances

When complaints involve a specific course, the School of Pharmacy requires the student to contact the course instructor, coordinator or Chair in an attempt to informally resolve the complaint. If a complaint cannot be resolved informally it should be placed in writing and submitted to the Chair of the Department with a copy given to the Assistant Dean of Student Affairs. Course instructors are required to consistently and promptly inform their Department Chair regarding a formal written complaint. The Department Chair will review the complaint and render a written decision to the student, a copy will also be provided to the instructor, course coordinator and to the Office of Student Affairs. If the student is not satisfied with the Chair’s decision the student may appeal the complaint to the Office of Student Affairs in writing. In this case the Assistant Dean for Student Affairs will convene a panel of two faculty from the

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8 The Executive Committee, chaired by the Dean, will be composed of the Associate Dean for Academic Affairs, the Assistant Dean for Student Affairs, the Assistant Dean for Assessment, and the Department Chairs.
Department of Pharmaceutical Sciences, two faculty from the Department of Pharmacy Practice and Administration not involved in the complaint, and one student from the P1, P2, and P3 classes. The Assistant Dean of Student Affairs will serve as an ex-officio non-voting member of the committee. The panel may ask to speak to the involved parties during the discussions to find out more information. The panel’s decision will be reduced to writing and given to the Assistant Dean of Student Affairs no later than two business days after the decision is made. The Assistant Dean will meet with the student initiating the complaint and give a written copy of the panel’s decision within two business days of receiving the report from the panel. All discussions of the panel are confidential. If a student is not satisfied with the panel’s decision the student may appeal the complaint in writing to the Executive Committee. The decision of the Executive Committee shall be final.

Grievances not related to a specific course

Any person may file a formal written complaint to the Wegmans School of Pharmacy through the Office of Student Affairs. A typed, dated, and signed statement with full contact information of the person submitting the complaint must be provided to the Wegmans School of Pharmacy; Office of Student Affairs; 3690 East Ave., Rochester, NY 14618. The complainant must provide adequate details regarding the exact nature of the complaint in order to facilitate further processing; additional information may be required before any action can be taken.

The Assistant Dean for Student Affairs will review formal complaints upon receipt. The complaint with comments from the Office of Student Affairs will be forwarded to the appropriate School of Pharmacy committee or administrative office for information, advice, and/or response. Complaints may require meetings or hearings with the complaining party, School of Pharmacy faculty and/or staff, or other members of St. John Fisher College administration. The person submitting the complaint will receive a response or update from the School of Pharmacy Office of Student Affairs, the appropriate committee, or administrative office within 45 days. The time sensitivity of complaints will be taken into consideration.

The School of Pharmacy Office of Student Affairs will hold all complaints and written documentation of actions related thereof securely. The outcomes of complaints may be appealed to the Executive Committee of the School of Pharmacy. The Executive Committee will subsequently make a decision regarding the complaint. Student complaints regarding any aspect of the School’s programs should be discussed initially with the faculty member responsible for the area of concern. The School will promptly respond to any student complaint filed in writing.

Accreditation standards-related grievances

If a complaint is related to an accreditation standard the Wegmans School of Pharmacy will retain all complaints in a chronological record and allow inspection of the complaints during on site evaluation visits by the ACPE. If a complaint regarding an accreditation standard is not resolved to your satisfaction you may forward the complaint to ACPE, please E-mail: csinfo@acpe-accredit.org

A complaint related to an accreditation standard may also be directly filed with the ACPE, without informing the Wegmans School of Pharmacy. ACPE has an obligation to ensure any institution which or holds a preaccreditation 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. The
Executive Director shall, based upon the complaint, the response, and information from such further investigation deemed necessary, promptly determine the facts surrounding the issue, determine the validity of the complaint, and resolve the issue; provided, however, where the Executive Director deems it necessary or appropriate, the matter shall be considered at the next regular meeting of the Council. The time frame for resolution is generally within six months. A record of complaints regarding a specific college or school of pharmacy, including student complaints received or made available, is kept for consideration on file at the Council office. Such records of complaints are considered during scheduled evaluations, or a special evaluation, as the case may require. More information on ACPE’s complaint policy is available at: https://www.acpe-accredit.org/complaints/. If you wish to file a complaint to the ACPE please E-mail: csinfo@acpe-accredit.org

Grievance procedures

Wegmans School of Pharmacy faculty are committed to assisting students in achieving their academic/career goals. Faculty in the Wegmans School of Pharmacy believe that teaching and learning occur as dynamic process involving the student, teacher, and the environment. Faculty strive to create a personal and professional environment conducive to student achievement and growth. Basic to this is a sense of respect and openness in the sharing of ideas and in role modeling. If a student believes that there has been any instance of unfair treatment, a lack of communication, or a breach of School of Pharmacy or College policy, the student should follow the administrative chain of command in order to seek a resolution.

1. Make an appointment with the faculty member or preceptor that is involved in order to discuss your perception of the issue or problem. It is a good idea to put this in writing to make the student more comfortable and to be concise and accurate in its presentation. This also allows the faculty member or preceptor to respond to your concerns in an organized, pertinent manner allows both parties to arrive at some conclusion and action plan.

2. If your issue cannot be resolved or if you are uncomfortable with the faculty member or preceptor make an appointment with the appropriate Department Chair or Director. Present your case in the same manner as is described in point #1.

3. In the rare circumstance that you are not comfortable approaching the Department Chair or Director, you may bring your grievance directly to the attention of the Dean.

CRIMINAL BACKGROUND CHECK (CBC) POLICY

St. John Fisher College recognizes its role in maintaining a safe community for its students and College employees. As part of this effort, applicants for admission to the College (undergraduate or graduate) are required to disclose any prior criminal convictions or pending criminal charges (felony or misdemeanor, with the exception of any proceedings involving “youthful offender adjudication” as defined in NYS Criminal procedure Law Section 720.35 or any conviction sealed pursuant to NYS Criminal procedure

NOTE: the criminal background check process does not guarantee safety of students, patients, or faculty. An acceptable criminal background check does not guarantee students acceptance to experiential sites, rights for graduation, or the ability to obtain licensure upon graduation. Experiential sites and state boards of pharmacy may treat the information obtained from a background check differently or uncover new information not previously revealed. If a student has a criminal record or is concerned about licensure issues for any reason the student should contact the state board of pharmacy in the state for which they are seeking licensure. Contact information for all the state boards of pharmacy is available at: https://nabp.pharmacy/boards-of-pharmacy/
Law Sections 160.55 or 160.58) as well as any past disciplinary suspensions or dismissals from higher educational institutions. In all cases in which an applicant to the College has a criminal conviction, pending criminal charges, or has been suspended or expelled from an institute of higher education, additional information will be requested and reviewed by the Admissions Special Review committee. For more information please see the Policy for Admissions Review Involving Prior Convictions, Pending Criminal Charges, and Prior Suspensions/Dismissals.

Additionally, the Wegmans School of Pharmacy requires that criminal background checks after an applicant has been accepted to the pharmacy program, but prior to matriculation; all expenses related to this requirement are the responsibility of the applicant. Applicants with a misdemeanor or felony conviction must report this in their application to the Wegmans School of Pharmacy through PharmCAS. Applicants with criminal records will have their records reviewed by the Assistant Dean for Student Affairs of the Wegmans School of Pharmacy, the Assistant Dean of Students, and the Director of Safety and Security. If adverse records are found the student may be required to do the following:

1. Provide a signed written statement stating that the records found were in error, correcting the error with the company that first identified a criminal record or charge by calling 1.888.666.7788, and completing another criminal background check with the adverse record removed.
2. Provide a signed written statement describing their situation and circumstances surrounding the charge(s).
3. Meet with the Assistant Dean for Student Affairs of the Wegmans School of Pharmacy, the Assistant Dean for Students, and the Director of Safety and Security.
4. Produce legal documentation related to the records found.

Adverse information may lead to withdrawal of the offer for admission or a dismissal from the program. In reviewing the background check reports and any information submitted, Assistant Dean for Student Affairs of the Wegmans School of Pharmacy, the Assistant Dean for Students, and the Director of Safety and Security may consider the following factors in making its decision:

- The nature and seriousness of the offense or event
- The circumstances surrounding the offense or event
- The relationship between duties to be performed as a part of the educational program and the offense committed
- The age of the person when the offense or event occurred
- Whether the offense or event was an isolated or repeated incident
- The length of time that has passed since the offense or event
- Past employment and history of academic or disciplinary misconduct
- Evidence of rehabilitation
- The accuracy of the information provided by the candidate who has received an offer of admission
- The accuracy of the information provided by the student in the application materials, disclosure forms and other materials
- Experiential site or state board licensure policies
Background check reports and other submitted information are confidential and will be kept in the student’s academic file under the direction of the Office of Student Affairs. This information may only be reviewed by college officials, the designated background check provider, and affiliated experiential sites in accordance with the Family Educational Rights and Privacy Act (FERPA). It is the student’s responsibility to pay for all expenses and for providing a copy of the results to the Wegmans School of Pharmacy by the appropriate deadlines. Criminal background checks may include a review of the applicant’s criminal history for at least seven years prior to the requesting date. These criminal background checks may include, but are not limited to, any or all of the following:

**Social Security Number Search**

A search of credit report header data to help confirm the applicant's identifying information such as name, aliases, address(es), Social Security Number and to determine areas of prior residence.

**County Criminal Records Searches**

A direct search of county courthouse records for any felony or misdemeanor criminal history. All records are researched to help ensure positive identification and complete, easy-to-read details.

**Statewide Criminal Records Search**

A search conducted through statewide criminal records repositories or court systems for any felony or misdemeanor criminal history.

**Federal Criminal Records Search**

A direct search of federal courthouse records for any felony or misdemeanor criminal history. All records are researched to help ensure positive identification and complete, easy-to-read details.

**National Criminal Database Search**

This search is an instant, multi-jurisdiction private database search covering more than 194 million criminal records collected from across the country. All database “hits” are verified directly through the source of information to ensure that records reported are current and up-to-date.

**National Sexual Offender Database Search**

A search of a national private database which contains sex offender data collected from across the country. All records are researched to help ensure positive identification.

**US Department of Health and Human Services Office of Inspector General List of Excluded Individuals/Entities Search**

A search of the U.S. Department of Health and Human Services Office of Inspector General List of Excluded Individuals/Entities (LEIE), a database which provides information to the public, health care providers, patients, and others relating to parties excluded from participation in the Medicare, Medicaid, and all Federal health care programs.

**Search for Dishonorable Discharge from the Armed Forces**

Military records are verified through either telephone interviews with the subject's former commander or by obtaining the applicant’s DD-214 form. Verification generally includes subject's name, Service Number, rank, dates of service, awards and decorations, and place of entrance and separation.
International Screening

International criminal records searches are performed where applicable.

SanctionsBase Screening

A search covering sanctions, disciplinary and administrative actions taken by hundreds of federal and state healthcare regulatory authorities, including FDA, NIH, GSA, OFAC, terrorist watch lists and more.

The applicant/student has the right to appeal any decision by addressing the Dean of the Wegmans School of Pharmacy in a letter (not e-mail) with the student’s signature and date indicating the appeal. The Dean of the Wegmans School of Pharmacy reserves the right to request a repeat criminal background check at any time from the current vendor or any alternate criminal background check vendor. Applicant/students who fail to submit to a repeat criminal background check may have their offer of admission rescinded or be dismissed from the program. The decision of the Dean of the Wegmans School of Pharmacy is final. Experiential sites may request that a student submit to a criminal background check at any time prior to or during the time of the rotation; the costs for any such request may be at the expense of the student.

Any student who is arrested or charged with any crime while attending the Wegmans School of Pharmacy should report the incident to the Assistant Dean for Student Affairs immediately and present copies of all legal documents. Failure to notify the Assistant Dean for Student Affairs may result in dismissal from the Wegmans School of Pharmacy.

ACADEMIC POLICIES

Time Limits

Students enrolled in the Wegmans School of Pharmacy must complete all required coursework in its entirety within six years after initial enrollment in the professional program. Remediation, withdrawals (medical or otherwise), and progression problems are included within this timeframe. The SPC will withdraw a student from the professional degree program when it becomes apparent that the student will not be able to meet this timeframe. Appeals and exceptions to this policy will be considered by the Executive Committee of the Wegmans School of Pharmacy on a case-by-case basis. All decisions of the Executive Committee are final.

Student Progression

Each academic year, full progression is awarded to students who have successfully completed all required courses. If students are unsuccessful in one or more courses, they will be referred to the SPC. An academic success plan will be created by SPC after a thorough review of the student’s past academic history, recommendations from the course coordinator(s) and the respective department chair(s), as well as the student’s input. APPE rotations cannot commence until all coursework has been successfully completed with a grade earned of C or better, or Satisfactory (S).

Early Intervention Program

The Wegmans School of Pharmacy is dedicated to the success of its students and has implemented an alert system to facilitate interventions designed to support student successful academic progress during
the semester. The Early Intervention Program is administered through the SPC and utilizes developmental mentors to assist the students. If a student earns a score below 75% on any graded major assessment, the Chair of the SPC is alerted. The course coordinator may alert the SPC for other course performances which may put a student at risk for course failure. After the SPC is notified, its members will develop an in-semester academic success plan for the student. The SPC letter with the academic success plan must be signed by the student to indicate acceptance or denial of this plan. If accepted, the student is responsible for completing the academic success plan under the supervision of the developmental mentor with assistance from the course coordinator(s).

Developmental Mentoring Program

Advising and mentoring are important activities within any student-centered program; consequently, all pharmacy students in the Wegmans School of Pharmacy are assigned a developmental mentor during P1 Orientation. The Wegmans School of Pharmacy’s developmental mentoring program ensures that its students have access to a faculty member while enrolled in the pharmacy program. The mentor-mentee assignment process is primarily random; however, in some cases, we are able to take into account a student’s interest or experience in pharmacy. Having said that, we may experience an unresolvable conflict such that we may need to change a mentor-mentee assignment. If you would like to pursue a change in developmental mentor please contact your mentor or the Office of Student Affairs. Moreover, many find that their interests are more closely aligned with another faculty member. This realization does not require a change in developmental mentor in that students are encouraged to seek advice/mentorship from many different sources.

Course Failure

If a student fails a course, the student will be contacted by the Chair of the SPC with a written reminder about the options available. These options are either the acceptance of the final course grade or the initiation of an appeal of the final course grade. If the failing final course grade is accepted, the student will be required to submit a letter to the Chair of the SPC describing the circumstances relevant to the student’s failure and a description of the actions that the student will undertake in order to be successful in the future. This letter must be submitted within three (3) business days. The letter should be reviewed and signed by the student’s developmental mentor. The student may be required to meet with the SPC should any questions arise from the letter. The course coordinator in collaboration with the respective department chair will submit to the SPC recommendations for the student.

The SPC will then review the recommendations, the student’s academic history, the student’s letter to the SPC, and, if needed, additional input from the course coordinator and the respective department chair to finalize the student’s academic success plan. The SPC will issue a letter containing the academic success plan. This plan must be signed by the student indicating acceptance or denial of the proposed plan. If accepted, the student will be responsible for completing the academic success plan under the supervision of the developmental mentor with assistance from the course coordinator(s).

Academic Probation

A student who fails any course will be placed on academic probation. In order to have this status removed, the student must complete successfully the failed course(s). Students on academic probation will have their academic status reviewed by the SPC each semester and may be required to meet with the SPC should concerns arise.
Leave of Absence

A student who wishes to request a leave of absence (LOA) from the Wegmans School of Pharmacy should meet with his/her developmental mentor and the Assistant Dean of Student Affairs to discuss the reasons for the request. The developmental mentor and Assistant Dean will review the reasons for the request, what impact a LOA would have on the student’s future schedule, as well as the time to completion of the program. A LOA does not change the 6-year maximum time limit for completion of the program. If the student still desires a LOA, the student must submit to the Dean a written LOA request. The written LOA request must include the following:

1. Reason(s) for the LOA
2. An expected date of return to the program; and
3. Any additional supporting documentation.

The request will be reviewed by the Dean and a written decision will be rendered. If approved, the student will be assigned a ‘W’ on his/her academic transcript if the student is enrolled at the time that the leave is granted; the ‘W’ has no impact on the student’s overall GPA. The student must then review the ramifications of withdrawal by visiting the College’s Withdraw from College webpage and completing the Petition to Withdraw form. The student should meet a financial aid representative, personnel from the Student Accounts Office, and Registrar. The student’s developmental mentor, course coordinators, and the SPC will be made aware of any approved LOA.

If enrollment has been discontinued for a period of more than 2 years, the student will be dismissed from the program and must repeat the admissions process (without the guarantee of admission).

Academic Dismissal Policy

Consistent with the St. John Fisher College graduate dismissal policy, a student who earns two or more grades below C (F or U) in any courses in the Wegmans School of Pharmacy Doctor of Pharmacy curriculum will be dismissed from the program.

Additionally, courses within the Doctor of Pharmacy program may be failed no more than one time. Students who are unsuccessful in the same course, regardless of readmission status, will be dismissed from the program.

Readmission Policy

Students dismissed from the program may petition for readmission to the Dean of the Wegmans School of Pharmacy. This request must be received by the Dean within three (3) business days of the student being notified of their dismissal. A student may only be readmitted to the Wegmans School of Pharmacy once.

Students dismissed during the P1 year and then readmitted to the program will be required to retake all of the courses in the P1 curriculum with only the second attempt being considered for the Wegmans School of Pharmacy’s calculation of GPA or the Dismissal Policy. A student dismissed during P2 or P3 years and then readmitted to the program will be required to retake all courses beginning with the semester that the student was dismissed unless otherwise stated in the readmission letter issued to the student by the Dean. A student dismissed during the P4 year will be required to repeat all failed rotations unless otherwise stated in the readmission letter issued to the student by the Dean.
Grade Appeal Policy

A student who wishes to appeal an academic decision (a graded assignment, test, or final course grade) must follow the process outlined below after receiving a final score or course grade. If the student’s appeal is denied at any level, the student may continue the appeal process in writing. A response to the student’s appeal must be provided in writing. The Associate Dean of Academic Affairs must be copied on all written correspondence regarding the appeal of a course grade.

Appeal Procedures

Graded Assessment

A student who wishes to appeal a grade from an assessment (e.g., assignment, quiz, or test) must first discuss the concern with the instructor responsible for assigning the grade in question; for experiential assessments, the student must discuss the nature of the concern with the preceptor. If the student is not satisfied with the response from the instructor/preceptor, the student should submit an appeal letter to both the course coordinator and the respective department chair. If the student is not satisfied with the response from the course coordinator and the department chair, the student may continue to advance the appeal by submitting a letter to the Dean whose decision will be final.

Final Grade

If appealing a final course grade, the appeal process will begin at the level of the course coordinator and the respective department chair. The student should submit an appeal letter to both the course coordinator and the department chair. If the student is not satisfied with the response from the course coordinator and the department chair, the student may submit a new appeal letter to the Dean, whose decision will be final.

If the student’s grade appeal is denied or the student decides not to advance the appeal process, the student will be required to submit a letter to the Chair of the SPC describing the circumstances relevant to the student’s failure and an action plan to be successful in the future. The letter should be reviewed and signed by the student’s developmental mentor. The student may be required to meet with the SPC should any questions arise from the letter. The course coordinator in collaboration with the respective department chair will submit to the SPC recommendations for the student. The SPC will then review these recommendations, in conjunction with the student’s academic history, the student’s letter to the SPC, and, if needed, additional input from the course coordinator and the department chair to finalize the academic success plan. The SPC letter with the academic success plan must be signed by the student to indicate acceptance or denial of this plan. If accepted, the student will be responsible for completing his/her academic success plan under the supervision of the faculty developmental mentor with assistance from the course coordinator(s).

NOTE:

Each appeal and response must be in writing and submitted within three (3) business days.

Registration and Drop/Add Policy

Registration for pharmacy students takes place in November for the Spring semester and in April for the Summer and Fall semesters according to dates and times assigned by the Associate Dean for Academic Affairs. All registration activity is completed using Fish’R’Net after students meet with their School of
Pharmacy developmental mentor to discuss course selection and obtain their alternate PIN. Students should take care to register for ALL courses (required and elective, if needed) during the registration window.

Students may add and drop classes from the time registration for the semester opens until 11:59 pm on Friday of the second week of classes. A dropped course is removed completely from the academic transcript. Students should not drop any required pharmacy courses. Any student considering dropping a required pharmacy course should discuss this with their developmental mentor and the Associate Dean for Academic Affairs as this decision is likely to result in serious academic consequences that may include dismissal from the program.

**Course Withdrawal**

Beginning on the Saturday of the second week of classes for the Wegmans School of Pharmacy, a student may withdraw from an elective class. Withdrawal results in the assignment of a grade of W, which appears on the academic transcript, but has no impact on the semester or overall GPA.

Withdrawing from a required Pharmacy course has serious academic consequences. First, withdrawal from a required pharmacy course results in the assignment of a grade of F. Moreover, withdrawal from a required course and may be considered a withdrawal from the program; consequently it is strongly recommended that any student considering withdrawal from a required course should discuss any such actions with their developmental mentor and/or the Associate Dean for Academic Affairs the ramifications of such a decision.