Jefferson College of Pharmacy

Student Handbook
Doctor of Pharmacy
Academic Year 2023-2024

ACCREDITATION NOTICE

The Thomas Jefferson University's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education (ACPE) through June 30, 2026. The United States Department of Education recognizes ACPE as the national agency for accreditation of professional degree programs (PharmD) in pharmacy and continuing education programs for pharmacists.

Contact ACPE:

190 South LaSalle Street
Suite 2850, Chicago, Il 60603.

Phone: (312) 664-3575. Fax: (866) 228-2631.

Web address: http://www.acpe-accredit.org

INTRODUCTION TO
THOMAS JEFFERSON UNIVERSITY (TJU)

UNIVERSITY HISTORY, MISSION AND VALUES, AND COMMITMENT TO DIVERSITY

University History: Jefferson (Philadelphia University + Thomas Jefferson University): Two Legacies Joined by One Vision Unifying two renowned legacies of innovation, education, research, and professional excellence, Jefferson (Philadelphia University +Thomas Jefferson University) has more than three combined centuries of history. Driven by this newly united and robust past, Jefferson delivers unique and high-impact professional education to our students in the areas of architecture, business, design, engineering, fashion, health, medicine, science, textiles, and more.

Thomas Jefferson University was founded in 1824 as Jefferson Medical College. Philadelphia University was founded in 1884 as the Philadelphia Textile School. Both were ahead of their time and focused on the importance of experiential learning. The new Jefferson was established on July 1, 2017, as a result of the merger of these two renowned universities.

Thomas Jefferson University is a story that includes intrigue, innovation, and boldness, with the lead played by Dr. George McClellan. A prominent Philadelphia physician, Dr. McClellan believed in teaching medical students by having them observe experienced doctors treating patients, and by having those same students participate in supervised, hands-on care. His belief was the spur that created Jefferson Medical College and reshaped the way medicine would be taught around the world.

In 1877, Thomas Jefferson University Hospital was established, and Jefferson Medical College became the second medical school in the country with a separate teaching hospital. Joining Jefferson Medical College in 1891 was the Jefferson Hospital Training College for Nurses and in 1967 the College of Allied Health Sciences. Thomas Jefferson University was officially established in 1969, the same year the College of Graduate Studies was opened (now known as the College of Life Sciences). In 1991, the NCI-designated Sidney Kimmel Cancer Center was established, thanks to a groundbreaking gift from the Sidney Kimmel Foundation, and in 2006 the University had renamed and added the Schools of Nursing and Health Professions. Two years later, the schools of pharmacy and population health were formed. In 2014, the Sidney Kimmel Foundation bestowed a $110 million gift to Jefferson – the largest gift in its history – and Jefferson Medical College became Sidney Kimmel Medical College at Thomas Jefferson University.

Philadelphia University's roots trace back to the 1876 Centennial Exposition, where local textile manufacturers noticed that Philadelphia's textile industry was falling behind its rivals' capacity, technology, and ability. In 1880, they formed the Philadelphia Association of Manufacturers of Textile Fabrics, with Theodore C. Search as its president. Search joined the board of directors of the Philadelphia Museum and School of Industrial Art (now the Philadelphia Museum of Art and the University of the Arts), thinking it the TJU Faculty Handbook 4 perfect partner for his plans for a school, and began fundraising in 1882. In early 1884, Search himself taught the first classes at the Philadelphia Textile School, which officially opened on November 5, 1884.

In 1942, the Philadelphia Textile School was granted the right to award baccalaureate degrees and changed its name to the Philadelphia Textile Institute (PTI). In 1949, PTI moved to its present site in the East Falls section of Philadelphia, and in 1961, changed its name to Philadelphia College of Textiles and Science. The College's student population doubled between 1954 and 1964, and doubled again by 1978, with the addition of programs in the arts, sciences, and business administration. In 1976, Philadelphia College of Textiles and Science offered its first graduate degree, the Master of Business Administration, and to better reflect the institution's breadth and depth, it applied for and was granted the university status by the Commonwealth of Pennsylvania in 1999. It changed its name to Philadelphia University on July 13, 1999.

Joined together in 2017 through a shared and unique approach to education, Jefferson (Philadelphia University + Thomas Jefferson University) is nationally and internationally recognized for many historical "firsts" including the first surgical use of anesthesia; the blending of quail feathers and wool to create the Army's

ubiquitous olive drab as an alternative to dark blue and light-colored khaki military uniforms; the first successful open-heart operation using a heart-lung machine; and the first bifurcated aortal graft designed by using multi-branched seamless tubes that knit fibers needed for artificial blood vessels.

Today, we are a professional university that defies convention and dedicates itself to collaborative, trans-disciplinary and interprofessional approaches to learning that offer a vibrant and expandable platform for education. Through this unique model, we are preparing our students for current and yet-to-be-imagined careers—setting tomorrow's standards by surpassing today's.

TJU VISION, MISSION, AND VALUES

We are a comprehensive university with preeminence in transdisciplinary, experiential professional education, research, and discovery, delivering exceptional value for 21st Century students with excellence in architecture, business, design, fashion, engineering, health, medicine, natural sciences, social sciences, and textiles infused with the liberal arts.

Our Mission:
- We improve lives and provide students with exceptional value in 21st-century professional education.

Our Vision:
- We are reimagining health, education, and discovery to create unparalleled value.

Our Values:
- Put People First: Be service minded, respectful and embrace diversity
- Be Bold and Think Differently: Be innovative, courageous, and solution oriented
- Do the Right Thing: Focus on safety, integrity, and accountability

COMMITMENT TO DIVERSITY

Enterprise-level Commitment to Diversity and Inclusion

Thomas Jefferson University ("Jefferson") and Jefferson Health "are reimagining diversity and inclusion to promote and cultivate an inclusive environment that celebrates the diversity of our patients, families, students, workforce, and the communities we serve. We believe that a diverse and inclusive environment is fundamental to our mission for the advancement of education and health and the achievement of health equity

University Commitment to a Diverse and Inclusive Educational Community

Thomas Jefferson University is committed to building and expanding a diverse educational community founded on mutual respect and appreciation for each other. We aspire to create a diverse and inclusive environment, knowing that the creative energy and innovation that result from diversity are vital for our intellectual rigor and social fabric. As a scholarly community, we are people of all racial, ethnic, cultural, socioeconomic, national, and international backgrounds. We welcome diversity of thought, pedagogy, religion, age, sexual orientation, gender, gender identity, and disability. Our shared responsibility is to enhance the quality of life for all members of the Jefferson community, providing a safe, welcoming, and supportive environment in which to learn, work, and grow.

JEFFERSON BRAND

 The single J represents the entire Jefferson enterprise.

 This logo reflects the university portion of the enterprise.

The official name for the university is - **Thomas Jefferson University**

The official name for the hospitals is – **Jefferson Health**

The Jefferson J, was recipient of the 2018 Global Transform North American Gold Award for best visual identity and the Grand Prix (best in show).

INTRODUCTION TO
THE JEFFERSON COLLEGE OF PHARMACY
(JCP)

MESSAGE FROM THE DEAN

For those of you returning welcome back and for the Class of 2027 – welcome to Jefferson! On behalf of the Jefferson College of Pharmacy (JCP) faculty and staff we welcome all student pharmacists to campus and look forward to an exciting academic year. The faculty have been hard at work preparing for the fall and spring semesters. We hope that you appreciate the effort they have made in reviewing the course evaluations and making changes as needed to optimize your learning experience.

We know that your experience is predominately what you make of the numerous opportunities that Jefferson has to offer. We trust that you will be dedicated to your studies, that you will be collaborative and assist each other, and will reach out to faculty when you need assistance. In addition to your courses, we hope that you will participate in a professional organization and experiences offered by the university that will help you to identify characteristics and develop skills that will shape your future career.

This Student Handbook is just one of several tools designed to assist you while at Jefferson. You will find important resources available to you at Jefferson as well as policies and procedures that provide the framework for the Jefferson community. As a Jefferson student it is your responsibility to understand and adhere to JCP and TJU policies therefore, I urge you to review this Handbook carefully and use it as a resource throughout the year.

In addition to a culture focused on learning, advancement of the health sciences, and excellence in patient care, you will find that values including *civility, respect and courtesy* also define the Jefferson community. Embracing and exemplifying these values will go far in defining your success, satisfaction, and respect as a member of the health care team. Simple actions such as the following basic courtesies will be very important in setting you on a course for success at Jefferson and for your entire career.

We are excited that you chose to be a part of the Jefferson community. Once you have transitioned in, please be pro-active and reach out to faculty, staff, and students, we are eager to share our experiences and passion for pharmacy with you. Together we can have a great year!!

Mary M Hess, PharmD, FASHP, FCCM, FCCP, BCCCP
Interim Dean and Professor

MISSION OF THE JEFFERSON COLLEGE OF PHARMACY

The mission of the Jefferson School of Pharmacy (JCP) is to prepare its students for careers in the profession of pharmacy. Through the provision of a learner-centered, interdisciplinary curriculum, our students will develop the requisite knowledge, skills, and attitudes to provide excellent patient-centered and population-based care.   Consistent with the mission of Thomas Jefferson University, we strive to develop in our students a sense of social, personal and professional responsibility.

VISION OF THE JEFFERSON COLLEGE OF PHARMACY

The JCP will consistently demonstrate its ability to provide a superb environment that fosters collaborative relationships with health care practitioners and scientists that result in the advancement of patient care and safety, educational methodologies, and research. It will be recognized as a premier organization that advances the profession of pharmacy through our graduates and our faculty.
- Our graduates will be recognized for their: ability to provide outstanding patient-centered and population-based care; leadership skills; cultural competency; social responsibility; and commitment to maintaining professional competence throughout their careers.
- Our faculty will be recognized for their: strong commitment to the advancement of pharmacy and graduate education, patient care, and research; leadership in the professional societies and educational organizations; and strong commitment to the improvement of our community through service initiatives.

JEFFERSON COLLEGE OF PHARMACY
CORE VALUES

The JCP is committed to:
- maintaining a culture that fosters integrity, respect, social responsibility, diversity, and compassion;
- a learner-centered educational environment that recognizes the importance of lifelong learning;
- meeting the diverse needs of and fostering positive morale among our students, faculty and staff;
- preparing and encouraging our students to pursue postgraduate education and training programs;
- the continued professional development and mentoring of our students, faculty and staff;
- the development of leadership skills among students, faculty and staff;
- a research-rich environment that stimulates the advancement of science, patient care and safety, and educational effectiveness; and,
- maintaining an ongoing assessment program that results in the continuous improvement of our educational program, research endeavors, and infrastructure in an effort to support our mission and vision

JEFFERSON COLLEGE OF PHARMACY DIVERSITY, EQUITY, AND INCLUSION

At Jefferson, a commitment to diversity, inclusion and belonging needs to be felt across all levels. Our Student Community Standards and Enterprise Code of Conduct reflect that we do not condone harassment or discrimination of any kind; however, we acknowledge that continued education, training and sharing will help us all to take meaningful steps to cultivate an environment of respect, fairness, and belonging. Like each of the Jefferson Colleges, JCP has formed a Diversity, Equity and Inclusion (DEI) Council that includes students, faculty, staff, and colleagues from the Jefferson Health Department of Pharmacy to develop an action plan to address these priority areas:

- **Education and Awareness**

    - Ensure faculty, students and staff have the knowledge, skills and ability to model culturally competent behavior

    - Ensure faculty have the knowledge, skills and ability to deliver an academic experience that demonstrates inclusive excellence

    - Ensure that students graduate with the knowledge, skills and ability to interpret, respect, and value local, global and conceptual diversity

- **People**

    - Ensure that inclusive practices are implemented to recruit and retain a highly skilled workforce and student population that reflects diversity of the communities Jefferson serves

- **Community Engagement**

    - Engage faculty, staff, and students to increase Jefferson's presence in and impact on the communities Jefferson serves

We invite all students to engage with our DEI Council by sharing your experiences and offering suggestions on how we can realize our goals. JCP encourages all students to speak up when you see or hear discriminatory or inappropriate things happen so that we can all learn from these experiences and take action to ensure that they are not repeated.

Jefferson | College of Pharmacy

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                          │  Mary M Hess, PharmD │
                          │     Interim Dean     │
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Director, MS Pharmaceutical Science

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Anyta Thomas
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Administrative Assistant

JEFFERSON COLLEGE OF PHARMACY
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Anyta Thomas
Administrative Assistant to the Director of Experiential Education

ACADEMIC CALENDAR 2023-2024

The University reserves the right to make changes to the academic calendar as circumstances may require. **Note:** The academic calendar below reflects the full-term schedule for P1, P2 and P3 Doctor of Pharmacy students. For P4/APPE schedule see calendar below. *For MS in Population Health Pharmacy elective courses, use the following link:*
https://www.jefferson.edu/registrar/academic-calendars/2023-2024/college-of-pharmacy.html

2023   FALL SEMESTER

8/7 – 8/11	JCP Class of 2026 Orientation
8/14	Classes Begin
8/21	Last day to add course
8/23	Last day to drop course without "W" on transcript
9/4	Labor Day Holiday – no classes
10/3	Last Date to Withdraw with a Grade of "W"
11/6	On-line Registration for Spring Semester Begins (Anticipated)
11/20	Classes End
11/27 – 12/4	Final Examinations
12/11	Grades Due in Registrar's Office, 9:00 am

2024   SPRING SEMESTER

1/15	Martin Luther King, Jr Day of Service (no classes)
1/16	Classes Begin
1/22	Last day to add a course
1/25	Last day to drop without "W" grade on transcript
3/1-3/10	Spring break (P1, P2, P3, PSCI)
3/13	Last Day for Course Withdrawal
4/1	On-line Registration for Summer/Fall Semesters Begins (Anticipated)
4/29	Classes End
5/1-8	Final Examinations
5/17	All Other Grades Due in Registrar's Office, 9:00 am

JCP P4 Academic Calendar for Advanced Pharmacy Practice Experiences (APPE)

Pre-Fall Semester 2023

Rotation	Begin Date	End Date
APPE 1	May 15	June 23
APPE 2	June 26	August 4

Fall Semester 2023

Rotation	Begin Date	End Date
APPE 3	August 7	September 15
On Campus P4 Week – Required ***	September 18	September 22
APPE 4	September 25	November 3
APPE 5	November 6	December 15

***Note – The on campus week is required and should be considered to occur from ~ 9 am through 4 pm each day.

Spring Semester 2024

Rotation	Begin Date	End Date
APPE 6	January 8	February 16
APPE 7	February 26	April 5

Last Day to Apply for Graduation –   TBD
Board Review Course (required) - TBD
Degree Conferral Date – TBD
Commencement - TBD

COMMUNICATION

JEFFERSON E-MAIL

Email is the primary mode of communication for official University and College announcements as well as for course-specific correspondence.

It is the student's responsibility to assure their email account is active and if there are issues to reach out to IT for help. IT support may be found on the student portal at [Thomas Jefferson University](#).

It is the responsibility of all students to check their students.jefferson.edu e-mail account daily, Monday through Friday, outside of scheduled class time. While on clinical rotations (IPPEs or APPEs), TJU students should never use email (Jefferson.edu or any other email account) for transmission of patient communications or any protected health information (TJU policy 126.05 TJU).

Email Expectations:

Communicating to Faculty
JCP respects faculty personal wellbeing and personal time. Faculty are expected to respond to mail within 48-72 business hours and between the hours of 8:30 am and 5 pm Monday through Friday unless otherwise noted by an out-of-office message.

Requests sent after hours or on weekends will be processed as noted above. If the issue is emergent, an alternate method of communication should be used.

Email requests for clarification of course materials or assignments should be made with plenty of time to allow faculty to process as noted above.

Requests for excused absences should be sent prior to the event or activity of concern. **Delivery of the request via email does not mean the request is approved.** When last minute requests do occur, with the exception of an emergency, students MUST obtain approval from the faculty prior to the activity being initiated. In settings where faculty cannot be reached, contact a JCP administrator who will assist at 215-503-9000.

Communications of Faculty to Student
As noted above, it is the expectation of faculty that students will review emails daily, Monday through Friday. Like faculty, the expected response time is 48-72 business hours.

Email Etiquette

Subject Line
Use a direct subject line.

For information requests that are confidential, the subject line should lead with "Secure".
Example: Secure – Assistance Needed

For items that are in need of a response, it may be helpful to lead with "Response Requested" and for items that are time sensitive, consider leading with "Time Sensitive". Use format as noted in the above example.

Salutation
Emails should begin with a salutation to the person or groups being addressed. Salutations to consider include: Dear, Hi, Hello, Greetings, and Hi Everyone.

Body

Be clear and concise in providing your content. If you are asking a question, be clear and concise about the nature of your question. Also include if there is additional information to be considered and inquire if there is a due date. When asking faculty for a meeting, be proactive and provide two or three dates/times that you are available.

Signature   Always sign your email. This may be done via the use of a standard signature.
Example of appropriate signature

John Doe, B.S. (use credential if you have one)
Doctor of Pharmacy Anticipated 20XX
Jefferson College of Pharmacy
Thomas Jefferson University

JEFFERSON STUDENT PORTAL

The Jefferson Student Portal is an intranet website that contains links to resources commonly used by a Jefferson student. In addition, the portal serves as a way for timely communication between the university and students. The portal may be found at the following link: https://studentportal.jefferson.edu

Within the student portal, the JCP has a page exclusive to JCP students. The page may be accessed via a link on the left hand side. The purpose of this page is for the college to provide timely communication from the college and student organizations to the student body. The portal will be the exclusive mechanism for organization communications. **Students should mark this page and refer to it frequently.**

The JCP page contains four sections:
- Information from JCP – information posted will focus on key upcoming events
- Important links – the link will provide quick access to documents frequently utilized by students, e.g., class schedule, excused absence request, etc.
- News and Announcements – Active TJU organizations facilitated by a JCP faculty will communicate upcoming events and needs.
- JCP Highlight of the Week – A highlight of the week will be posted from submissions received.

Accessing the JCP Page in the Portal

Upon accessing this portal, the landing page will provide information from the university. At the top is a banner with any new or critical information. There is a section of news and announcements and information from the university Instagram feed.
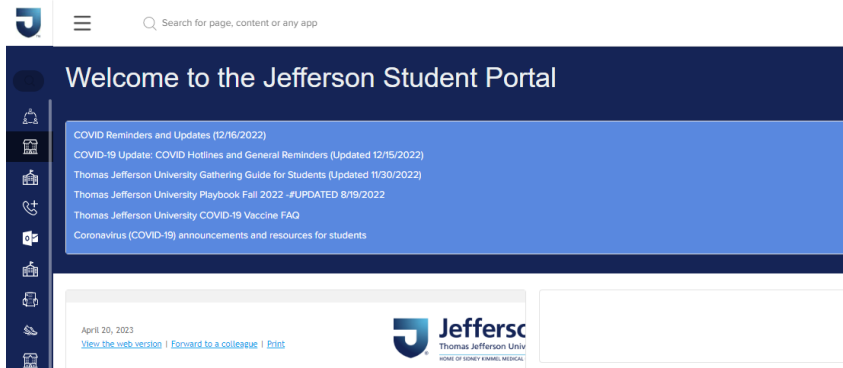
To the left is a column that you may need to expand in order to see the icons that will allow you access to other resources. Many of these icons will expand allowing you direct access to the department's web-page. You may access Banner, check your holds, as well as obtain IT support, academic service, and career services just to highlight a few. Most important is the third icon --- Group, Welcome, and then **College of Pharmacy.**

The page and layout was established following consult with the Student Body Governance AY22-23 leadership and JCP faculty organization advisors, and was reviewed by the faculty in general. This is the view when you arrive at on this page.

Welcome to the Jefferson College of Pharmacy

INFORMATION FROM JCP

- **Rho Chi Induction Ceremony -** Apirl 14 at 5:30 PM in JAH
- **Good luck on finishing the semester and your finals**
- **Annual Requirements are posted -** for details go here
- **College Highlight of the Week** – Read about how to be considered here.

IMPORTANT LINKS

- Class Schedule

NEWS & ANNOUNCEMENTS

APhA -ASP Updates:

1. **General Body Meeting -** Wednesday, April 19th - Location TBD

SBG Updates:

1. **Congratulations to next year's leadership.**
President: Teague Smith
VP: Tessa Laney, Sec-Esther Asiamah and Treas-Isra Chaudry.
Class Chair 2025: Bryan Do
Class Chair 2026: Lauren Isaacs.
Committee Chairs: Ashley Uy and Rachel Molino

Functionality of Information Posted

1. There will be an administrator assigned to make the changes to the intranet set. Refreshing this site will be done on a routine basis. At present, the site is being refreshed every 2 weeks.

2. Content for posting shall be provided on a routine basis allowing the administrator at minimum 72 business hours to make the edits. Addition of data will only occur in these increments, i.e., random new posts will not occur within the posting cycle. Organizations should be forward thinking to identify information to be posted in advance of the event.

3. Page refresh shall occur on Monday; the 1rst and 3rd Monday of the month.

4. Any post may contain a link to more information contained within a webpage or Canvas or may be set up to directly email someone. Additional information will be needed to make this happen. The author of the item will need to map out where the connection is within Canvas, provide the URL for the website, or provide the email address and subject line for email. The submitter will also need to assure that the administrator has access to the respective Canvas organization.

5. Information considerations
    a. This page is mobile friendly and the content viewed on a mobile device will begin with the upper left corner, proceed down the left side, then upper right panel and down. Therefore, the lengthier the post, the more scrolling required.
    b. Consider this format for posting information:
        i. Event title, Date, time, location. For more details go here (hyperlink this to a Canvas site where all details are posted.)
        ii. Event title, date, time, location. Sign up here (hyperlink this to email)
    c. If information was posted and is still relevant at the time of refresh, leave it in your submission but change the font color to royal blue.
    d. For link information to an item, submit that information in font color red. For example: Annual Requirement details are posted – for details go here [JCP Student Canvas – Annual Requirement module – Annual Requirement page]
    e. The designated student organizations will flow in alphabetic order.

6. Highlight of the Week content – information on how to be considered for selection is below.

College Highlight of the Week

Purpose: To share information of happenings by JCP alumni, faculty, staff, and students across JCP. The Student Portal is an *intranet* site and thus available internally only to JCP affiliated persons.

Want to be a highlight of the week? Here's what it takes to be considered.
1. Photo of participant(s). If photo incudes more than you, will need photo release for each included.
2. Title and brief description of the highlight.
3. Highlights must be received by the 2nd and 4th Wed of the month to be considered for posting.
4. Contact person and email
5. Email submissions to Mr. Doll at Stephen.Doll@jefferson.edu

Who might be considered a highlight?
- Current JCP student pharmacist, Faculty, or JCP Alumni

What might be considered a highlight?
- Awards or recognitions received.
- Service activity – be sure to include who sponsored the service.
- Volunteer activity or acts of kindness.
- Position promotions, Good Catches, etc.
- Grants, publications, presentations
- Students may highlight peers that have reached out and provided assistance / support to one another.

Selection
- The maximum number of highlights posted per 2-week increment will be two or three depending on space.
- Items submitted by end of day Tuesday of the week the information is being updated will be considered.
- The JCP Student Affairs committee will be involved in recommending submissions.

Example Information Needed for Highlight submission
Title: if the event did not have a title, provide something appropriate
Date: of event or activity
Location (if applicable):
Organization or Group (if applicable):
Photo submitted (may require release if others included):
Contact Person and Email:
Brief Description (include who, what, where, when, why)**:**

SOCIAL MEDIA

Thomas Jefferson University expects all students to follow the Social Media Policy, which may be found at the following link: https://www.jefferson.edu/life-at-jefferson/handbooks/rights-responsibilities/social-media-policy.html

Students should be mindful that they may reflect on the reputation of JCP, the university and the Jefferson Enterprise. Comments, posts, and messages are welcome in support of
- Increasing awareness about the College and the value of pharmacists and their service within healthcare and the community
- To promote the value of the College Doctor of Pharmacy and Masters programs

Prior to posting, users are strongly encouraged to check facts, cite sources, and show respect in expressing their opinions.

CANVAS COURSES FOR STUDENTS

All matriculated students will be enrolled in the JCP Students Canvas course. This course includes reference documents such as the student handbook, forms, and information received from external sources. The following modules currently are included:

1. Academic Calendars
2. JCP Handbook
3. Forms
4. JCP/TJU Committees & Organizations
5. Advising Documents
6. SPEP
7. JCP Annual Requirements
8. Scholarship, Opportunities, Resources
9. Employment (Intern, RPh)
10. Career Preparation
11. Postgraduate Information: Fellowship
12. Postgraduate Information: Residency

A few active student professional organizations may also have a Canvas course.

UNIVERSITY HANDBOOK

This handbook includes JCP-specific information, policies and procedures. Students are responsible for knowing the contents and adhering to all policies within the JCP Student Handbook as well as the University policies and procedures found at: https://www.jefferson.edu/life-at-jefferson/handbooks.html

University and JCP Policies and Procedures may be updated at any time. Students should refer to the website for the most up to date version of all University and JCP Policies. JCP attempts to notify students of substantive changes in policies or procedures; however, students are responsible for consulting the most recent updates available online.

University Policy and Procedures: The following items may be found on the University webpage: University Catalog and Handbooks. University policies are placed into one of three categories: Academic Policies, Rights and Responsibilities, and Health and Safety. The respective policies listed are those posted at the time of this handbook release. As noted above, policies may be updated at any time.

Academic Policies - Graduate University
- Academic Advising [please note, JCP policy supersedes]
- Academic Integrity
- Academic Standing [please note, JCP Academic Progression Standards supersedes this policy]
- Address or Name Changes
- Attendance
- Changing Catlog Year
- Children in Instructional Settings
- Chosen Name
- Confidentiality of Student Records
- Course Withdrawal
- Financial Obligation
- Grade Appeal Protocol
- Grading [please note, JCP policy supersedes]
- Grade Application Procedures
- Graduation Requirements
- Grievance Procedure
- Human Subjects Policy
- Inclement Weather
- Leave of Absence – Medical
- Schedule Changes
- Student Attestation
- Student Email Policy
- Student Religious Observance Policy
- Tuition Charges Across TJU Programs
- Tuition Refund Policy
- Use of Electronic Recording Devices

Rights and Responsibilities
- Alcohol, Drugs, and Prohibited Substances
- Assistance Animals
- Community Standards
- Disability Accommodations
- Gambling
- Grievance Procedure [please note JCP policy in addition]
- Hazing Policy

- Peer to Peer File Sharing on University Networks
- Social Media Policy
- Student Alcohol Policy
- Student Directory
- Student Emergency Contact Information
- Student Identification Cards
- Sex and Gender Based Misconduct Policy
- Use of University Name/Logo
- Tobacco Free Environment/Center City

Health and Safety
- Emergency Preparedness
- Flu Vaccination Policy
- Health Insurance Policy
- JEFFAlert Emergency Notification System
- Occupational Exposure to Blood and Body Fluids
- Weapons Policy

FERPA – STUDENT RECORD ACCESS AND CONFIDENTIALITY

Thomas Jefferson University adheres to the Family Educational Rights and Privacy Act (FERPA) of 1974 and includes references to all educational records, the processes to ensure timely and appropriate access by students to their own records, and security measures to ensure that student records remain confidential, as required, with the exception of directory information.

For more information regarding FERPA, students are referred to the information contained in the University Policy and Procedures which may be found at the following link: https://www.jefferson.edu/life-at-jefferson/handbooks/policies/graduate-policies/ferpa-student-record-access-and-confidentiality.html

CAMPUS KEY

Jefferson will issue each student a campus-key (your user name to access restricted content) and an email account. The campus-key will be used to access course content on Canvas, library resources (Jeffline), Banner (registration, official grades, contact information), and email.

TRANSCRIPTS

At the end of each semester, active status students can view grades and transcript (a copy of the student's complete academic record) at Banner Web.

Thomas Jefferson University has authorized the National Student Clearinghouse to provide transcript ordering privileges via the Web, using any major credit card. To request a transcript, please use the following link: https://secure.studentclearinghouse.org/tsorder/faces/TranscriptOrder?_afrLoop=4905005904406487&_afrWindowMode=0&_adf.ctrl-state=14ztl5ejlv_4#firstload

Please contact the Center City Registrar's Office at 215-503-8734 if you have additional questions.

SATISFACTORY ACADEMIC PROGRESS POLICY – FEDERAL TITLE IV PROGRAMS

Definitions

Title IV Programs: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Perkins Loans, Federal Work Study, Federal Direct Loan program (Stafford and PLUS).

Title IV Funds: Any payment originating from the Federal Title IV Financial Aid Programs.

Credits Attempted: A credit will be considered attempted only for those courses in which a student is enrolled and which fulfill degree requirements. Withdrawal from classes or the School after the specified drop/add period does not exclude those credits from being considered as attempted. Required courses that are repeated will be aided, but these credits will be considered in calculation of credits attempted for satisfactory progress. Non-credit, remedial courses or challenge examinations are not aided and are not considered as credits attempted.

Temporary letter grades such as I, IP or NR will be considered at the time the final grade is received. These credits will be evaluated with the other credits the student attempted during the academic term the course was originally intended to be completed.

Successful Completion: A credit will be considered successfully completed if the student receives a letter grade of A+, A, A-, B+, B, B-, C+, C, C -, D+, D, D-, H, P or LP. A credit for which a student receives the grade W, WP, WF, F, U, NC or N will not be considered successfully completed. Please note that Graduate students must maintain a minimum Grade Point Average of 3.00. Please see JCP-specific academic standards as differences exist between satisfactory academic progress as it relates to financial aid and what is required to progress on time and remain enrolled in the Doctor of Pharmacy program.

REQUIREMENTS

PRE-MATRICULATION REQUIREMENTS

Prior to entering JCP, all students shall have received verification that the following items have been completed. Information on what is required, how to complete, and status update may be found at MyJefferson https://my.jefferson.edu/account/login unless noted below.

Submitted all final transcripts.
Child Abuse Clearance
Criminal Background Check
HIPAA Training
Safety Training
Updated Contact Information
Health Insurance
TJU Orientation
Tuition
JCP Orientation – communication comes from JCP and is posted in Canvas

PERFORMANCE REQUIREMENTS/TECHNICAL STANDARDS

Students enrolled in JCP will receive training to prepare them to practice pharmacy in a variety of practice settings (e.g., community, health care systems, clinics, etc.). Regardless of the specific area of practice selected by the student, all students must demonstrate competence in the areas of intellectual, physical and social tasks that together represent the fundamentals of being able to provide contemporary pharmaceutical care. Throughout the curriculum, students will be evaluated on their scholastic achievement and ability. In addition, students will be evaluated on their intellectual, physical, and emotional capacities to meet the full requirements of JCP's curriculum.

The following technical standards specify those attributes the faculty consider necessary for completing pharmacy training, enabling each graduate to subsequently enter clinical practice, residency or fellowship training. These standards describe the essential functions students must demonstrate in order to fulfill the requirements of a general pharmacy education, and thus, are prerequisites for *entrance, continuation, and graduation* from JCP.

JCP will consider for admission any applicant who demonstrates the ability to perform or to learn to perform the skills listed in this document. Applicants are not required to disclose the nature of their disability(ies), if any, to the Admissions Committee. However, any applicant who has questions about these technical standards is strongly encouraged to discuss the issue with the Associate Dean for Student Affairs prior to the interview process. If appropriate, and upon the request of the applicant/student, reasonable accommodations will be provided.

Certain chronic or recurrent illnesses and problems that interfere with patient care or safety may be incompatible with pharmacy training or practice. Other conditions that may lead to a high likelihood of student illness should be carefully considered. Deficiencies in knowledge base, judgment, integrity, character, or professional attitude or demeanor, that may jeopardize patient care, may be grounds for course/rotation failure and possible dismissal.

A student must possess aptitude, abilities, and skills in five areas: 1) observation; 2) communication; 3) sensory and motor coordination and function; 4) conceptualization, integration and quantitative evaluation; and 5) behavioral and social skills, abilities and aptitude. These are described in detail below. The program faculty will monitor maintenance of these standards. Students must be able to independently perform the described functions.

1. OBSERVATION

Students must be able to observe demonstrations and conduct exercises in a variety of areas related to contemporary pharmacy practice, including but not limited to, monitoring of drug response and preparation of specialty dosage forms. A student must be able to observe a patient accurately at a distance and close at hand, noting nonverbal as well as verbal signals. Specific vision-related requirements include, but are not limited to the following abilities: visualizing and discriminating findings on drug or fluid monitoring tests; reading written and illustrated material; observing demonstrations in the classroom or laboratory, including projected slides and video presentations; observing and differentiating changes in body movement; observing anatomic structures; discriminating numbers and patterns associated with diagnostic and monitoring instruments and tests, and competently using instruments for monitoring drug response.

2. COMMUNICATION

Students must be able to relate effectively and sensitively with patients and their caregivers and/or partners, and convey a sense of compassion and empathy. A student must be able to communicate clearly with, and observe patients in order to elicit information, accurately describe changes in mood, activity and posture, and perceive verbal as well as nonverbal communication. Communication includes not only speech but also reading and writing. Students must be able to communicate quickly, effectively and efficiently in oral and written English with all members of the healthcare team and to patients or their care provider. Specific requirements include but are not limited to the following abilities; communicating rapidly and clearly with

the healthcare team on rounds; eliciting a thorough history from patients; and communicating complex findings in appropriate terms to patients and their caregivers, partners and various members of the healthcare team (fellow students, physicians, nurses, aides, therapists, social workers, and others). Students must learn to recognize and promptly respond to emotional communication such as sadness, worry, agitation, and lack of comprehension of communication. Each student must be able to read and record observations and care plans legibly, efficiently and accurately. Students must be able to prepare and communicate concise but complete summaries of individual encounters and complex, prolonged encounters with patients. Students must be able to complete forms or appropriately document activities according to directions in a complete and timely fashion.

3. SENSORY AND MOTOR COORDINATION OR FUNCTION

Students must have sufficient sensory and motor function to monitor drug response and to prepare and/or dispense medications. A student should be able to execute motor movements reasonably required to participate in the general care and emergency treatment of patients. They must be able to respond promptly to urgencies within the practice setting and must not hinder the ability of their co-workers to provide prompt care. Examples of such emergency treatment reasonably required of pharmacists include arriving quickly when called, participating in the initiation of appropriate procedures, and rapidly and accurately preparing appropriate emergency medication.

4. INTELLECTUAL-CONCEPTUAL INTEGRATIVE AND QUANTITATIVE ABILITIES

These abilities include measurement, calculation, reasoning, analysis, judgment, numerical recognition and synthesis. Especially important is the appropriate and rapid calculation of dosages in a variety of conditions such as renal or hepatic failure, obesity, cardiac or respiratory arrest, etc. Additionally, calculations involving appropriate dilution or reconstitution of drug products, electrolytes, etc. must be made accurately and quickly. Problem solving, a critical skill demanded of all pharmacists, requires all of these intellectual abilities and must be performed quickly, especially in emergency situations. Students must be able to identify significant findings from history, physical assessment, and laboratory data; provide a reasonable explanation and analysis of the problem; determine when additional information is required; suggest appropriate medications and therapy; develop appropriate treatment plans to improve patient outcomes; develop patient counseling information at a complexity level appropriate to a particular situation; and retain and recall information in an efficient and timely manner. The ability to incorporate new information from peers or teachers, and to locate and evaluate new information from the literature to be used appropriately in formulating assessments and pharmaceutical care plans is essential, as is good judgment in patient assessment and therapeutic planning for disease management. Students must be able to identify and communicate the limits of their knowledge to others when appropriate and be able to recognize when the limits of their knowledge indicate further study or investigation is essential before participating in decision making. Students must be able to interpret graphs or charts describing biologic, economic or outcome relationships.

5. BEHAVIORAL ATTRIBUTES

Empathy, integrity, honesty, concern for others, good interpersonal skills, interest and motivation are all personal qualities that are required. Students must possess the emotional health required for full use of their intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities attendant to the care of patients; and the development of mature, sensitive and effective relationships with patients and their caregivers and partners. At times, this requires the ability to be aware of and appropriately react to one's own immediate emotional responses and environment. For example, students must maintain a professional demeanor and organization in the face of long hours and personal fatigue, dissatisfied patients, and tired colleagues. Students must be able to develop professional relationships with patients and their caregivers and partners, providing comfort and reassurance when appropriate while protecting patient confidentiality. Students must possess adequate endurance to tolerate physically taxing workloads and to function effectively under stress or with distractions. All students are at times required to work for extended periods, occasionally with rotating shifts. Students must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients. Students must also develop the skills necessary to instruct and supervise technical personnel assisting with the delivery of pharmaceutical services. Students are expected to accept appropriate

suggestions and criticism and if necessary, respond quickly, appropriately and cooperatively by modification of behavior.

PROGRAM ENROLLMENT REQUIREMENTS – POLICY

All Jefferson student pharmacists must complete designated requirements to be eligible to fully participate as a student in the program.

Annual Program Requirements

Most clinical rotation sites require a criminal background check, child abuse clearance and/or fingerprinting and may deny a student's participation in the clinical experience or rotation (IPPEs or APPEs) because of a felony or misdemeanor conviction or a record of child abuse. Clinical sites may also deny participation in clinical experiences for other reasons, including but not limited to failure of a required drug test or inability to produce an appropriate health clearance. As participation in clinical experiences is a required part of the curriculum and a requirement for graduation, denial of participation by a clinical site may result in delay of graduation or the inability to graduate from the program.

Regardless of whether or not a student graduates from Jefferson, individuals who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding individual eligibility may be obtained from the appropriate credentialing bodies.

Thomas Jefferson University reserves the right to amend any regulations, fees, conditions and courses described herein as circumstances may require without prior notice to persons who might thereby be affected. The provisions of this handbook are not and may not be regarded as contractual between the College and the students or its employees.

Students must complete all annual requirements prior to prior to the start of each academic year, except where indicated otherwise. Failure to complete these requirements before the designated time frame, may result in suspension of the experiential experience and/or participation in university classes or activities.

Directions regarding requirements and how to complete them are made available in the JCP Student course in Canvas. Procedure documents and information will be posted in a module titled "Annual Requirements."

> **If you have any violation(s), it is *your* responsibility to communicate this information immediately to Dr Hess.**

The college has the right to add requirements at any time. In summary, the following items are required on an annual basis:
- Health Insurance Portability and Accountability Act (HIPAA) annual training, includes:
  *Patient privacy and confidentiality
  *Cybersecurity
- Fire and Safety Certification, includes:
  *OHSA Bloodborne Pathogens
  *Fire and Life Safety and Hazardous Communication
  *Occupational Exposure Protocol for Students
- Child Abuse Clearance certificate
- Criminal background check
- PPD
- Influenza immunization (available in September each year) – See University policy
- CPR Certification (with BLS) — Entry to fourth year only, must be a PA state board approved provider
- Pennsylvania Intern license (active)
- Health insurance verification (available July 1 each year) –See University policy
- Student emergency contact information – this must be completed prior to the start of each semester – See University policy

University policies may be found at: **https://www.jefferson.edu/life-at-jefferson/handbooks.html**

TECHNOLOGY

JCP allows each student to determine the type of technology that is best for them to use throughout the program. Most if not all exams are delivered via ExamSoft; therefore, the technology that is selected will need to meet the specifications to be able to download and operate this software efficiently.

Minimum system requirements may be found at the following link: https://examsoft.com/resources/examplify-minimum-system-requirements.

If you are not familiar with ExamSoft, a student guide to the software may be found at the following link: https://canvas.jefferson.edu/shared/examsoft-student.

Cell Phone/Personal Electronic Device/Laptop Computer Use in Class Policy

As a measure of professionalism and courtesy to faculty and peers, any technology device brought to class and utilized during class should be for the sole purpose of accessing direct course or related material. All other use should be refrained from during the duration of the course. Faculty reserve the right to request no technology access, that technology be put aside, and/or remove individuals deemed disruptive to the course.

Students may carry cell phones and have them turned on during class and while at off-campus sites in the event that the Jeff ALERT system is activated. It is requested, however, that cell phones remain in a silent mode, (i.e., vibrate, quiet, etc.) in order to minimize any distraction that they may cause. Use of cell phones (e.g., taking phone calls, instant or text-messaging, video recording of lectures) during class is strongly discouraged as a courtesy to your colleagues and the faculty facilitating learning in the classroom.

As stipulated in the JCP Exam Policy and Procedure, use of cell phones/pagers, smart watches or other personal electronic devices (except those used for exams) are prohibited during exams or other structured assessments. At these times, other mechanisms of alerting the class regarding emergencies would be implemented.

WHITE COAT

Jefferson student pharmacists are required to have a white coat to be worn to experiential sites and in courses requiring professional dress. The white coat should be short in length. Those purchased through Jefferson will include an embroidered Jefferson logo. Coats may be purchased from other vendors but will not include the logo.

The university bookstore link for the white coat is: https://jefferson.centraluniforms.com/jefferson-college-of-pharmacy/

NAME TAG

Jefferson student pharmacists are required to have a name tag with the university and their name on it. This name tag is different from the university student ID. The name tag may be purchased through the university bookstore at the following link: https://jefferson.centraluniforms.com/jefferson-college-of-pharmacy/

The university bookstore link for the name tag is: Jefferson College of Pharmacy | Jefferson (centraluniforms.com

PHARMACY INTERN LICENSES

Pennsylvania Pharmacy Intern License

1. **All JCP student pharmacists are required to have a valid Pennsylvania Pharmacy Intern License.** The following steps describe the process for applying for a Pennsylvania Pharmacy Intern License. Prior to being issued a Pennsylvania Pharmacy Intern License, the Pennsylvania Bureau of Professional and Occupational Affairs in conjunction with the Pennsylvania Department of Human Services (DHS) has stipulated that all persons applying for initial licenses are required to complete 3 hours of DHS-approved **training in child abuse recognition and reporting requirements** as a condition of licensure. Available information on this subject is posted at the Board's website: https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Pharmacy/Pages/default.aspx. - See the tab "*General Board Information*" and then "*Mandated Child Abuse Trainer reporting Under Act 31*" or www.keepkidssafe.pa.gov and under the *Resources* tab select *Training for Mandated Reporters* for a list of approved courses. Most of these are online courses and many are free, however, some may charge a fee. Many JCP students select the Pennsylvania Child Welfare Resource Center course at www.reportabusepa.pitt.edu. After completion of the course, documentation that you have completed the course will be sent by the course provider directly to the Pennsylvania Board of Pharmacy.

2. The Pennsylvania Board of Pharmacy has an online application process for Pharmacy Intern Licensing at: https://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Pharmacy/Pages/Pharmacy-Intern.aspx . Select Apply Online. This will lead you to a webpage where you can set up a Pennsylvania Licensing System Account (PALS) and you review the checklist of what you will need to apply for your intern license.

   a. **Preceptor:** If employed currently in a licensed pharmacy in Pennsylvania, student pharmacists may arrange with a pharmacist they work with to serve as their preceptor. For those who are not employed in a Pennsylvania pharmacy, they should list Dr. Fields as their preceptor: Dominique M Fields, license # RP453786.

   b. **Proof of Enrollment in a Pharmacy School:** After entering payment information in the online application, download the PDF form titled "*Enrollment in or Graduation from a School of Pharmacy Accredited by the Accreditation Council for Pharmacy Education (ACPE)."* **Download this form and send it via e-mail directly to Dean Hess at** mary.hess@jefferson.edu. After Dean Hess signs the form, it will be sent to the Pennsylvania Board of Pharmacy by the Office of the Dean.

New Jersey Pharmacy Technician Registration

JCP student pharmacists who are employed as Registered Technicians in New Jersey pharmacies may choose to have their technician hours counted as intern hours by the New Jersey Board of Pharmacy. This process is recommended if the student pharmacist may eventually apply for licensure as a pharmacist in a state that requires external intern hours beyond IPPE and APPE hours. Students working in New Jersey pharmacies who select to register their technician hours must notify the New Jersey Board of Pharmacy (https://www.njconsumeraffairs.gov/phar) that they are a fulltime student at the Jefferson College of Pharmacy. The New Jersey Board of Pharmacy will provide a form to be signed by the Dean verifying that the student is enrolled at the College and forms for the student pharmacist to document their intern hours. Currently, the New Jersey Board of Pharmacy does not require JCP student pharmacists doing IPPE or APPE rotations in NJ to register as technicians.

States Other Than Pennsylvania and New Jersey

Students who are employed as technicians or interns in other states may consult the state board of pharmacy websites for requirements for intern licenses and/or intern hour requirements for eligibility to apply for a pharmacist license following graduation. Links to all State Board of Pharmacy websites may be found at the following link: https://nabp.pharmacy/about/boards-of-pharmacy/

<u>Obligation to Report Regulatory or Legal Actions</u>

Students must report any actions taken by a licensing authority (e.g. Board of Pharmacy or other agency) against a professional license (e.g. pharmacy intern or technician license or other health-related license).

If at any time a student receives notice of a violation that may result in a conviction or licensure action after admission to the Doctor of Pharmacy program and until the student either graduates or leaves the program, it must be immediately disclosed to the Associate Dean of Student Affairs.

Individuals who self-report a violation or actions taken by a licensing authority will be provided an opportunity to present additional information for consideration by the Associate Dean for Student Affairs with regard to a decision on retention in/dismissal from the Doctor of Pharmacy program or placement in pharmacy practice experiences.

Students currently in the Doctor of Pharmacy program who fail to self-disclose actions taken by a licensing authority against a professional license (e.g. pharmacy intern or technician license or other health-related license) or fail to disclose information in the annual criminal background check will be referred to the Community Standards for review and possible dismissal from the Doctor of Pharmacy program.

STUDENT ACADEMIC AND PROFESSIONAL SUPPORT

ACCOMMODATIONS

Thomas Jefferson University is committed to providing equal education opportunities to all students, including students with disabilities, in accordance with section 504 of the Rehabilitation Act of 1073 and the Americans with Disabilities Act.

To review what "disability" means and determine the steps to learn more or submit a request, go to the Accessibility Services page found in the Student Affairs home page at the following link:

https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/disability-accommodations.html

ACADEMIC ADVISING FOR DOCTOR OF PHARMACY STUDENTS

Mission Statement:
The mission of the JCP student advisement program is to provide assistance to students toward attainment of academic and professional goals.

Advising Outcomes:
As a result of the advising process, students will be able to:
- Understand and follow academic and administrative policies and procedures.
- Take responsibility for making academic decisions.
- Create a plan to enhance the student pharmacy education experience via the Student Pharmacist Enrichment Program (SPEP).
- As needed, access University or other services for their personal support.
- Self-evaluate their interests and abilities to formulate a realistic direction for a career pathway in pharmacy.

General Description:
Student advisement is a shared responsibility among the advisor, student, and Administration of JCP. The College expects that students will meet at a minimum once each semester with their respective advisor.

Advisors will have approximately 8-10 students randomly assigned to them. Students will stay with the same advisor until graduation unless the student request a change in writing to the Associate Dean for Student Affairs or the faculty advisor departs JCP.

The faculty advisor is to maintain an interactive attitude characterized by open communication, supportive counseling, and compassionate listening. Faculty advisors will also function as referral agents when the problems of students require assistance beyond the ability of the advisor (e.g. professional intervention and assistance).

College of Pharmacy Responsibilities:
It is the responsibility of JCP to ensure that the faculty provide accurate information and effective advice to students. The College is responsible for:

- assuring advisement sessions are extended each semester.
- maintaining records of students' academic progress and advising conferences.
- providing the resources necessary for the maintenance of an effective advisement.
- providing students, faculty, and other advising staff with accurate information in the Student Handbook and other publications.
- providing feedback on the advisees' engagement in the SPEP program.

Student Responsibilities:
Students are ultimately responsible for knowing and fulfilling all requirements for graduation, as stated in the University Catalog. In order to meet that goal they are responsible for:
- attending the Orientation program for JCP as an entering student.
- taking full advantage of the opportunities for student advisement provided by JCP.
- conferring with an advisor on a regular basis; a minimum of once every semester.
- maintaining their own personal academic records including the University Catalog of their term of admission, transcripts, degree audits, evaluation of transfer work, and notes of previous advisement sessions.
- developing a personal career plan, routinely updating it (at least annually), and providing it for discussion with the advisor
- evaluating the student advisement system.

Additional student responsibilities include:
- respond to all requests to meet made by of the faculty advisor.
- be honest when sharing information. All discussions are confidential. Be aware that there are limits to confidentiality (e.g. sexual harassment incidents must be reported by the advisor to the appropriate administrator).
- inform the advisor about your academic progress, interest, career goals, and generally how you are managing everything. Advisors are interested in you.
- ask questions to the advisor, even if the question is "where may I learn more about…."
- take responsibility for your life and your actions. Faculty advisors are here to give advice, encouragement, work with you to identify problems, and help when appropriate to refer to others for more assistance.

Be considerate of the time faculty devote to help you make the most of your learning experience. Arrange meetings ahead of time when you can, but do not hesitate to communicate by phone, email or personally if you need more immediate assistance.

Student Preparation for the Advisement Session:
In order to make the best use of the advisement session, it is important to come to the appointment prepared. Here are some tips to help plan for the advising appointment:

- **Bring a list of your questions or topics to your advising appointment.** Think about the big picture, don't just think about what you need to do to get through the semester. Think about how your choices will impact your future and your career.

- **Academic advising is more than preparing your schedule for the upcoming semester.** Feel free to discuss academic and other professional matters with your advisor. To get the most out of your advising relationship, get to know your advisor and let your advisor get to know you. Be willing to identify and discuss your difficulties and come up with ideas for addressing them. Then follow up on the plan you and your advisor agree upon. Your advisor is also interested in hearing about your successes!

- **Learn about JCP's curriculum and policies.** Your advisor is here to help you navigate your way through your education. Ultimately, it is your responsibility to make sure that you are meeting all requirements and policies required by JCP. If you don't understand something, ask!

- **Your advisor is a potential resource for information.** Your advisor works hard to understand the services available to you within JCP and TJU. Because advisors try to discuss more than course schedules with students, your advisor can be your resource to navigating the campus. If you feel overwhelmed or are having any trouble, ask for advice. Your advisor will help identify support services available.

CLASSROOM MATERIALS AND HANDOUTS

Canvas is the repository for classroom-related materials, handouts, and assignments. Such materials and handouts will not be provided by faculty in the classroom; rather, it is the responsibility of the student to electronically access these items and use them in class as they so choose.

LECTURE RECORDINGS

Select courses delivered in JCP's Doctor of Pharmacy program utilize the lecture recording system. Lecture recordings are not intended to replace attendance in class as this is not a distance education program. Recordings are available only to students enrolled in the course and are typically available to students up to the time of graduation. When course content changes and is updated in subsequent years, such updates are not applied to the original lecture recording postings. JCP is not responsible for technical issues that may prevent a recording from occurring.

STUDENT TUTORING

JCP offers tutor services for select courses within the curriculum. Tutoring is a service provided by the members of Rho Chi or by students who have completed the course with a grade of B or higher. Tutors are provided access to the current course Canvas page, have received instruction in the provision of tutoring, and will be responsible for the designated tutorial session(s). Information relative to the tutoring service is FERPA protected.

Information on tutoring sessions will be communicated to students via the Student Intranet portal. Students taking the course should prepare questions to ask in the tutorial session. Tutor sessions are not intended to be a re-teach of the lecture.

STUDENT ACADEMIC POLICIES AND PROCEDURES

ACADEMIC POLICIES AND PROCEDURES

It is the responsibility of the student to be familiar with and observe the academic policies of the JCP and TJU.

Community Standards .
The Official Community Standards can be found at the following link: https://www.jefferson.edu/life-at-jefferson/handbooks.html in the Rights and Responsibilities section. Updates may occur to the Community Standards. Students should review the online posting to assure review of the most recent policy.

Course Attendance and Missed Coursework Policy

Regardless of whether a class is delivered in person or synchronously in the remote environment, consistent attendance in class reflects professional behavior. Further, this attendance includes timely arrival at and full engagement in the class period. In the case of asynchronous remote course delivery, timely attention to posted material and completion of related assignments is expected and equally reflects behavior expected of future pharmacists.

Students may be excused from participating in or completing coursework in the designated time frame by requesting an excused absence (see process below). An excused absence provides the student an opportunity to make-up the missed assessment at full point value.

JCP Procedure to Request an Excused Absence

Officially excused absences from course activities **MUST** be requested and approved **PRIOR TO** the course or assessment, except in the case of an emergency. <u>Emergencies are unexpected circumstances that occur and require a brief absence from class. Examples of emergencies include: natural disasters (fire, tornado, floods, etc.), accidents requiring immediate attention/reporting, hospitalization or personal life-threatening issues, or crime victimization.</u>

<mark>Students should make all attempts to avoid conflicts with class attendance and assessments, including scheduling personal medical appointments, business meetings, or any other activity.</mark>

Submission of an Excused Absence Request Form does not equate to approval. Students should refrain from making plans until approval has been granted. Approval must be obtained for the missed class or assessment to be considered excused and approval should be prior to the event if possible, except in the setting of an emergency.

<mark>Students should be aware that if a request is granted, the assessment may be scheduled prior to the date noted in the syllabus, the same day as originally scheduled, or within reason based on cause. The faculty have the right to adjust the type and format of the make-up assessment within reason.</mark>

In order for an excused absence to be considered the following steps should be followed:

- Requests are to be made using the Excused Absence Request Form. The request form may be found on the JCP Student Canvas page, in the module titled: Program Document, in the Form folder.
- List **all** courses, including experiential courses that will be missed in the request.
- Provide supporting documentation, if requested (see table for examples of excused absence and appropriate supporting documentation). Information revealing personal health diagnosis (e.g., diagnosis, information or notes from a treating practitioner) do not need to be disclosed to JCP faculty but may be verified by the Jefferson Occupational Health Network (JOHN) who may then communicate verification to JCP faculty.
- The completed Excused Absence Request Form should be submitted to the appropriate individual based on the following guidelines:
  - ➢ If one day will be missed – the request should be submitted to the Course Coordinator for all courses that will be missed.
  - ➢ If 2 or more days will be missed – the request should be submitted to the Associate Dean for Student Affairs. For longer duration requests, see leave of absence section.
  - ➢ If an absence is related to a professional meeting for which a large number of students may be in attendance, a member of the professional organization may email a list of individuals with intentions of attending the meeting to the Associate Dean for Student Affairs. The list should be submitted at least *3 weeks* prior to the meeting. Individuals not included on the submitted list but with intentions of attending this meeting will need to submit their own individual Excused Absence Request Form.
- The completed Excused Absence Request Form should be submitted more than 72 business hours in advance of the intended absence. Requests made within 72 business hours may be declined.
- Students should be notified of the decision regarding their Excused Absence Request Form within 3 business days. If notification is not received within this time frame, please contact the Associate Dean for Student Affairs. In the setting of an emergency, the Excused Absence Request Form will be processed after the event.

	Example of Excused Absence Requests	
	This table reflects common examples and is not intended to be a comprehensive list.	
Category	**Definition**	**Documentation may be requested by the faculty. If requested, the student need only provide one of the options, if multiple are listed.**
Bereavement	Immediate family only (student's spouse, registered domestic partner, parents [including step], siblings [including step], children [including step], grandparents, father/mother in-law, son/daughter in-law, grandchildren). Please indicate relation in the request form. Allowance: 1 day for local funeral, 3 days for out-of-town funeral	Obituary Funeral announcement Funeral program
Emergency (non-health)	Automobile accident, severe weather including tornadoes, hurricanes, flood, fire, snow/ice, mudslide, extended loss of electrical power	Local media reports Photograph of damage
Health (Personal)	Verified illness or hospitalization. See also Hospital/Illness/Injury procedure. *Please note that certain medical situations while enrolled require clearance by JOHN to return to the classroom. See Hospital/Illness/Injury Procedure.	Note from physician verifying illness or hospitalization*
Health (Immediate Family)	Immediate family members (as listed above) with terminal/acute illness or scheduled surgery.	Physician documentation
Jury duty/ court summons	Summons to appear in court for personal reasons or for jury duty. For jury duty, if possible, students should attempt to defer their service if the time anticipated to serve will be of substantial length.	Copy of summons
Military Duty	Deployment for 2 consecutive days or less may be considered excused. Longer deployment should be handled through a leave of absence request.	Military order
Professional Meeting	Attendance or active participation in a professional meeting.	Copy of the meeting brochure.

JCP Excused Absence Request Form

All student requests for consideration of an excused absence should be communicated to the appropriate JCP faculty through the use of this form. Requests should be made as soon as the need for an excused absence is identified or in the event of an emergency as soon as possible following the emergency. **The policy with description is in the JCP Student Handbook.**

This form does not apply a religious observation request (see JCP Religious Observation Request).

Form may be found on the JCP Student Canvas page, in the module titled: Program Document, in the Form folder.

Section to be completed by the Student
Please complete the following information as completely as possible.
Requests should be submitted ≥ 72 hours in advance.

Step 1.   Name (first and last):   Date Submitted:
            Date(s) for Excused Absence Request:

Step 2.   Indicate the reason you are requesting consideration of an excused absence.
Reason for Absence: --Select the Reason--   If other was selected, please provide brief description:

Step 3.   If requested, provide the appropriate documentation for the reason of absence. If available, documentation should be provided at the time of the request. Scanned or photos of documents are acceptable if original documents are not available.
**Students are not required to disclose specific information regarding healthcare diagnosis, condition, treatment, etc. If documentation contains this type of information, it may be provided to the Associate Dean of Student Affairs or to the Medical Director at University Health Services for verification.
Please indicate documentation to be submitted: ---Indicate documentation type ---
Link: Other description:

Step 4.   Indicate courses that will be missed and course coordinator.
PHRM   Course Coordinator: PHRM   Course Coordinator:
PHRM   Course Coordinator: PHRM   Course Coordinator:
☐ See page 2 for additional courses (check box only if page 2 was used).

Step 5. Save the document as Last name_Absence Request and then forward to the appropriate JCP faculty.

Section to be completed by the JCP Faculty

Date received	Faculty	Request Outcome --Select One--	Assessments to be made up. Please list the assessment.	Please indicate the date/time when the make-up will occur.
Date received	Faculty	Request Outcome --Select One--	Assessments to be made up. Please list the assessment.	Please indicate the date/time when the make-up will occur.

Send completed forms and supporting documents to the Associate Dean for Student Affairs in a timely manner.

Hospital / Illness / Injury Procedure

In the event of a change in health status, illness, or serious injury that causes the student to miss clinical rotation or class time, documentation of clearance through the JOHN **is required**. The purpose of requiring clearance is to protect patients the student may come in contact with and to assure that the student's health needs are being met.

Students **MUST** report to JOHN for an evaluation **before** returning to the classroom or clinical rotation in the following situations (in effect when students are actively enrolled in a semester):

- student was hospitalized for any reason
- student sought care in an Emergency Room
- student received outpatient surgery or had an outpatient procedure
- students with current illness that may be potentially contagious

Students may be required to present information from the treating provider.

Clearance will be communicated from JOHN to the Associate Dean for Student Affairs or designee **prior to** the student returning to the classroom or clinical setting. The Associate Dean for Student Affairs will be responsible for notifying course coordinator(s) if the student is unable to return.

Once the student pharmacist has been cleared to return, they should work with the course coordinator to develop a plan for making up missed coursework.

Some faculty may request documentation of illness as a part of their processing an excused absence request. Students may obtain this documentation at JOHN or a facility of their choosing. This visit should occur during the time period in which the student is ill, not after the fact.

Graduation Requirements Policy

A student must complete the specific total credits, course requirements and program requirements (i.e., NAPLEX and Law Review Courses) in the Doctor of Pharmacy program and achieve a cumulative grade point average of at least 3.00 on all attempted work to qualify for graduation from the University.

JCP students are required to complete their course of study within 6 years of the date of matriculation (exclusive of any time approved for leave of absence). An extension may be granted in the event of extenuating circumstances.

Residence Requirements for Graduation
A student must earn a minimum of 30 semester credits preceding graduation for a degree to be conferred.

Application for Graduation
The official awarding of degrees takes place three times each year: at the Commencement Exercises following the conclusion of the spring semester, in August/September at the conclusion of the summer semester, and in December at the conclusion of the fall semester. Students who expect to meet the requirements for graduation must file an online application with the University Office of the Registrar. Applications must be filed with the Registrar no later than the deadline published in the Academic Calendar to be considered for the designated graduation date.

A student who applies for graduation and then fails to qualify must reapply, indicating the revised date of the completion of graduation requirements. A student who does not qualify for graduation in time for Commencement Exercises may participate in the next academic year's graduation program.

Course Drop/Add

Once registered, students may drop or add a course until the deadline published in the Academic Calendar. The dates for dropping and adding courses during the Fall and Spring Semesters occur within the first 2 weeks of the semester. For Summer Sessions and other accelerated terms, it is proportionately less.

To make a schedule change, the student must complete a Drop/Add form, inclusive of the signature of the Associate Dean for Academic Affairs. The Drop/Add form must be received in the University Office of the Registrar by the posted deadline date.

Course Withdrawal

After the conclusion of the Drop/Add period, a student may withdraw from a course by completing a Course Withdrawal Form and obtaining the necessary approvals from the appropriate academic department. A student who withdraws from a course prior to the deadline published in the Academic Calendar will receive a grade of "W."

A student who withdraws from a course after the deadline published in the Academic Calendar will receive a grade of "WP" (withdrew Passing) or "WF" (withdrew Failing), depending upon the level of work at the time of the withdrawal. A grade of "WF" is calculated in the grade point average in the same manner as a failing grade.

NOTE: Students who do not officially drop or withdraw from a course according to the procedures described above but stop attending classes will be responsible for the full payment of tuition and will receive a grade of "F" for the course. Verbal notification to the course instructor does not constitute an official course drop or withdrawal.

Withdrawal from the College

A student may initiate withdrawal from JCP by due notice if not subject to dismissal because of failure or disciplinary action. If a withdrawal is initiated, the same procedures and policies pertaining to grading of individual course withdrawals will be in effect.

In order to withdraw, the student must obtain a Student Status Change Form from the University Office of the Registrar or academic department office. The date that the form is filed, not the date of the last class attendance, is considered the official day of withdrawal.

A student matriculated in the Doctor of Pharmacy degree program who fails to enroll for any academic semester without having been granted a leave of absence will be given an administrative withdrawal at the conclusion of the Drop/Add period for that semester.

A student who withdraws voluntarily from the College must reapply to the Office of Admission to re-enroll. If readmitted, the student is subject to the academic and curricular requirements in place at the time of readmission. NOTE: Students who have been dismissed from JCP and who seek readmission must apply directly to the Dean of the college.

Leave of Absence

When personal circumstances make a temporary absence from the College advisable and when intent to return is evident, a leave of absence may be granted to students who file the Student Status Change Form available in the JCP Dean's Office. Permission of the College Dean or the Dean's designee is required. Normally, a leave will be granted for a period from one semester to a full academic year. Students who are subject to dismissal for academic or disciplinary reasons are not eligible for a leave of absence. A student who has been placed on academic probation and is subsequently granted a leave must satisfy the terms of the probation upon returning. If a leave is granted during an academic term, the same procedures and policies pertaining to grading of individual course withdrawals will be in effect. If changes to the Doctor of Pharmacy curriculum impact the course of study for a student who is returning from a leave of absence, that student will be responsible for meeting all requirements of the class with whom they will graduate.

If a leave is granted during an academic term, the same procedures and policies pertaining to grading of individual course withdrawals will be in effect.

Students who fail to return to the College by the date that the approved leave expires will have their status changed from a leave of absence to withdrawal, and they will have to apply for readmission in order to return.

Students considering a leave should first consult with their academic advisor and other appropriate advisors regarding possible effects on their progress toward the degree, financial aid and tuition charges. A leave of absence should be arranged in advance, and the student should follow the same procedure as for withdrawal from the School. Students who have borrowed federal, institutional or private loans are required to complete a federally mandated Exit Interview counseling session. Besides being a federal requirement, it is a very helpful counseling process to ensure that students know the facts and repayment strategies that apply to student loans and to safeguard loans from becoming delinquent during a leave of absence, withdrawal or any other period of non-enrollment or drop in credits to below a half-time status level.

Medical Leave of Absence - This is a University policy –details provided there

Academic Enrichment / Personal/ Non-Medical Leave of Absence
A leave of absence for academic enrichment or other personal, non-medical reasons may be entertained by the JCP Associate Dean for Student Affairs. A leave of absence for academic enrichment and personal, non-medical reasons may be considered from a student in good academic standing and entertained by the JCP Associate Dean for Student Affairs upon receipt of a written request.   The student must supply reasons that unequivocally validate the need for a non-medical leave to the JCP Associate Dean for Student Affairs. As a corollary, should such a leave be granted, the JCP Associate Dean for Student Affairs, at the time that the leave is granted, will establish clear stipulations that the student must follow in order to gain reinstatement. Generally, such leaves will be no more than 1 year in duration. Non-medical leaves do not involve or require action or endorsement by the Director of Occupational Health Network.

Leave of Absence - Medical

Refer to the TJU policy for medical leave of absence.

Mandatory Medical Leave of Absence
The JCP has an obligation to protect patients, students, faculty and employees from harm caused by the actions of any student.

Refer to the TJU policy for medical leave of absence.

<u>**Exam Policies and Procedures**</u>
JCP faculty, staff, and students will ensure the security and integrity of examinations and maintain a consistent administration process.

<u>**On-Campus Exams**</u>

A. Exam Integrity
1. The Academic Integrity Policy shall be in effect before, during, and after an exam is administered.

B. Before the Exam
1. Software requirements for examinations delivered via student self-owned device
    a. Students must install and maintain a current version of ExamSoft's Examplify application and compatible operating system on their device, as directed by the JCP and Jefferson IS&T. Students should not upload new versions of Examplify unless directed to so. Students are responsible for ensuring their device meets the minimum requirements and specifications as provided as posted on the JCP Student Canvas page. Students experiencing issues with loading the Examplify software or having it function correctly once downloaded should seek assistance through the IS&T Help Desk located at Scott Memorial Library (second floor, Monday-Friday, 8 AM-10 PM). IS&T may also be reached at 215-503-7975.

2. Downloading the examination
    a. Student-owned device: Students must download the exam prior to the scheduled exam date. Exam files will be available for download starting no later than 12 pm (noon) 2 business days before the scheduled exam date and will be available until 12 pm (noon) 1 business day before the scheduled exam date. If students encounter any technical difficulties while attempting to download their exam during this timeframe, they should contact the Course Coordinator by the above stated deadline. Any student who does not download the exam by the above stated deadline should contact the Course Coordinator by 12 pm (noon) the day before the exam. In the event that a student fails to download the exam and did not contact the course coordinator in advance as specified, any time used during the exam to address these issues will be deducted from the overall exam time.

C. Day of the Exam
1. Arrival to the exam room/starting the exam
    a. Course coordinator(s) may assign randomized exam seating; failure to observe assigned seating may result in an exam score of zero.
    b. Exams on student-owned device:
        1. Students must arrive to the exam room at least 10 minutes before the scheduled start time of the exam.
        2. Students are responsible for bringing the following items with them to the examination room: a) ExamSoft registered device that is fully charged, has Examplify installed, and has the encrypted exam file downloaded; and b) An appropriate power adapter. Loaner devices and power adapters ARE NOT available during an examination.
        3. Exams on University-owned desktop/laptop computers: Students should arrive to the exam room at least 10 minutes prior to the scheduled start of the exam to allow for time to download the exam. Instructions on downloading the exam file onto the desktop will be provided by the Course Coordinator. Students who arrive after the start of the exam will not receive extra time to download or take the exam.
    c. All personal items should be moved to the designated area(s), including phones, watches, and other similar digital devices.
    d. The following items are permitted at your desk: exam device, writing utensils, calculator (provided by course coordinator or Examplify-based calculator), scrap paper (provided by faculty; during pandemic status, student personal white board may be used), reference documents (provided by the course coordinator), and drinks (as permitted by University room restrictions). Drink containers may be subject to inspection.

e. Faculty will work as expeditiously as possible to address issues. The order in which issues will be addressed are as follows:
1. Students who downloaded the exam by the deadline or who contacted the Course Coordinator in advance of technical difficulties.
2. Students who failed to download the exam by the deadline and did not contact the course coordinator in advance.

2. During the Exam
a. No content-related questions will be answered. Students who encounter a technical problem with their devices at the start of or during an exam should immediately notify the proctor for assistance. Every effort will be made to resolve the issue in a reasonable timeframe. If the proctor determines that the issue cannot be resolved in a reasonable timeframe, the student will be issued a paper exam. Students will follow-up with the course coordinator and IS&T as instructed.

3. Finishing the examination
a. Students are required to submit and upload their examination immediately on completion or as the scheduled exam period ends and before leaving the room. Students are required to check-out with the proctor to ensure the exam file has been successfully uploaded prior to leaving the room (i.e. showing the exam submission confirmation screen). Students who experience difficulty submitting their exam must notify the proctor and may be referred for technical assistance (e.g. contact ExamSoft).
b. All examination materials (e.g. scrap paper, equation sheet) are to be returned to the proctor prior to exiting the examination room.
c. Students who fail to check-out with and/or return examination materials to the proctor may be given a zero or partial credit on the examination, at the discretion of the Course Coordinator.

4. Absenteeism
a. Students may be excused and eligible for a make-up exam in the event of an illness or an emergency as outlined by the Course Attendance and Missed Coursework Policy.
1. Students can contact the Course Coordinator via email or can contact an Administrative Assistant by calling 215-503-9000.

5. Lateness
a. Students are expected to be on time for exams to minimize disruption to the class.
b. Students who arrive late will be given the option of taking the exam in the remaining time (provided no student has left the examination room for either finishing the exam or for a restroom break) or taking a make-up exam at a later time. Documentation regarding reason for lateness may be required to be considered for a make-up exam.
c. A time log sheet of all students arriving late to the exam will be maintained by the Course Coordinator and forwarded to the Associate Dean of Student Affairs.

6. Restroom breaks
a. Only one student may be signed out at a time for restroom breaks.
b. At the discretion of the Course Coordinator, the student may be accompanied by a proctor to ensure academic integrity.
c. All students will sign-out and sign-in for restroom breaks. When a student signs out for a restroom break, they must give their device and scrap paper to the proctor. These materials will be returned to the student once the student returns to the exam room and completed the sign-in.
d. A time log sheet of all students taking a restroom break during the exam administration will be maintained by the Course Coordinator and forwarded to the Associate Dean of Student Affairs.

D. Students with Exam Accommodations
   1. The above policies and procedures apply to students with exam accommodations unless otherwise stipulated by the accommodation.

Review of Exams and other Assessment and Request for Regrading

Policy:

Students have the right to review graded course assessments and request a re-grade of those assessments. This does not apply to the Individualized Reassessment Opportunity (See Individualized Assessment Review Policy and Procedure).

Procedure:

1.   An opportunity to review a graded assessment will be available to the student within 5 business days following the posting of a grade in Canvas.
2.   An opportunity to request a regrade will be available to the student. All requests for regarding of an assessment must be completed within 7 business days after the grade was posted in Canvas.
3.   All regrade requests must be submitted via e-mail to the Course Coordinator and specifically indicate what is to be regraded.
4.   The student must justify the reason for a regrade request using the required course materials (examples: textbook, other required readings/references for the course as utilized by the faculty, slides, and handouts).
5.   Faculty will process all regrade requests after all students have had the opportunity to submit their requests.
6.   Once the review and request period have passed no further opportunity to make a request for regrading of that assessment will be available.
7.   A regrade has the potential to increase or decrease grades.
8.   The Department Chair may extend the Regrade Request Period if the student provides evidence of extenuating circumstances no later than the end of the Regrade Request Period.

Individualized Reassessment Opportunity and Remediation

Policy:

Students earning a final letter grade of less than "C" but greater than an "F" in graded courses or between 59.5% and 72.4% of the total course points in a required Pass/Fail course in the Doctor of Pharmacy program are eligible to demonstrate competency in the course content area(s) that they earned <72.4% on qualifying assessments (e.g., exams) during the semester. (This policy does not apply to Introductory or Advanced Pharmacy Practice Experience courses.) Only content from individual course assessments worth 10% or more of the total course grade will be included in the individualized reassessment. Students who wish to participate in the individualized reassessment must also participate in the course remediation as defined in the syllabus.

The maximum grade that a student can receive for the course following successful reassessment is a letter grade of "C" (or a Pass in a Pass/Fail course). If a student is unsuccessful on the Reassessment, their original grade they earned for the course (prior to the Reassessment) stands.

A fee of $100 will be billed to the students for participation in Remediation and Reassessment.

Procedure:

1. Students should consult the course syllabus for a description of the Course Remediation and individualized reassessment plan. In general, required Remediation will occur approximately 2 weeks following the posting of the final course grade in Banner and the Reassessment will occur approximately 3 weeks following the posting of the final course grade.

2. Students are responsible for monitoring the posting of final grades in Banner and notifying the Course Coordinator (or their designate) regarding their eligibility to participate in individualized reassessment.

3. The student must return the signed Request for Remediation and Individualized Reassessment request form to the Course Coordinator within 3 days after the final grade is posted to Banner indicating that they wish to participate in the remediation and individualized reassessment.

4. The Course Coordinator will determine the schedules for the course remediation and individualized reassessment and communicate these to students via email. Students are required to participate in remediation in order to participate in the individualized reassessment.

5. Students are responsible for responding to email communications and monitoring the Course Canvas page for remediation-related materials.

Approved by the JCP Executive Committee: June 7, 2021

Approved by the JCP General Faculty: June 28 2021

JCP Individualized Assessment Review

Policy:

Students have the right to review graded Individualized Reassessments.

Procedure:

1. An opportunity to review an Individualized Reassessment will be available to the student within 48 hours of grading completion.

2. An opportunity to request a regrade of an Individualized Reassessment will not be available to the student.

Approved by the JCP Executive Committee: June 7, 2021

Approved by JCP General Faculty: June 28, 2021

JCP Academic Progression Standards (Proposed by the E&O Committee, January 2015; amended and approved by JCP Executive Committee, February 2015; approved by JCP General Faculty, March 2015; revised August 2022 JCP General Faculty)

- Students enrolled in the Doctor of Pharmacy program must successfully complete all courses which are prerequisites for subsequent courses in the curriculum in order to progress in the curriculum.
- Minimum enrollment for Fall/Spring academic semesters is 9 credits unless an alternative plan is approved by the Office of the Dean in collaboration with the JCP Executive Council.
- The minimum passing grade is a C in all required, letter-graded courses and a Pass in all Pass/Fail courses.
- Any student who earns below a C in any letter-graded, required course must either repeat the course in its entirety or participate in the Second Chance option as noted below, if applicable. The student must earn a grade of C or better in order to successfully complete the course and progress.
- Any fulltime JCP student whose **cumulative GPA falls below 3.0** will be placed on academic probation.
- Students who are subject to academic probation and dismissal are reviewed by the Office of the Dean prior to any related action being taken.

A student is determined to be in good academic standing if he/she was not placed on academic probation at the conclusion of the preceding semester.

Standards Specific to Progression from year P3 to year P4
- Students must earn a 3.0 cumulative GPA by the end of the P3 year in order to progress into the Advanced Pharmacy Practice Experiences of the P4 year.
- If a student fails to meet the 3.0 cumulative GPA by the end of the P3 year, he/she will be dismissed from the Doctor of Pharmacy program.

Consideration for Degree Conferral
- Candidates for the Doctor of Pharmacy degree must complete all program credits, all competency requirements in the Introductory Pharmacy Practice Experiences (IPPEs) and Advanced Pharmacy Practice Experiences (APPEs) and all other program requirements. All P4 students are required to participate in the pharmacy board exam prep course offered on campus as a program requirement for graduation.

Dismissal from the Doctor of Pharmacy Program
A student will be dismissed from the Doctor of Pharmacy program for the following reasons:
- Earning a grade of less than a C in the same course twice
- Earning a grade of F in more than one required course (the 2nd F would result in dismissal from the program)
- Inability to achieve a cumulative GPA of 3.0 by the end of the P3 year
- Exceeding two semesters (consecutive OR nonconsecutive) of academic probation stemming from a cumulative GPA of < 3.0 if their first semester with a cumulative GPA of <3.0 occurs in the P1 Spring or beyond.
- Exceeding three semesters (consecutive OR nonconsecutive) of academic probation stemming from a cumulative GPA of < 3.0 if their first semester with a cumulative GPA of < 3.0 occurs during the P1 Fall.

Any student who has been dismissed from the Doctor of Pharmacy Program is eligible to apply for readmission (see Readmission Policy later in this section of the Student Handbook). Any student dismissed from JCP because of academic underachievement, and subsequently readmitted to JCP, must achieve a semester grade point average of 3.00 for the semester in which he or she was readmitted. If the student fails to do so, he or she will be dismissed. Furthermore, if such a student has a cumulative grade point average of < 3.0 at the end of the semester in which he or she was readmitted, he or she must raise the cumulative grade point average to a 3.0 or greater by the end of the following semester or be dismissed.

Readmission Policy and Procedure

Policy:
Any student who withdraws or who has been dismissed from the Doctor of Pharmacy Program is eligible to apply directly to the JCP Dean's Office for readmission. If readmitted, the student will begin with the cumulative GPA they had at the time they were dismissed from the Doctor of Pharmacy Program. Following readmission, the student must maintain fulltime status which includes core required courses as stipulated in their Conditions of Readmission. Any student dismissed from JCP because of academic underachievement, and subsequently readmitted to JCP, must achieve a semester grade point average of 3.00 for the first full-time semester in which he or she was readmitted. If the student fails to do so, he or she will be dismissed. Furthermore, if such a student has a cumulative grade point average of < 3.00 at the end of the semester in which he or she was readmitted, he or she must raise the cumulative grade point average to a 3.00 or greater by the end of the following semester or be dismissed. After this point, the cumulative GPA of 3.00 or greater must be maintained or the student will be dismissed. Students may not be readmitted to the JCP Doctor of Pharmacy Program more than twice. They must be able to complete the program in 150% of the allotted time. Their ability to do so will be taken into consideration in the readmission process as applicable.

Procedure:

1. Students who withdraw or who are dismissed for academic underachievement may be considered for readmission for the subsequent academic year. Students who wish to apply for readmission should complete the JCP Application for Readmission which includes a narrative identifying any potential contributors to their lack of academic success, to date, and describing any steps they have or are taking to ensure their future academic success. This may include additional coursework at other institutions, working with a counselor or coach to improve their academic skills (e.g., study skills, exam taking, reading comprehension, etc.) or other appropriate interventions. The application for readmission may include attachments such as transcripts from other institutions. The completed Application for Readmission must be submitted to the Deans' Office

2. Upon receipt of the Application for Readmission, the Associate Dean for Academic Affairs will review the Application and determine if the student's eligibility for readmission (i.e., ability to achieve a cumulative GPA of $\geq$ 3.0 by the end of the second semester following their readmission). If the Associate Dean for Academic Affairs determines that the student is eligible for readmission, they will schedule a meeting with the student to discuss the Conditions of Readmission. These may include but are not limited to re-taking courses in which they have previously performed poorly or taking additional foundation courses. If changes to the Doctor of Pharmacy curriculum impact the course of study for a student who is being readmitted that student will be responsible for meeting all requirements of the class with whom they will graduate unless an exception is included in the terms of readmission.

3. Terms of readmission recommended by the Associate Dean for Academic Affairs will be detailed in a Readmission Conditions agreement. At the next regular meeting of the Executive Council, the Associate Dean for Academic Affairs will provide an update of requests for Readmission, including recommended Conditions of Readmission and recommend an action to the Executive Council. The Executive Council will vote to approve the readmission as requested, approve the readmission with changes to the additional conditions, or deny the readmission.

4. Within one week of the Executive Council meeting the student will be notified in writing, by the Dean, of the readmission decision including the Conditions of Readmission.

5. Following readmission, the student will be subject to the readmission policy stated in the Student Handbook and any terms stipulated in their Conditions of Readmission.

Approved Spring 2010 by JCP Executive Council.
Updated Spring 2011 by JCP Executive Council.

<u>Satisfactory Academic Progress Policy - Federal Title IV Programs</u>
Policy Statement ([http://www.jefferson.edu/university/academic-affairs/tju/academic-services/finan-cial_aid/policies/graduate_studies.html](http://www.jefferson.edu/university/academic-affairs/tju/academic-services/financial_aid/policies/graduate_studies.html))

In order to receive payment for any Title IV Financial Aid Program, students must maintain satisfactory progress in their chosen program of study. If a student transfers to another program of study at the University, academic work in the prior program may be considered in determining satisfactory progress. Students receiving aid for the first time must have been making satisfactory progress prior to receiving Title IV aid. Students are considered to be maintaining satisfactory progress in their program of study if they successfully complete 75 percent of the credits attempted while receiving Title IV Funds. The Satisfactory Academic Progress Policy will be applied at the end of each academic term.

Students who do not demonstrate satisfactory progress are not eligible to receive further Title IV Funds until they have re-established satisfactory progress. To re-establish satisfactory progress, students must successfully complete, without receiving Title IV Funds, at least 75 percent of the attempted credits which fulfill degree requirements during one academic term. When satisfactory progress is re-established, the Satisfactory Progress Policy will again be applied at the end of the semester.

Application of the policy will continue until students complete or terminate their education. Students who are placed on academic probation are permitted to continue on aid as long as they are making progress in accordance with College regulations.

Students are required to complete their course of study in no more than 150% of the standard time frame required by the academic program. An extension may be granted by the Financial Aid Office in the event of extenuating circumstances. The death of a family member or documented medical illness is examples of unusual and extenuating circumstances. Students who are asked to withdraw from a major but who are permitted to remain in the College taking nonprofessional required courses and/or professional courses in the major with permission of the College may not continue on financial aid. If students feel that they are not fairly judged or have extenuating circumstances, they may request a review of their individual circumstances by the Executive Director of Financial Aid. In the event that students are not satisfied with a decision made by the Executive Director, they may appeal to the College Dean or his/her designee. A subsequent appeal may be made to the Senior Vice President for Academic Affairs, who will render the final decision. In the event of highly unusual or extenuating circumstances which result in the student not maintaining satisfactory progress, the Executive Director of Financial Aid may waive or adjust the Satisfactory Academic Progress Policy on an individual basis. The death of a family member or documented medical illness is examples of unusual and extenuating circumstances.

Definitions

Title IV Programs: Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Perkins Loans, Federal Work Study, Federal Direct Loan program (Stafford and PLUS).

Title IV Funds: Any payment originating from the Federal Title IV Financial Aid Programs.

Credits Attempted: A credit will be considered attempted only for those courses in which a student is enrolled and which fulfill degree requirements. Withdrawal from classes or the School after the specified drop/add period does not exclude those credits from being considered as attempted. Required courses that are repeated will be aided, but these credits will be considered in calculation of credits attempted for satisfactory progress. Non-credit, remedial courses or challenge examinations are not aided and are not considered as credits attempted.

Temporary letter grades such as I, IP or NR will be considered at the time the final grade is received. These credits will be evaluated with the other credits the student attempted during the academic term the course was originally intended to be completed.

Successful Completion: A credit will be considered successfully completed if the student receives a letter grade of A+, A, A-, B+, B, B-, C+, C, C -, D+, D, D-, H, P or LP. A credit for which a student receives the grade W, WP, WF, F, U, NC or N will not be considered successfully completed. Please note that Graduate students must maintain a minimum Grade Point Average of 3.00. Please see JCP-specific academic stand-ards as differences exist between satisfactory academic progress as it relates to financial aid and what is required to progress on time and remain enrolled in the Doctor of Pharmacy program.

Academic Integrity Policy – see University Policy
The JCP Administration and Faculty believe that academic integrity is one of the most important values and behaviors that should be practiced by students during their academic and clinical education. Integrity and honesty are especially valued in the healthcare professions because of their responsibilities to patients.

Because we are committed to educating practitioners who provide the highest quality of health care, the JCP Administration and Faculty are equally committed to mandating and enforcing the practice of academic integrity by all students. JCP endorses the University Academic Integrity policy/procedures.

In addition to that policy JCP includes the following addition:

Academic Dishonesty in Clinical Settings
Academic dishonesty in the clinic is characterized by deliberate, deceitful intention to (1) obtain information from another source and claim as one's own, (2) fabricate clinical data or information, or (3) misrepresent one's own actions or the actions of another in order to avoid sanctions. Examples include, but are not limited to:
1.   Looking up in a log book, equivalent source or consulting a professional for a diagnosis or treatment plan on an assigned unknown case without authorization from the clinical instructor.
2.   Using a correlated histopathologic or clinical diagnosis in lieu of his/ her own clinical or technical interpretation.
3.   Reporting results without performance of a test or procedure.
4.   Providing unauthorized information to other students on clinical assignments.
5.   Changing answers on work sheets or patient records after they have been reviewed and/or sub-mitted.
6.   Misrepresenting one's own or another's identity.
7.   Feigning illness or emergency to avoid a clinical rotation or assignment.
8.   Signing into rotation for another student when absent.
9.   Communicating confidential information to a person not involved in the patient's care without au-thorization.
10.   Misrepresenting any aspect of patient care or documentation.

Unsafe Clinical Practice - Policy

Because patient well-being is a major concern of the University, it is necessary that certain actions be taken when a student's clinical practice poses a potential threat to patient health, welfare or safety. Therefore, students are subject to the College's regulations governing clinical practice and may be placed on probation by the College and/or recommended for dismissal for unsafe clinical behavior as defined by the College. Unsafe clinical practice is described below.

Unsafe clinical practice encompasses behavior (omission or commission) which threatens or has the potential to threaten the physical, mental, emotional, or environmental safety of patients, family members, other students, faculty members, or other healthcare providers in the patient care setting.

Unsafe clinical practice can include, but is not limited to:

- lack of preparation, unsafe clinical judgment, or deficits in problem-solving ability;

- unsupervised or unauthorized clinical practice or unauthorized presence in a clinical facility;

- violation of any provision within the Pharmacy Act;

- falsification of documentation;

- inappropriate or unauthorized use of equipment, supplies, data, clinical information systems, or communications systems;

- gross interference with the educational process or health care services;

- gross impairment (physical or cognitive) by illicit or prescription drugs, chemicals, or alcohol in patient care settings;

- creating unnecessary risk of exposure to or harm from environmental, chemical- and/or biohazards in patient care settings;

- verbally abusive, physically threatening or harmful behavior toward patients or other health care providers; and

- intentional or unintentional violation of patient confidentiality

Transfer Credit Policy

Policy:

Academic credit may be given for courses successfully completed with a grade of B or better at other academic institutions. Coursework completed prior to matriculation may not apply towards the professional elective courses within the JCP curriculum. In cases where the approval to transfer credits has been granted, no grade will appear on the student's transcript. Credit hours will be awarded. Transfer credits are not utilized in determining a student's grade point average. Students are encouraged to discuss trans-ferring course credit with their academic advisor and/or the Associate Dean for Academic Affairs.

Procedure:

1.   The student must submit a written request to the JCP Associate Dean for Academic Affairs.
2.   The request should include the course title, number of credits, course description, and syllabus from the outside institution.
3.   The Dean's office will communicate the decision to approve or deny the credit transfer request to the student within 14 calendar of receiving the written request.
4.   If the decision is made to transfer credit, the student will be asked to produce an official transcript from the outside institution.

Student Complaints, Appeals and Grievances

Students who feel they have been treated unfairly in the academic program or in non-academic disciplinary actions have the right to initiate the appeal process as described by the Grade Appeal Protocol and the Community Standards. Students should review the Grievance Process at TJU found in the University Hand-book at www.jefferson.edu/Handbook.

Students may also make informal complaints regarding other issues such as academic or non-academic policies or procedures, curricular issues, extracurricular issues, or facilities. In such cases, students are strongly encouraged to provide feedback in a constructive manner to the appropriate Faculty or Staff. The Dean or the Associates Deans and Faculty Advisors are available to assist students in determining the potential courses of action available to them. If the complaint is related to any aspect of the program or College which pertains to ACPE accreditation standards or policies or procedures, the student may submit a complaint directly to ACPE as described below (see Complaints Policy for ACPE).

Complaints Policy for the Accreditation Council for Pharmacy Education

The following has been taken directly from the following link: https://www.acpe-accredit.org/complaints/

"ACPE has an obligation to assure itself that any institution which seeks 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 record of complaints is considered during scheduled evaluations, or a special evaluation, as the case may require.

The procedure shall provide for treatment of complaints in a timely manner that is fair and equitable to all parties. The complainant shall be advised of the decision or action as soon as possible. When ACPE has cause to believe that any institution with which it is concerned is acting in an unethical manner or is deliberately misrepresenting itself to students or the public, it will investigate the matter and provide the institution an opportunity to respond to the allegations. If, on the basis of such investigation, after notice to the institution and opportunity for institutional response, ACPE finds an institution has engaged in unethical conduct or that its integrity has been seriously undermined, ACPE will either:

a.   request that the institution show cause, within a stated time period, why adverse action should not be taken, or

b.   in extreme cases, immediately discontinue its relationship with the institution by denying or withdrawing preaccreditation or accreditation status.

A complaint against a college or a school of pharmacy must be related to the standards or the policies and procedures of ACPE and must be submitted in writing to the Executive Director. Under existing practices, when a complaint is received, it is submitted to the college or school affected for response. If, thereafter, based upon the complaint and the response, the Executive Director determines that a complaint is not related to the standards or policies, the complainant is so advised in writing with a copy to the school or college, and the matter is treated as resolved.

Anonymous complaints pertaining to accreditation matters are retained and, depending on circumstances, may or may not be forwarded to the school or college involved, depending somewhat on the severity of the complaint. This decision is made by the Executive Director. Where a complainant has threatened or filed legal action against the institution involved, ACPE will hold complaints in abeyance pending resolution of the legal issues and the complainant is so advised.

If the Executive Director finds a complaint to be extremely serious in nature charging egregious conduct that may warrant adverse action by the Council, or involves an interpretation which the Executive Director believes should be made by the Council, the complaint will be submitted to the Council for determination at the next regular meeting. Extraordinary remedies available for complaints covering extreme cases are set forth in paragraphs (a) and (b) above.

ACPE has an obligation to respond to any complaints which may be lodged against it by any institution, student, faculty or third party in respect to the application of ACPE's standards, policies and procedures

where the complaining party is directly affected thereby. Any such complaint shall be submitted in writing. The Executive Director shall promptly determine the facts surrounding the issues and shall attempt to resolve the matter in consultation with the Public Interest Panel established pursuant to Article V of the ACPE By-Laws. Complaints which cannot be resolved by the Executive Director shall be considered and resolved at the next regular meeting of the Council. The time frame for resolution is generally within six months."

If you wish to file a complaint, complete the form on the following link: https://acpe-ac-credit.formstack.com/forms/complaint_form_copy

Grade Appeal

The grade appeal policy and procedure affords recourse to a student who has evidence that an inaccurate final grade has been awarded under the following circumstances:

- Grade awarded does not align with criteria established in the course syllabus, rubrics, or other course documents.
- Grade awarded has been inaccurately assigned due to clerical or administrative error.

Please note the grade appeal process described in this policy is for final grades only, not individual assignments. If a student thinks that an inaccurate final grade has been assigned based on the circumstances above, they should discuss the grade with the course instructor. If an agreeable outcome is not reached, the student may begin an official grade appeal. Before starting an official grade appeal a student is required to meet with a member of Academic or Student Affairs to learn more about the process and timelines. Students on the East Falls campus should discuss with their academic advisor, students on the Center City campus should contact the Associate Provost for Student Affairs.

Official Appeal Process:

1. To appeal a grade for a course, the student should begin with the course instructor by submitting the documents outlined below. The course instructor will review the appeal and provide a written response to the student.
2. If the student is not satisfied with the outcome or does not receive a response, the appeal can be continued in writing to the next designated academic official. This will vary by college or school providing the course, and may include the course coordinator, program director, department chair, or associate dean, who will also respond in writing.
3. In the event that the student is not satisfied with the outcome at that level, an appeal may be submitted to the dean of the college or school providing the course. The dean will respond in writing and is the final appeal.

Required Documentation:

For a grade appeal, the burden of proof is on the student. To formally begin the appeal, the student must provide the following documents for review:

a) a detailed written statement requesting and explaining the basis for the appeal.
b) a copy of the course materials, including syllabus and assignments; and
c) copies of other pertinent documents, including student's submitted work, and any other evidence that may have a bearing on the grade in question. These may include, but are not limited to, work done by the student in the course, school/department/university policies, tests, papers, clinical records or evaluations, journals, handouts, correspondence to/from the instructor, course outlines, handouts, logs and any written feedback given by the instructor on written work.

If the appeal is for a prerequisite course for the subsequent semester, or if a student has been dismissed from a program based on a grade being appealed, college or school administration (program director or dean) will notify the student if they may or may not continue in the subsequent course or academic program during the appeal process.

Timeline:

If the course is not a prerequisite for the subsequent semester, the grade appeal should be completed by the end of the following semester or term.

If the course is a prerequisite for the subsequent semester, the following timeline is recommended:

A student must file the initial appeal within 10 business days after the deadline date for grade submittal as found in the Academic Calendar. The entire grade appeal process should take no more than 30 business days. If, due to extenuating circumstances, the student is unable to follow the timeframe, they must submit a written request for an extension from the next person in the process during the specified timeframe. Likewise, a course instructor, course coordinator, program director, department chair, or associate dean must submit a written request for an extension to the dean if there are extenuating circumstances that would not allow the timely completion of their review and decision.

A student whose basis for dissatisfaction with a grade does not fall within this grade appeal policy may wish to review the university grievance policy found at:

https://www.eastfalls.jefferson.edu/studentgrievances/ for East Falls courses; or

https://www.jefferson.edu/university/academic-affairs/schools/student-affairs/student-handbooks/university-policies/tju-grievance-process.html for Center City courses

DOCTOR OF PHARMACY
PROGRAM OF STUDY

Doctor of Pharmacy Curriculum Goals

The JCP Doctor of Pharmacy (PharmD) curriculum will prepare its graduates to provide patient-centered and population-based care that ensures optimal health outcomes. It will also prepare its graduates to practice in diverse patient care environments and to become valued members of the health care team. Its graduates will embrace the need for life-long, self-directed learning.

Curriculum Objectives

The PharmD curriculum goals will be met by:
- Identification of the key curricular outcomes to be achieved by our students;
- Vertical integration of the necessary knowledge, attitudes, and skills necessary for achieving the key curricular outcomes throughout the curriculum;
- Ensuring that students know the curricular outcomes and have an understanding of the relationship between knowledge, attitudes, and skills and these outcomes;
- Consistent incorporation of active learning throughout the curriculum via modes that may include, but are not limited to, the use of educational technology, small group discussions, learning communities, and online coursework and discussions;
- Development of interprofessional educational coursework in the classroom and experiential settings;
- Creation of introductory and advanced pharmacy practice experiences in a variety of patient care settings;
- Utilization of end-of-year performance assessments throughout the curriculum;
- Development of student portfolios to aid in their professional development; and
- Incorporation of assessment into the College's planning process for providing continuous curricular revision and development.

Curriculum Plan/Outline by Year – Class of 2024

First Year – P1 Fall	Credits	First Year – P1 Spring	Credits
Biochemistry – PHRM510	3	Biostatistics – PHRM511	3
Preventive Healthcare and Self-Care Issues – PHRM512	2	Medicinal Chemistry – PHRM513	2
Pathophysiology I – PHRM514	3	Pathophysiology II – PHRM515	3
Pharmacy Practice I – PHRM516	1	Pharmacy Practice II – PHRM517	1
Healthcare Delivery Systems – PHRM519	2	Molecular and Cell Biology – PHRM520	3
IPPE: Healthcare Service Learning – PHRM522	*1	IPPE: Community Pharmacy – PHRM523	*1
Healthcare Communications and Patient Counseling – PHRM524	2	Physical Assessment and Clinical Skills – PHRM526	3
Immunology – PHRM525	3	Student Pharmacist Enrichment Process	0.25
Total Credits	17		16.25

Second Year – P2 Fall	Credits	Second Year – P2 Spring	Credits
Drug Information and Literature Evaluation – PHRM527	3	Biopharmaceutics and Principles of Clinical Pharma-cokinetics –PHRM535	3
IPPE: Hospital Pharmacy - PHRM528	*1	Pharmacology II – PHRM556	3
Medication Safety – PHRM529	2	IPPE: Ambulatory Care – PHRM537	*1
Pharmaceutics and Drug Delivery Systems – PHRM530	3	Pharmacy Practice IV – PHRM538	1
Pharmaceutics Lab – PHRM531	1	Clinical Diagnosis/Pharmacotherapy I: Introductory Pharmacotherapy Principles / Endocrine Module – PHRM554	2
Pharmacology I – PHRM549	3	Clinical Diagnosis/Pharmacotherapy II: Renal / Gas-trointestinal Module - PHRM555	2
Pharmacy Management: Theory and Applications – PHRM533	3	Pharmacy Practice Lab I - PHRM542	1
Pharmacy Practice III - PHRM534	1	Professional Elective(s)	**2-3
Pharmaceutical Calculations – PHRM521	2	Student Pharmacist Enrichment Process	0.25

Total Credits	19		(**15.25) 16.25

Third Year – P3 Fall	Credits	Third Year – P3 Spring	Credits
Pharmacology III – PHRM539	3	Clinical Diagnosis Pharmacotherapy V : Neuro-logy-Psychology Module – PHRM546	3
Clinical Diagnosis/Pharmacotherapy III : Cardi-ovascular / Pulmonary Module – PHRM557	3	Clinical Diagnosis/Pharmacotherapy VI : Oncol-ogy Module – PHRM547	3
Clinical Diagnosis/Pharmacotherapy IV : Infec-tious Diseases Module - PHRM544	3	Pharmacy Practice Lab III – PHRM548	1
Pharmacy Practice Lab II - PHRM545	1	Pharmacoeconomics and Health Outcomes – PHRM551	3
Interprofessional Grand Rounds – PHRM550	2	Integrated Practice Applications – PHRM552	1
IPPE: Direct Inpatient Care – PHRM558	*2	Professional Seminar I – PHRM553	2
Professional Elective(s)	**2-3	IPPE: Elective Site – PHRM568	*2
		Professional Elective(s)	**2-3
		Pharmacy Law – PHRM610	1
		Student Pharmacist Enrichment Process	0.25
Total Credits	(**16)17		(**18.25)19.25

Fourth Year – P4

Advanced Pharmacy Practice Experiences (APPEs): 4 Core (Community Pharmacy - PHRM630, Hospital Pharmacy – PHRM64-, Am-bulatory Care Pharmacy – PHRM650, Direct Inpatient Care Pharmacy – PHRM660) ; 2 Elective (Direct Patient Care – PHRM670, Indi-rect Patient Care – PHRM680) [6 X 6 weeks each x 40 hours/week = 1440 hours] 36 credits	
Student Pharmacist Enrichment Process	0.25 credits
Board Review Course 1 credit	
Total Credits	37.25 credits

Total Curriculum Credits = 141
* = Without regard to semester; IPPE = Introductory Pharmacy Practice Experience

** = Elective requirement is 8 credits of which a minimum of 4 credits must be earned from non-independent study, JCP-approved elective offerings.

Curriculum Plan/Outline by Year – Class of 2025, 2026, and 2027

First Year – P1 Fall	*Credits*	*First Year – P1 Spring*	*Credits*
Biochemistry – PHRM510	3	**Biostatistics – PHRM511**	3
Preventive Healthcare and Self-Care Issues – PHRM512	2	**Medicinal Chemistry – PHRM513**	2
Pathophysiology I – PHRM514	3	**Pathophysiology II – PHRM515**	3
Pharmacy Practice I – PHRM516	1	**Pharmacy Practice II – PHRM517**	1
Healthcare Delivery Systems – PHRM519	2	**Molecular and Cell Biology – PHRM520**	3
IPPE: Healthcare Service Learning – PHRM522	*1	**IPPE: Community Pharmacy – PHRM523**	*1
Introduction to Pharmacy Practice Lab – PHRM 559	1	**Introduction to Pharmacy Practice Lab II – PHRM 542**	1
		Physical Assessment and Clinical Skills – PHRM 526	1
Immunology – PHRM525	3	**Student Pharmacist Enrichment Process**	0.25
Total Credits	16	**Total Credits**	15.25
Second Year – P2 Fall	*Credits*	*Second Year – P2 Spring*	*Credits*
Drug Information and Literature Evaluation – PHRM527	3	**Biopharmaceutics and Principles of Clinical Pharmacokinetics –PHRM535**	3
IPPE: Hospital Pharmacy - PHRM528	*1	**Pharmacology II – PHRM556**	3
Medication Safety – PHRM529	2	**IPPE: Ambulatory Care – PHRM537**	*1
Pharmaceutics and Drug Delivery Systems – PHRM530	3	**Pharmacy Practice IV – PHRM538**	1
Pharmaceutics Lab – PHRM531	1	**Clinical Diagnosis/Pharmacotherapy I: Introductory Pharmacotherapy Principles / Endocrine Module – PHRM554**	2
Pharmacology I – PHRM549	3	**Clinical Diagnosis/Pharmacotherapy II: Renal / Gastrointestinal Module - PHRM555**	2
Pharmacy Management: Theory and Applications – PHRM533	3	**Pharmacy Practice Lab I - PHRM542**	1

Pharmacy Practice III - PHRM534	1	**Professional Elective(s)**	****2-3**
Pharmaceutical Calculations – PHRM521	2	**Student Pharmacist Enrichment Process**	**0.25**
Total Credits	**19**		**(**15.25)16.25**

Third Year – P3 Fall	*Credits*	*Third Year – P3 Spring*	*Credits*
Pharmacology III – PHRM539	3	**Clinical Diagnosis Pharmacotherapy V : Neurology-Psychology Module – PHRM546**	3
Clinical Diagnosis/Pharmacotherapy III : Cardiovascular / Pulmonary Module – PHRM557	3	**Clinical Diagnosis/Pharmacotherapy VI : Oncology Module – PHRM547**	3
Clinical Diagnosis/Pharmacotherapy IV : Infectious Diseases Module - PHRM544	3	**Pharmacy Practice Lab III – PHRM548**	1
Pharmacy Practice Lab II - PHRM545	1	**Pharmacoeconomics and Health Outcomes – PHRM551**	3
Interprofessional Grand Rounds – PHRM550	2	**Integrated Practice Applications – PHRM552**	1
IPPE: Direct Inpatient Care – PHRM558	*2	**Professional Seminar I – PHRM553**	2
Professional Elective(s)	**2-3	**IPPE: Elective Site – PHRM568**	*2
		Professional Elective(s)	**2-3
		Pharmacy Law – PHRM610	1
		Student Pharmacist Enrichment Process	0.25
Total Credits	**(**16)17**		**(**18.25)19.25**

Fourth Year – P4

Advanced Pharmacy Practice Experiences (APPEs): 4 Core (Community Pharmacy - PHRM630, Hospital Pharmacy – PHRM64-, Ambulatory Care Pharmacy – PHRM650, Direct Inpatient Care Pharmacy – PHRM660) ; 2 Elective (Direct Patient Care – PHRM670, Indirect Patient Care – PHRM680) [6 X 6 weeks each x 40 hours/week = 1440 hours] 36 credits	
Student Pharmacist Enrichment Process	**0.25 credit**
Board Review Course	**1 credit**
Total Credits	**38 credits**

Total Curriculum Credits = 140
* = Without regard to semester; IPPE = Introductory Pharmacy Practice Experience
** = Elective requirement is 8 credits of which a minimum of 50% must be earned from non-independent study, JCP-approved elective offerings.

Student Pharmacist Enrichment Process

The JCP program entitled "Student Pharmacist Enrichment Program (SPEP)" is a co-curricular program that all enrolled student pharmacists will actively participate in each semester enrolled. The purpose of SPEP is to enhance the personal and professional development of the student pharmacist relative to their knowledge, ski, attitudes, and abilities through engagement in co-curricular activities.

Engagement in SPEP will help the student pharmacist discover their areas of keen interest, cultivate strengths, and facilitate personal growth so that they will make the strongest possible contributions as practitioners. Co-curricular activities will encourage students to experience a broad array of opportunities that serve to enhance their career development and planning in preparation for their professional role.

Students will be asked to self-assess their knowledge, skills, attitudes, and abilities as they relate to the identified co-curricular elements at least once a semester, to complete a plan of action for the semester, and to document co-curricular activities they engage in during the semester. JCP will communicate with students regarding compliance with requested documents. JCP will provide a forum for students to summarize their experience at least once an academic year and advisors will include student specific discussion points during their advising sessions. . Specific direction and procedures will be outlined in an orientation and materials will be placed in a folder posted on the JCP Student Canvas organization page.

Credit Hour Policy

Within JCP, credit hours are counted as follows:
- 1 hour in the classroom per week = 1 credit hour
- 3 hours in the laboratory per week = 1 credit hour
- 3 hours in a clinical experience per week = 1 credit hour
- In the Advanced Pharmacy Practice Experiences, 40 hours per week X 6 weeks = 6 credit hours

Grading System (this policy supersedes the policy posted on the University webpage)

At the close of an academic term, each instructor assigns a letter grade indicating the quality of a student's work in the course. The following is the grading system used in JCP, including the quality points assigned for use in the calculation of the grade point average (GPA).

GRADE	Percentage	Quality Points
A+	97.5-100	4.0
A	92.5-97.4	4.0
A-	89.5-92.4	3.7
B+	86.5-89.4	3.3
B	82.5-86.4	3.0
B-	79.5-82.4	2.7
C+	76.5-79.4	2.3
C	72.5-76.4	2.0
C-	69.5-72.4	1.7
D+	66.5-69.4	1.3
D	62.5-66.4	1.0
D-	59.5-62.4	0.7
F*	</=59.4	0.0
WF*		0.0

GRADES NOT CALCULATED IN THE GPA:

AU	Audit	Instructor permission required; no credit awarded.
CR	Credit	Awarded for successful completion of a challenge examination.
H	Honors	Awarded to students meeting set criteria in the P4 APPEs.
I	Incomplete	Awarded only when the student has done course work at a satisfactory level. Failure to remove an in-complete grade prior to the end of the 6th week following the conclusion of the final exam (or as determined by the department if the course is a pre-requisite) will result in a grade of F.
IP	In Progress	Assigned when course work is scheduled on a continuous basis over more than academic term (e.g., selected clinical practical). The final course grade and credit are awarded in the term of completion.
LP	Low Pass	Awarded to students meeting set criteria in the P4 APPEs. Receipt of this grade requires the APPE to be repeated.
N	No Credit	When it is impossible to complete work in a given course, the student may submit a written application for a grade of N, within one academic term, through the instructor to the Dean. If the request is approved, the student will be awarded a grade of N. No credit is awarded.
NC	No Credit	Did not achieve passing score on a challenge examination.
P	Pass	Satisfactory completion of a course graded on a Pass/Fail basis.
T	Transfer Credit	Transfer credit awarded.
W/WP/ WF	Withdrawal	Students who complete an authorized withdrawal by the deadline published in the Academic Calendar receive a grade of W. After the deadline, a student who withdraws receives a grade of WP (Withdrew Passing) or WF* (Withdrew Failing), depending upon the level of performance in the course at the time. WF *is* calculated in the student's GPA.

*An earned grade of F or WF in any course, inclusive of the IPPE and APPE courses, IS calculated into the GPA as zero quality points times the number of credits allotted for that course.

Grade Point Average Calculation

The GPA is computed in the following manner:

1. Multiply the number of Quality Points for each grade by the Credit Hour value assigned to each course attempted.
2. Divide the sum of these products by the total number of credits attempted.

The cumulative GPA is based on the grades earned in all courses taken and applied towards completion of the Doctor of Pharmacy degree.

Information regarding academic progression in the Doctor of Pharmacy program including successful completion of courses, progression to the subsequent academic year and meeting requirements for the Doctor of Pharmacy degree is found in the JCP Academic Progression Standards in the Academic Policies section of this Handbook.

Repeated Courses – GPA Calculation

If a student must repeat a course (see JCP Academic Progressions Standards section), the initial credits attempted, credits earned and quality points are all included in the calculation of the cumulative GPA. The repeated course grade also appears on the transcript and is averaged into the student's semester and cumulative GPA.

Students Previously Enrolled in Other Jefferson Programs – GPA Calculation

For any student previously enrolled in another TJU degree program who is admitted to a second degree program at TJU, their cumulative GPA for the second program is computed only on the grades earned in courses taken after the completion of the first program.

Coursework and Course Syllabi

Each JCP course is required to have a detailed course syllabus which is posted on the Course page within Canvas prior to the start of each semester. This important document includes course objectives, schedule, course policies and a description of how student performance is assessed. The student is responsible for being familiar with all of the content included in the course syllabus and adherence to all course policies. This includes but is not limited to, policies regarding attendance, absences, exams, make-ups, and assignments, as outlined in each respective course syllabi (see Academic Policies section for additional information).

Posting of Assessment Results

Each course has its own Canvas shell. Assessment results, including exam and course grades, are posted to the Gradebook on that course's page. Please see individual course syllabi for further details. Final course grades will be posted to Banner Web.

Curriculum Outcomes

Upon completion of the Doctor of Pharmacy program, students will exhibit the following characteristics in order to function as effective members of the health care team in the provision of patient-centered and population-based care.
- o The knowledge, understanding and application of the biomedical sciences, pharmaceutical sciences, social/behavioral/administrative sciences, and clinical sciences.
- o The ability to think critically and problem solve.
- o Effective communication through both written and verbal means.
- o The highest level of professional, legal, and ethical behavior.
- o The professional acumen to identify and analyze emerging health-related issues.
- o A working knowledge of how legislation, regulations and related programs affect the practice of pharmacy.

Evaluation of Curricular Outcomes

Outcomes Assessment
Rubrics (presented on subsequent pages) have been developed by the faculty to evaluate the curricular outcomes of written communications, verbal communications, and critical thinking and problem solving. Students will be asked to perform a self-assessment of their personal level of skill in each of these areas, relative to expected level of performance in that particular academic year, at the start of each academic year. The rubrics have been developed such that the expectations are further elevated in each subsequent year of the Program.

Students are encouraged to perform a less formal self-assessment of their abilities related to both curricular outcomes and study skills for discussion with their academic advisor.

Student Evaluations of Courses
Students are expected to complete evaluations of all JCP courses. These tools allow students to provide their own assessment of how well the courses meet the stated objectives (related to curricular outcomes) and provide the faculty with valuable feedback regarding course delivery, content and assessment techniques. More information regarding student course evaluations are included in the Section titled General Statements/ Policies Applicable to Program.

Rubrics
The JCP rubrics evaluating student progress in the skill areas of written communication, verbal communication, and critical thinking/problem solving were developed using an iterative process and with the input of practitioners and faculty. These rubrics will serve to provide students with specific feedback relative to the elements that contribute to the achievement of each of these curricular outcomes. They will serve to provide the faculty in JCP with feedback relative to the effectiveness of the curriculum. The following pages illustrate the rubric that will be used, in whole or in part, throughout the first 3 years of the curriculum.

VERBAL COMMUNICATION – P1

The elements contributing to the curricular outcome of verbal communication will be evaluated using the scale provided. For each element, please place the number in the box that best describes the student's performance. Identify the student's overall performance below with commentary as necessary and provide feedback for all elements for which a 0 or 1 is earned.

Element	0	1	2	3	NA
Presentation Style					
1. Transition and flow	Presentation lacks any transitions and lacks logical flow.	Presentation includes the poor use of transitions and demonstrates significant gaps in logical flow.	Presentation includes the infrequent use of transition and flows logically for most of it.	Presentation includes the occasional use of smooth transitions and flows logically for most of it.	
2. Use of verbal distractors	Excessive use of verbal distractors (e.g., ahs, ums, ok) to the extent that the impact of the presentation is lost.	Moderate use of verbal distractors (e.g., ahs, ums, ok) to the extent that the impact of the presentation is diminished.	Moderate use of verbal distractors (e.g., ahs, ums, ok) but the impact of the presentation is preserved.	Minimal use of verbal distractors (e.g., ahs, ums, ok).	
3. Pace	Inappropriate pace (i.e., too fast or too slow) throughout the entire presentation.	Appropriate pace through <50% of the presentation.	Appropriate pace through 50-75% of the presentation.	Appropriate pace through >75% of the presentation.	
4. Voice projection	Too loud/too soft throughout the entire presentation.	Appropriate voice projections through < 50% of the presentation.	Appropriate voice projection through 50-75% of the presentation.	Appropriate voice projection through > 75% of the presentation.	
5. Use of nonverbal distractors	Excessive use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use) to the extent that the impact of the presentation is lost.	Moderate use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use) to the extent that the impact of the presentation is diminished.	Moderate use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use) but the impact of the presentation is preserved.	Minimal use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use).	
6. Eye contact	Avoiding eye contact with the audience throughout the entire presentation.	Maintains eye contact and scans the audience through <50% of the presentation.	Maintains eye contact and scans the audience through 50-75% of the presentation.	Maintains eye contact and scans the audience through >75% of the presentation.	

Presentation Content					
7. Terminology	Excessive use of inappropriate terminology.	Moderate use of inappropriate terminology.	Mostly appropriate level of terminology used throughout.	Appropriate level of terminology used throughout.	
8. Audience comprehension	Student fails to recognize when the audience does not understand.	Student partially recognizes when the audience does not understand but fails to make appropriate adjustments.	Student partially recognizes when the audience does not understand and attempts to make appropriate adjustments.	Student fully recognizes when the audience does not understand and attempts to make appropriate adjustments.	
9. Pertinence of Information	< 25% of the material presented is essential to the topic and objectives.	25-49% of the material presented is essential to the topic and objectives.	50-75% of the material presented is essential to the topic and objectives.	>75% of the material presented is essential to the topic and objectives.	
10. Information accuracy	Potentially harmful information presented OR completely inaccurate information provided.	Mostly inaccurate information provided throughout the presentation.	Mostly accurate information provided throughout the presentation.	Accurate information provided throughout the presentation.	
11. Synthesis of evidence	The work lacks a conclusion.	Overall conclusion is contrary to the evidence presented or new evidence is presented in the conclusion.	Overall conclusion is not entirely supported by the evidence presented.	Overall conclusion is consistent with evidence presented.	

VERBAL COMMUNICATION – P2

The elements contributing to the curricular outcome of verbal communication will be evaluated using the scale provided. For each element, please place the number in the box that best describes the student's performance. Identify the student's overall performance below with commentary as necessary and provide feedback for all elements for which a 0 or 1 is earned.

Element	0	1	2	3	NA
Presentation Style					
1. Transition and flow	Presentation includes the poor use of transitions and demonstrates significant gaps in logical flow.	Presentation includes the infrequent use of transition and flows logically for most of it.	Presentation includes the occasional use of smooth transitions and flows logically for most of it.	Presentation includes the frequent use of smooth transitions and flows logically for most of it.	
2. Use of verbal distractors	Moderate use of verbal distractors (e.g., ahs, ums, ok) to the extent that the impact of the presentation is diminished.	Moderate use of verbal distractors (e.g., ahs, ums, ok) but the impact of the presentation is preserved.	Minimal, but noticeable, use of verbal distractors (e.g., ahs, ums, ok).	Minimal use of verbal distractors (e.g., ahs, ums, ok), but not noticeable.	
3. Pace	Inappropriate pace (i.e., too fast or too slow) throughout the entire presentation.	Appropriate pace through <50% of the presentation.	Appropriate pace through 50-75% of the presentation.	Appropriate pace through >75% of the presentation.	
4. Voice projection	Too loud/too soft throughout the entire presentation.	Appropriate voice projections through <50% of the presentation.	Appropriate voice projection through 50-75% of the presentation.	Appropriate voice projection through >75% of the presentation.	
5. Use of nonverbal distractors	Moderate use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use) to the extent that the impact of the presentation is diminished.	Moderate use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use) but the impact of the presentation is preserved.	Minimal, but noticeable, use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use).	Minimal use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use), but not noticeable.	
6. Eye contact	Avoiding eye contact with the audience throughout the entire presentation.	Maintains eye contact and scans the audience through <50% of the presentation.	Maintains eye contact and scans the audience through 50-75% of the presentation.	Maintains eye contact and scans the audience through >75% of the presentation.	

Presentation Content					
7. Terminology	Excessive use of inappropriate terminology.	Moderate use of inappropriate terminology.	Mostly appropriate level of terminology used throughout.	Appropriate level of terminology used throughout.	
8. Audience comprehension	Student partially recognizes when the audience does not understand but fails to make appropriate adjustments.	Student partially recognizes when the audience does not understand and makes some appropriate adjustments.	Student fully recognizes when the audience does not understand and makes some appropriate adjustments.	Student fully recognizes when the audience does not understand and makes mostly appropriate adjustments.	
9. Pertinence of Information	< 25% of the material presented is essential to the topic and objectives.	25-49% of the material presented is essential to the topic and objectives.	50-75% of the material presented is essential to the topic and objectives.	>75% of the material presented is essential to the topic and objectives.	
10. Information accuracy	Potentially harmful information presented OR completely inaccurate information provided.	Mostly inaccurate information provided throughout the presentation.	Mostly accurate information provided throughout the presentation.	Accurate information provided throughout the presentation.	
11. Synthesis of evidence	The work lacks a conclusion.	Overall conclusion is contrary to the evidence presented or new evidence is presented in the conclusion. .	Overall conclusion is not entirely supported by the evidence presented.	Overall conclusion is consistent with evidence presented.	

VERBAL COMMUNICATION – P3

The elements contributing to the curricular outcome of verbal communication will be evaluated using the scale provided. For each element, please place the number in the box that best describes the student's performance. Identify the student's overall performance below with commentary as necessary and provide feedback for all elements for which a 0 or 1 is earned.

Element	0	1	2	3	NA
Presentation Style					
1. Transition and flow	Presentation includes the infrequent use of transition and flows logically for most of it.	Presentation includes the occasional use of smooth transitions and flows logically for most of it.	Presentation includes the frequent use of smooth transitions and flows logically for most of it.	Entire presentation includes the use of smooth transitions and flows logically.	
2. Use of verbal distractors	Moderate use of verbal distractors (e.g., ahs, ums, ok) but the impact of the presentation is preserved.	Minimal, but noticeable, use of verbal distractors (e.g., ahs, ums, ok).	Use of verbal distractors (e.g., ahs, ums, ok) not noticeable.	Presentation is completely devoid of the use of verbal distractors (e.g., ahs, ums, ok).	
3. Pace	Inappropriate pace (i.e., too fast or too slow) throughout the entire presentation.	Appropriate pace through <50% of the presentation.	Appropriate pace through 50-75% of the presentation.	Appropriate pace through >75% of the presentation.	
4. Voice projection	Too loud/too soft throughout the entire presentation.	Appropriate voice projections through <50% of the presentation.	Appropriate voice projection through 50-75% of the presentation.	Appropriate voice projection through >75% of the presentation.	
5. Use of nonverbal distractors	Moderate use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use) but the impact of the presentation is preserved.	Minimal, but noticeable, use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use).	Minimal use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use), but not noticeable.	Presentation is completely devoid of the use of nonverbal distractors (e.g., swaying, inappropriate posture, inappropriate laser pointer use).	
6. Eye contact	Maintains eye contact and scans the audience through < 50% of the presentation.	Maintains eye contact and scans the audience through 50-75% of the presentation.	Maintains eye contact and scans the audience through 76-99% of the presentation.	Maintains eye contact and scans the audience throughout the entire presentation.	

Presentation Content					
7. Terminology	Excessive use of inappropriate terminology.	Moderate use of inappropriate terminology.	Mostly appropriate level of terminology used throughout.	Appropriate level of terminology used throughout.	
8. Audience comprehension	Student fails to recognize when the audience does not understand.	Student partially recognizes when the audience does not understand but fails to make appropriate adjustments.	Student fully recognizes when the audience does not understand and attempts to make appropriate adjustments.	Student fully recognizes when the audience does not understand and to makes appropriate adjustments.	
9. Pertinence of Information	<50% of the material presented is essential to the topic and objectives.	50-75% of the material presented is essential to the topic and objectives.	76-99% of the material presented is essential to the topic and objectives.	All material presented is essential to the topic and objectives.	
10. Information accuracy	Potentially harmful information presented OR completely inaccurate information provided.	Mostly inaccurate information provided throughout the presentation.	Mostly accurate information provided throughout the presentation.	Accurate information provided throughout the presentation.	
11. Synthesis of evidence	Overall conclusion is contrary to the evidence presented or new evidence is presented in the conclusion. .	Overall conclusion is not entirely supported by the evidence presented.	Overall conclusion is consistent with evidence presented.	Overall conclusion is consistent with evidence presented and incorporates knowledge from the clinical, social, and/or administrative sciences as applicable (e.g., cost issues, quality of life, mortality, etc.).	

WRITTEN COMMUNICATION – P1

The elements contributing to the curricular outcome of written communication will be evaluated using the scale provided. For each element, please place the number in the box that best describes the student's performance. Identify the student's overall performance below with commentary as necessary and provide feedback for all elements for which a 0 or 1 is earned

Element	0	1	2	3	NA
Writing Proficiency					
1. Proper grammar	Three or more grammatical errors present.	Two grammatical errors present.	One grammatical error present.	Complete absence of grammatical errors.	
2. Accurate spelling	Three or more spelling errors present.	Two spelling errors present.	One spelling error present.	Complete absence of spelling errors.	
3. Transition and flow	Written work lacks any transitions and lacks logical flow.	Written work includes the use of smooth transitions <50% of the time and demonstrates significant gaps in logical flow.	Written work includes the use of smooth transitions <50% of the time and flows logically for most of it.	Written work includes the use of smooth transitions $\geq$50% of the time and flows logically for most of it.	
4. Reference format	No references are present.	<50% of the references are in the correct format.	50-75% or less of the references are in the correct format.	76-99% of the references are in the correct format.	
5. Reference citation	No references are present.	<50% of the references are accurately cited within the document.	50-75% of the references are accurately cited within the document.	76-99% of the references are accurately cited within the document.	

Writing Content					
6. Reference relevance	None of the references are related to the topic.	<50% of the references are related to the topic OR </=50% of the critical references are included.	50-75% or less of the references are related to the topic OR 75% or less of the critical references are included.	76-99% of the references are related to the topic OR 76-99% of the critical references are included.	
7. Reference Credibility	None of the references are credible.	<50% of the references are credible.	50-75% of the references are credible.	76-99% of the references are credible.	
8. Terminology	Excessive use of inappropriate terminology.	Moderate use of inappropriate terminology.	Mostly appropriate level of terminology used throughout.	Appropriate level of terminology used throughout.	
9. Pertinence of Information	<25% of the material presented is essential to the topic and objectives.	25-50% of the material presented is essential to the topic and objectives.	50-75% of the material presented is essential to the topic and objectives.	>75% of the material presented is essential to the topic and objectives.	
10. Information accuracy	Potentially harmful information presented OR completely inaccurate information provided.	Mostly inaccurate information provided throughout the presentation.	Mostly accurate information provided throughout the presentation.	Accurate information provided throughout the presentation.	
11. Synthesis of evidence	Written work lacks a conclusion.	Overall conclusion is contrary to the evidence presented or new evidence is presented in the conclusion. .	Overall conclusion is not entirely supported by the evidence presented.	Overall conclusion is consistent with evidence presented.	

WRITTEN COMMUNICATION – P2

The elements contributing to the curricular outcome of written communication will be evaluated using the scale provided. For each element, please place the number in the box that best describes the student's performance. Identify the student's overall performance below with commentary as necessary and provide feedback for all elements for which a 0 or 1 is earned.

Element	0	1	2	3	NA
Writing Proficiency					
1. Proper grammar	Three or more grammatical errors present.	Two grammatical errors present.	One grammatical error present.	Complete absence of grammatical errors.	
2. Accurate spelling	Three or more spelling errors present.	Two spelling errors present.	One spelling error present.	Complete absence of spelling errors.	
3. Transition and flow	Written work includes the poor use of transitions and demonstrates significant gaps in logical flow.	Written work includes the use of smooth transitions <50% of the time and flows logically for most of it.	Written work includes the use of smooth transitions 51-75% of the time and flows logically for most of it.	Written work includes the use of smooth transitions 76-99% of the time and flows logically for most of it.	
4. Reference format	<50% of the references are in the correct format.	50-75% or less of the references are in the correct format.	76-99% of the references are in the correct format.	All references are in the correct format.	
5. Reference citation	<50% of the references are accurately cited.	50-75% of the references are accurately cited.	76-99% of the references are accurately cited within the document.	All references are accurately cited within the document.	

Writing Content					
6. Reference relevance	<50% of the references are related to the topic OR <50% of the critical references are included.	50-75% or less of the references are related to the topic OR 51-75% or less of the critical references are included.	76-99% of the references are related to the topic OR 76-99% of the critical references are included.	All references are related to the topic and all critical references are included.	
7. Reference credibility	<50% of the references are credible.	50-75% of the references are credible.	76-99% of the references are credible.	All references are credible.	
8. Terminology	Excessive use of inappropriate terminology.	Moderate use of inappropriate terminology.	Mostly appropriate level of terminology used throughout.	Appropriate level of terminology used throughout.	
9. Pertinence of Information	<25% of the material presented is essential to the topic and objectives.	25-49% of the material presented is essential to the topic and objectives.	50-75% of the material presented is essential to the topic and objectives.	>75% of the material presented is essential to the topic and objectives.	
10. Information accuracy	Potentially harmful information presented OR completely inaccurate information provided.	Mostly inaccurate information provided throughout the presentation.	Mostly accurate information provided throughout the presentation.	Accurate information provided throughout the presentation.	
11. Synthesis of evidence	Written work lacks a conclusion.	Overall conclusion is contrary to the evidence presented or new evidence is presented in the conclusion. .	Overall conclusion is not entirely supported by the evidence presented.	Overall conclusion is consistent with evidence presented.	

WRITTEN COMMUNICATION – P3

The elements contributing to the curricular outcome of written communication will be evaluated using the scale provided. For each element, please place the number in the box that best describes the student's performance. Identify the student's overall performance below with commentary as necessary and provide feedback for all elements for which a 0 or 1 is earned.

Element	0	1	2	3	NA
Writing Proficiency					
1. Proper grammar	Three or more grammatical errors present.	Two grammatical errors present.	One grammatical error present.	Complete absence of grammatical errors.	
2. Accurate spelling	Three or more spelling errors present.	Two spelling errors present.	One spelling error present.	Complete absence of spelling errors.	
3. Transition and flow	Written work includes the use of smooth transitions <50% of the time and flows logically for most of it.	Written work includes the use of smooth transitions 50-75% of the time and flows logically for most of it.	Written work includes the use of smooth transitions 76-99% of the time and flows logically for most of it.	Entire written work includes the use of smooth transitions and flows logically.	
4. Reference format	<50% of the references are in the correct format.	50-75% or less of the references are in the correct format.	76-99% of the references are in the correct format.	All references are in the correct format.	
5. Reference citation	<50% of the references are accurately cited.	50-75% of the references are accurately cited.	76-99% of the references are accurately cited within the document.	All references are accurately cited within the document.	

Writing Content					
6. Reference relevance	<50% of the references are related to the topic OR <50% of the critical references are included.	50-75% or less of the references are related to the topic OR 51-75% or less of the critical references are included.	76-99% of the references are related to the topic OR 76-99% of the critical references are included.	All references are related to the topic and all critical references are included.	
7. Reference credibility	<50% of the references are credible.	50-75% of the references are credible.	76-99% of the references are credible.	All references are credible.	
8. Terminology	Excessive use of inappropriate terminology.	Moderate use of inappropriate terminology.	Mostly appropriate level of terminology used throughout.	Appropriate level of terminology used throughout.	
9. Pertinence of information	<50% of the material presented is essential to the topic and objectives.	50-75% of the material presented is essential to the topic and objectives.	76-99% of the material presented is essential to the topic and objectives.	All material presented is essential to the topic and objectives.	
10. Information accuracy	Potentially harmful information presented OR completely inaccurate information provided.	Mostly inaccurate information provided throughout the presentation.	Mostly accurate information provided throughout the presentation.	Accurate information provided throughout the presentation.	
11. Synthesis of evidence	Overall conclusion is contrary to the evidence presented or new evidence is presented in the conclusion.	Overall conclusion is not entirely supported by the evidence presented.	Overall conclusion is consistent with evidence presented.	Overall conclusion is consistent with evidence presented and incorporates knowledge from the clinical, social, and/or administrative sciences as applicable (e.g., cost issues, quality of life, mortality, etc.).	

CRITICAL THINKING / PROBLEM SOLVING – P1

The elements contributing to the curricular outcome of critical thinking / problem solving will be evaluated using the scale provided. For each element, please place the number in the box that best describes the student's performance.   Identify the student's overall performance below with commentary as necessary and provide feedback for all elements for which a 0 or 1 is earned.

Element	0	1	2	3	NA
1. Problem identification	Identifies <50% of the major problems.	Identifies 50-75% of the major problem(s) independently or with assistance.	Independently identifies 76-99% of the major problem(s).	Independently identifies all major problem(s).	
2. Problem prioritization	Prioritizes <50% of the major problems.	Independently prioritizes 50-75% of the major problem(s) OR requires assistance in prioritizing the major problem(s).	Independently prioritizes 76-99% of the major problem(s).	Independently prioritizes all major problem(s).	
3. Identifies solutions	Identifies <50% of the possible solutions.	Independently identifies 50-75% of the possible solutions without considering situation and/or case-specific findings OR requires assistance in identifying solutions.	Independently identifies 76-99% of the possible solutions without considering situation and/or case-specific findings.	Independently identifies all possible solutions without considering situation and/or case-specific findings.	
4. Evidence evaluation	Fails to identify appropriate evidence.	Requires assistance in identifying appropriate evidence OR inaccurately evaluates the evidence.	Independently identifies appropriate evidence but provides only a partial, accurate evaluation of it.	Independently identifies appropriate evidence and accurately evaluates it.	
5. Support for conclusion(s)	Overall conclusion is contrary to the evidence presented.	Overall conclusion is not supported by the evidence presented.	Overall conclusion is not entirely supported by the evidence presented.	The rationale to the solution(s) is consistent with evidence presented.	

CRITICAL THINKING / PROBLEM SOLVING – P2

The elements contributing to the curricular outcome of critical thinking / problem solving will be evaluated using the scale provided. For each element, please place the number in the box that best describes the student's performance.   Identify the student's overall performance below with commentary as necessary and provide feedback for all elements for which a 0 or 1 is earned.

Element	0	1	2	3	NA
1. Problem identification	Identifies <50% of the major problems.	Identifies 50-75% of the major problem(s) independently or with assistance.	Independently identifies 76-99% of the major problem(s).	Independently identifies all major problem(s).	
2. Problem prioritization	Prioritizes <50% of the major problems.	Independently prioritizes 50-75% of the major problem(s) OR requires assistance in prioritizing the major problem(s).	Independently prioritizes 76-99% of the major problem(s).	Independently prioritizes all major problem(s).	
3. Identifies solutions	Identifies <50% of the possible solutions.	Independently identifies 50-75% of the possible solutions without considering situation and/or case-specific findings OR requires assistance in identifying solutions.	Independently identifies 76-99% of the possible solutions without considering situation and/or case-specific findings.	Independently identifies all possible solutions without considering situation and/or case-specific findings.	
4. Evidence evaluation	Fails to identify appropriate evidence.	Requires assistance in identifying appropriate evidence OR inaccurately evaluates the evidence.	Independently identifies appropriate evidence but provides only a partial, accurate evaluation of it.	Independently identifies appropriate evidence and accurately evaluates it.	
5. Support for conclusion(s)	Overall conclusion is contrary to the evidence presented.	Overall conclusion is not supported by the evidence presented.	Overall conclusion is not entirely supported by the evidence presented.	The rationale to the solution(s) is consistent with evidence presented.	

CRITICAL THINKING / PROBLEM SOLVING – P3

The elements contributing to the curricular outcome of critical thinking / problem solving will be evaluated using the scale provided. For each element, please place the number in the box that best describes the student's performance.   Identify the student's overall performance below with commentary as necessary and provide feedback for all elements for which a 0 or 1 is earned.

Element	0	1	2	3	NA
1. Problem identification	Independently identifies <75% of the major problem(s) OR requires assistance in identifying the major problem(s).	Independently identifies 76-99% of the major problem(s).	Independently identifies all major problem(s).	Independently identifies all problems, incorporating knowledge from the clinical, social, and/or administrative sciences as applicable (e.g., cost issues, quality of life, mortality, etc.).	
2. Problem prioritization	Independently prioritizes <75% of the major problem(s) OR requires assistance in prioritizing the major problem(s).	Independently prioritizes 76-99% of the major problem(s).	Independently prioritizes all major problem(s).	Independently prioritizes all problems, incorporating knowledge from the clinical, social, and/or administrative sciences as applicable (e.g., cost issues, quality of life, mortality, etc.).	
3. Identifies solutions	Independently identifies <75% of the possible solutions without considering situation and/or case-specific findings OR requires assistance in identifying solutions.	Independently identifies 76-99% of the possible solutions without considering situation and/or case-specific findings.	Independently identifies all possible solutions without considering situation and/or case-specific findings.	Independently identifies all plausible situation and/or case-specific solutions.	

4. Evidence evaluation	Fails to identify or requires assistance in identifying appropriate evidence OR inaccurately evaluates or fails to evaluate the evidence.	Independently identifies appropriate evidence but provides only a partial, accurate evaluation of it.	Independently identifies appropriate evidence and accurately evaluates it.	Independently identifies the most appropriate evidence and accurately evaluates it.	
5. Support for conclusion(s)	Overall conclusion is contrary to the evidence presented.	Overall conclusion is not entirely supported by the evidence presented.	The rationale to the solution(s) is consistent with evidence presented.	The rationale to the solution(s) is consistent with evidence presented and incorporates knowledge from the clinical, social, and/or administrative sciences as applicable (e.g., cost issues, quality of life, mortality, etc.).	

Student Evaluations of Courses and Faculty

Completion of Course Evaluations is a component of professionalism. Students are expected to complete all posted course and instructor evaluations by the specified date. All evaluation links are emailed to students from the Office of the Dean at the conclusion of course delivery (most often the end of the semester). Please note that to reduce the burden of evaluation completion by the students, not every course is evaluated every time it is delivered.

The feedback provided to course coordinators and faculty is of extreme importance in JCP's continuous quality improvement. It is expected that students will voice their comments and criticisms in a constructive manner and positive tone. It should be noted that the expression of criticism or problems through the use of abusive language or disruptive behavior directed toward a class or an instructor is inconsistent with the demeanor aspiring professionals should be seeking to develop and will not be considered in the review of the course.

EXPERIENTIAL EDUCATION POLICIES AND PROCEDURES

Experiential Educational Team and Contact Information

Dominique Fields, PharmD, BCPS*
Director of Experiential Education
Office: 215-955-9055
Cell: 609-352-7559
dominique.fields@jefferson.edu

Anyta Thomas
Administrative Assistant
Office: 215-503-6416
anyta.thomas@jefferson.edu

* Dr. Fields is the Course Coordinator for all APPE and IPPE courses. Students are expected to communicate APPE and IPPE matters with Dr. Fields unless: (1) instructed specifically otherwise; or (2) students are faced with a time-sensitive matter and have reason to believe Dr. Fields will not be able to address their issue within the time needed.

Part I: The Introductory Pharmacy Practice Experiences

The Introductory Pharmacy Practice Experiences (IPPEs) will provide students with a minimum of 300 hours of practice based experiences within the first three professional years of the curriculum before they begin their Advanced Pharmacy Practice Experiences (APPEs). The majority of time for each individual IPPE will take place in pharmacy practice and/or patient care settings with a small percentage of time spent in supporting activities on campus at the JCP.

IPPEs will include direct interaction with diverse patient populations in a variety of practice settings and involve collaboration with other health care professionals and providers. The pharmacy practice experiences have been designed to integrate, apply, reinforce and advance the knowledge, skills, attitudes and values that are taught and developed in the didactic coursework at JCP. The IPPE courses will also provide the opportunity for students to explore some of the many career opportunities available to pharmacists. IPPE courses are scheduled in the following practice settings.

First Year (P1)
Community Pharmacy	40 hours	1 credit
Healthcare Related Service-Learning	42 hours	1 credit

Second Year (P2)
Hospital Pharmacy	40 hours	1 credit
Ambulatory Care Practice	40 hours	1 credit

Third Year (P3)
Direct Inpatient Care	84 hours	2 credits
Selective	84 hours	2 credits

Part II: The Advanced Pharmacy Practice Experiences

APPEs will be completed during the P4 Year. Each student will be assigned to complete six APPE courses that are each 6 weeks in duration, providing students with 1440 hours of practice-based experiences. The six APPE courses are as follows:

Core APPE Courses

Community Pharmacy	240 hours	6 credits
Hospital Pharmacy	240 hours	6 credits
Ambulatory Care	240 hours	6 credits
Inpatient/Acute Care	240 hours	6 credits

Elective APPE Courses

Elective - Direct Patient Care	240 hours	6 credits
Elective - Open	240 hours	6 credits

APPEs will include interaction with diverse patient populations in a variety of practice settings and involve collaboration with other health care professionals and providers – including patients and their families. These pharmacy practice experiences are intended to integrate, apply, reinforce and advance the knowledge, skills, attitudes and values taught and developed during the first three professional years of study at the JCP. APPEs are designed in scope, intensity and duration to support each student's successful achievement of the professional competencies established by JCP and ACPE. APPEs are also intended to provide the opportunity for students to explore some of the diverse career opportunities available to pharmacists.

Part III: Student Eligibility to Participate in IPPE and APPE Courses

Students must be in good academic standing in order to begin or continue participation in the experiential coursework. Students must be properly registered for each experiential course in order to participate and earn credit and receive a grade. Students must have completed all prerequisite eligibility requirements for JCP students; either for 'new' students or 'returning' students (whichever is applicable) as outlined on the JCP website, as communicated by the Associate Dean of Student Affairs or the Director of Experiential Education, or as listed in this <u>Manual </u>or in the course syllabus. Students should expect that preceptors at experiential sites may request documentation of having met these prerequisite requirements (see Health, Safety, and Legal Prerequisites and Site-Specific Prerequisite sections below).

Each student is responsible to assure that all necessary prerequisites are fulfilled in a timely manner. **Failure to complete any necessary prerequisite or to provide any requested documentation will jeopardize a student's ability to participate in on-site activities which may result in a student's dismissal from the site (either temporarily or permanently)**. All missed time will need to be made-up. When such dismissal results in an inability for the student to complete the experiential course within the allotted timeframe, the course may need to be repeated or rescheduled which, in turn, may delay a student's academic progression, result in additional fees, and/or delay a student's graduation.

Prerequisites can be completed at the JOHN located at 833 Chestnut Street Building, 2nd floor (215-955-6835). Students are also required to update their medical record for any current prescription medications.

<u>Health, Safety, and Legal Prerequisites and Precautions</u>
To ensure the health and safety of students, fellow professionals, and patients, JCP and our site partners require students to provide documentation of various prerequisites. All students **must** comply with these prerequisites in order to participate in APPEs. The Associate Dean for Student Affairs is responsible for assuring that all students have complied with the prerequisites on an annual basis. **Students should consult the list of the prerequisite specifics on the JCP website as these are subject to review and potential updating on short notice.**

Generally speaking, prerequisites tend to fall within three categories: Health, Safety, or Legal. Examples of items within the health prerequisites include health insurance, physical exams, tuberculosis test, and vaccinations. Examples of items within the safety prerequisites include background checks (child abuse clearance and/or criminal background check), safety training, and blood borne pathogen training. Examples of items within the legal prerequisites include confidentiality (HIPAA) training and harassment training.

Unanticipated Medical Issues While On-Site: A student may experience a medical event, such as fainting, severe anxiety, or other health situation that requires medical care be administered on site. If this occurs, preceptors and students should follow the procedures outlined by the practice site. Once the acute medical needs have been addressed, **students are expected to notify the IPPE or APPE Course Coordinator of such an event.**

Exposure to Blood/Body Fluids and Infection Control Precautions: Universal precautions are to be incorporated as a standard aspect of practice when students are in environments that involve patient care. When a patient pierces their skin with a needle, there is always a risk of exposure to body fluids. Similarly, when an infectious patient is coughing, there is risk of exposure. In the event that a student is exposed to a patient's blood or body fluids, the student should alert their preceptor immediately and seek medical attention as soon as possible. In the event of such exposure, students should follow the safety procedures outlined by the practice site. Students who are exposed to another persons' blood or body fluids during the course of their clinical rotations or lab should report to JOHN as soon as possible after the exposure. If the exposure occurs after normal working hours, the student should report to Jefferson's Emergency Department. JOHN follows the Public Health Service's Guidelines for Exposure to HIV, Hepatitis C and Hepatitis B. If a student is on a rotation outside of Jefferson, they are advised to contact JOHN for direction. Students unable to return to JOHN or to Jefferson's Emergency Department should be seen in the closest emergency

department. Care for this visit is charged to the student's insurance. Further information regarding our exposure protocol may be viewed on the JOHN Website at the following link: https://www.jefferson-health.org/clinical-specialties/occupational-health-network. Students and/or preceptors should **inform the IPPE or APPE Course Coordinator of such an event as soon as possible.**

Site–Specific Prerequisites
A number of IPPE and APPE practice facilities have established additional site-specific prerequisites for students. Examples of these site-specific prerequisites may include medical components such as urine drug screening and/or non-medical components such as fingerprinting. As advised of these prerequisites, the Experiential Education Team will provide this information to students via email or in CoreELMS as an assigned requirement or other means. Each student is responsible to complete these prerequisites in a timely manner.

Additional Eligibility to Participate in APPE Courses
Students must have completed all matriculation requirements for JCP 'returning' P4 students as outlined on the JCP website. Prior to beginning their APPE courses, students must be licensed as interns with the Pennsylvania State Board of Pharmacy. They also must be certified in CPR/BLS throughout all six APPE courses.

Intern Licensure
Pennsylvania: All JCP students are required to be registered as interns with the Pennsylvania State Board of Pharmacy prior to the start of their APPEs. A copy of a student's Pennsylvania Intern License must be on file in the JCP Dean's office in order for a student to begin APPE courses. All state Boards of Pharmacy recognize the hours obtained during the APPEs as meeting part of the requirements for pharmacist licensure. In most states, the APPE hours will meet the total requirement for internship hours; in other states those hours will meet only part of the required internship hours. Whether or not a student is planning to become licensed as a pharmacist in Pennsylvania, it is prudent for all students to be in a position to have their APPE hours registered with the Pennsylvania Board. History suggests that it is not uncommon for students' plans for licensure to change as they progress through their APPE year. Questions about the intern application process should be directed to the Dean. All students will be expected to enter their hours for each APPE Block via the CORE ELMS hours tracking tab. Preceptors will be prompted to approve these student hours throughout the rotation. Additionally, as part of the final APPE course evaluation, the preceptor will attest that the student has met the hourly requirement for the experience.

Outside Pennsylvania (Other States): Students are responsible for being aware of the licensure requirements for any state in which they are assigned to APPEs. Upon a student's direction, the Dean's office will complete and submit required forms to any state's Board of Pharmacy. Licensure requirements are established on a state-by-state basis. **It is each student's responsibility to be familiar with the specific requirements in each state to which they are assigned for their APPE.** Should students have any questions about a state's requirements, they should correspond directly with that state's Board of Pharmacy. Whenever possible, this correspondence should be done in writing with copies of all correspondence saved. Written documentation provides students with greater protection than relying on verbal communications.

Note: **At JCP, communications with all state Boards of Pharmacy occurs through the Dean's Office**. Thus, students who have any questions about intern or pharmacist licensure in any state may find value in arranging to meet with and receive guidance from the Dean.

BLS/CPR Certification
Students need to have an active *BLS/CPR Certification for Healthcare Providers* throughout their APPE assignments. Students must provide documentation of this certification before being permitted to begin

their first APPE. This certification training typically is a few hours in duration. The course is offered by numerous organizations; including the American Heart Association, the American Red Cross, and JeffStat (which is part of Jefferson and certifies many of Jefferson's healthcare providers). Students may identify more convenient sources for obtaining this certificate, as well. Some organizations offer evening and/or weekend courses. A BLS/CPR certificate is valid for 2 years. Students must assure that their certification remains active until the conclusion date of their final APPE.

Part IV: Process for Identifying and Assigning IPPEs and APPEs

IPPEs

IPPE assignments for students in their P1, P2, and P3 years are determined via the SmartMatch function within CORE ELMS. This computerized system is designed to optimize selections based on preferences submitted by the entire cohort of students, not for any individual student. This process occurs in advance of each semester, typically, in October and April of each year. Students are advised to review the list of options specific to their IPPE course for the upcoming semester via the Research Center within CORE ELMS. Students are then asked to rank their interests in placements at available potential sites. Students are provided approximately 2 weeks to complete the questionnaire. Students are simultaneously asked to complete an electronic questionnaire regarding planned living arrangements and access to transportation. Placements are not based on a first come, first served basis. Students who do not submit their preferences are considered to have 'no preference'.

APPEs

APPE assignments will be based on students ranking their preferences in the SmartMatch scheduling section of the CORE ELMS software program. This SmartMatch computer program is designed to optimize selections based on preferences submitted by the entire class of students, not for any individual student. Students are asked to identify their (1) site/experience preferences; (2) Block preferences for each experience within a specified timeframe; and 3) Preceptor preferences. Once all student preferences are entered into the SmartMatch computer program, the program is then run to develop a preliminary assignment schedule. That schedule is reviewed by the JCP Experiential Education Team prior to release to the students and preceptors. Review and release of the assignment schedule by the APPE Course Coordinator is deemed to be final.

JCP reserves the right to change IPPE and/or APPE assignments at any time based on site management issues or other relevant cause. In such situations, the Experiential Education Team attempts to notify students and/or preceptors in a timely manner of the need for a change and assumes responsibility for reassigning the student; giving consideration to preceptor availability and the student's original site/experience preferences.

<u>**JCP Reviewed Experiences (Commonly referred to as 'In-Network' Experiences or Sites)**</u>
The JCP Experiential Education Team identifies and conducts quality reviews of our practice sites on an on-going basis for the purpose of identifying and maintaining quality experiential site partners. The JCP Experiential Education Team finalizes Affiliation Agreements with practice sites that meet the JCP criteria for experiential education partners. Sites that have been reviewed and that have entered into an Affiliation Agreement with JCP/TJU and that are within a 75 mile radius of the Center City Campus are considered "in-network." The Experiential Education Team annually identifies the availability of each site/experience, recognizing that the availability of each experience will vary from Block-to-Block and semester to semester. The JCP Experiential Education Team then populates the CORE ELMS SmartMatch with the availability information for each site/experience. All four Core APPEs must be selected from the in-network sites listed in the Research Center of CORE ELMS.

<u>**Student Identified Experiences (Commonly referred to as 'Out-of-Network' Experiences or Sites)**</u>
Students will be provided an opportunity to identify sites for their Elective APPEs that help meet their academic and career interests. In this way, students may select their Elective APPEs from both 'In-Network' and 'Out of Network' sites. These experiences are usually student identified experiences that otherwise meet the JCP course requirements and are greater than a 75mile radius of the Center City Campus.

Students are expected to inform the APPE Course Coordinator if/when they intend to pursue out-of-network opportunities. An out-of-network rotation is defined as any rotation outside of a 75mile radius of the Center City Campus. Students are also expected to keep the APPE Course Coordinator informed of any on-going communications with these sites (refer to page 12 for Guidelines for Requesting Out-of-Network APPEs.)

Only the APPE Course Coordinator can approve assignments to such experiences. **Students who intend to pursue these experiences are encouraged to begin the process well in advance of the start of their P4 year.**

Competitive Experiences
The JCP Experiential Education Team also informs students of APPEs that have a competitive application process well in advance of the start of their P4 year. These experiences include public agencies (e.g. Food and Drug Administration, Indian Health Service, Centers for Disease Control, etc.),those available through professional organizations (APhA, AMCP, PPA, etc.) and Matrix rotations, which are rotations in which students will be at the site for a minimum of 2 consecutive rotations (e.g. TJUH Matrix, HUP Matrix and CHOP Matrix). Interested students are responsible for assuring submission of their applications in a timely manner.

Assigning IPPEs and APPEs at Places of Employment
ACPE Guideline 10.16 states: **(Students are not) "placed in the specific practice area within a pharmacy practice site where they are currently employed."** In interpreting this Guideline, ACPE has discouraged colleges from assigning students to sites at which they are employed. The rationale for this interpretation is that an employee/employer relationship has the potential to conflict with a student/teacher relationship. JCP is committed to avoiding this potential conflict. Therefore, students must disclose any current or recently concluded employee/employer relationship. Students may not request assignment to sites or entities in which they have such a relationship unless they have discussed a specific request with the IPPE/APPE Course Coordinator and received approval in advance.* The decision of the IPPE/APPE Course Coordinator shall be final and non-appealable. Students who are found to have knowingly violated this policy shall be considered to be in violation of the JCP Academic Integrity Policy and will be subject to disciplinary action. The minimum disciplinary action will be that the student will not receive credit for the course **even if the course has been successfully completed.** The student will be required to repeat the course resulting in additional tuition/fees as well as the likelihood of a delay in their graduation.

*An advanced approval is rarely granted. A student would only be permitted to complete an experiential course at a site at which they are employed when there is a *specialized experience that would otherwise not be available to that student*.

Guidelines for Requesting Out-of-Network APPEs

*Any questions you may have about these Guidelines should be directed to the APPE Course Coordinato*r.

1. All *required core* APPEs must be selected from in-network sites. There is no exception to this requirement. Students are, however, permitted to identify out-of-network APPE sites for their *elective* APPEs. If students have a specific geographic area in which they are interested in pursuing an out-of-network, elective APPE, they should contact the APPE Course Coordinator at the start of their P3 year to determine if JCP has any existing out-of-network sites that have precepted JCP students in previous years.
2. All relevant APPE policies apply to out-of-network facilities. For example, students may not have an employer-employee relationship with the facility/company. Additionally, at least one of the elective APPEs must involve direct patient care.
3. **When feasible, international experiences are all considered to fulfill the requirement for the non-patient care APPE elective, even if the experience involves direct interaction with patients.** This classification has been made because the site (and typically also the preceptor) is not licensed or accredited by a licensing body in the United States. JCP's Experiential Education Team consults with TJU's Office of International Affairs on all requests that require foreign travel. Students who are pursuing international experiences will be requested to meet with the Office of International Affairs regarding overseeing experiences, travel, insurance, etc.

4. **Students interested in pursuing an out-of-network APPE elective *must* email the APPE Course Coordinator with all of the following information (no exceptions):**
   a. Name of facility
   b. Location of facility
   c. Name and job title of preceptor – i.e. the **pharmacist** responsible for overseeing training
   d. Type of experience - (e.g. ambulatory care, intensive care unit, hospital, community, etc.)
   e. Contact information of preceptor – at an absolute minimum, an e-mail address and a phone number
   f. Contact information for 'contracting' person – Who is authorized to sign a contract (Affiliation Agreement) with JCP? What is that individual's title and contact information?
   g. Any additional relevant information regarding their interest in this particular out-of-network APPE elective. Students are encouraged to request to meet with the APPE Course Coordinator to discuss their interests.
5. After review of the information submitted by the student, the APPE Course Coordinator will advise the student whether-or-not JCP intends to pursue the APPE opportunity on their behalf.
6. Once a decision is made to pursue the elective out-of-network APPE, the APPE Course Coordinator will contact the preceptor and/or the 'contracting' person to share additional details and to attempt to finalize an Affiliation Agreement. The Affiliation Agreement with the out-of-network site must be finalized before the APPE elective can take place.
7. **Once a student agrees to participate in an out-of-network experience/site, they are obligated to do so** (barring extraordinary circumstances). If a student breaks the agreement to participate in this out-of-network APPE, the APPE Course Coordinator will not guarantee that a replacement site can be found in a timely fashion; therefore, this action may result in the delay of a student's graduation.
8. Students are responsible for all costs associated with out-of-network experiences.

Part V: Student Professionalism

<u>Initial Contact with Preceptor</u>
Students will be provided with specific information (email address and/or phone number) for contacting their assigned preceptors. When contacting preceptors, students should always provide clear, complete, and concise information. Students are encouraged to contact their preceptors to introduce themselves, including providing information as to, the rotation they will be on, and the starting and ending dates of the experience Students should also use this contact opportunity to inquire about the following information: 1) site-specific requirements; 2) plans for the first day (including orientation); 3) recommendations for preparation prior to their arrival (e.g. review of any specific clinical guidelines, etc.); 4) expected arrival time and hours of attendance; 5) parking information; 6) appearance code; and 7) procedure for obtaining an ID badge. **A student's failure to contact their preceptor in advance of each IPPE or APPE could be perceived as unprofessional by the preceptor and could result in a less than optimal start to the experience. This lack of communication could also result in a delay in the start of a student's rotation.**

IPPE: Unless instructed otherwise, students are expected to contact their preceptors **<u>about one week</u>** in advance of the start of each experience. In the event that the student is unable to reach their preceptor in a timely manner, please contact the IPPE Course Coordinator for assistance.

APPE: Unless instructed otherwise, students are expected to contact their preceptors **<u>at least 4 weeks</u>** in advance of the start of each experience. In the event that the student is unable to reach their preceptor in a timely manner, please contact the APPE Course Coordinator for assistance.

<u>Transportation/Parking/Expenses</u>
Students are responsible for their expenses while participating in all IPPEs and APPEs. These expenses may include, but are not limited to, costs associated with participation requirements, food, travel, parking, insurance, living expenses, etc. Students should remain cognizant of these potential expenses especially when selecting IPPEs and APPEs. The Commuter Services Office (CSO), located in the [Jefferson Bookstore](#) at 1009 Chestnut Street, provides mass transit and parking information to eligible Jefferson students. For more information call (215) 955-6417 or visit the CSO online at https://www.jefferson.edu/university/customer_service/commuter.html.

<u>Financial Compensation</u>
Students earn academic credit upon successful completion of each experiential education course. **Students are not deemed to be employees of the site while fulfilling their academic requirements. They may not receive or accept stipends, financial remuneration, or employee benefits for any part of their participation in their experiential education. As an employer-employee relationship is not established, various laws (e.g. unemployment compensation, minimum wage, income tax withholding, social security, etc.) do not apply to students.**

<u>Compliance with Practice Site Policies and Procedures</u>
Preceptors will advise students of relevant site-specific policies and procedures and **students must comply with all such policies and procedures of the practice site**. Students must recognize that they are guests at each of their sites and must respect the practice site's property and environment. Students must return all site property when requested to do so. The cost to repair any damaged property or the cost of any fines levied by the site (e.g. for past-due items) will be the responsibility of the student. Students are expected to maintain all areas in their original condition (e.g. removal of all trash, personal items). It is not the site's responsibility to clean-up after students. Failure to comply with any of the above may result in disciplinary action by the site or by JCP.

Use of Personal Electronic Devices
The **personal use** of electronic devices such as cell phones or internet access devices at an experiential site is **not permitted**.* The use of these devices in support of educational purposes or for obtaining information in support of health care services is permitted. Preceptors have been instructed to consider the appropriateness of a student's use of these devices when completing the student's evaluation.

*Students are permitted to carry devices in the event the Jeff*ALERT* Emergency Notification System is activated. Such devices should be placed on vibrate for this purpose.

Appearance Code
Appearance serves as a direct reflection of professionalism. Students should always be groomed and dressed in a manner that will help them to establish rapport with both patients and fellow healthcare providers. The JCP faculty, therefore, encourages students to establish habits of demeanor, grooming and dress that will assist them throughout their professional career. A preceptor has the right to disallow a student to interact at a site if the preceptor believes that a patient and/or staff member may be uncomfortable with the student's appearance.

Students are expected to conform to the appearance code standards of their assigned sites. For example, students should anticipate that many sites will restrict the wearing of open-toed shoes due to infection control regulations or safety concerns. Other sites may place a limit on length of fingernails. Students should check with their preceptor prior to the first experiential day to ascertain any specific appearance code requirements. Sites may require that heavy colognes/perfumes/aftershave/scented skin creams not be worn, as individuals may be sensitive and/or allergic to these products.

Additionally, unless otherwise instructed by the site preceptor, a student should wear a **clean**, short, white lab coat identifying them as a JCP student pharmacist (embroidery, JCP ID badge/pin, etc.) at all times when the student is at the experiential site. In addition to (or, possibly, in place of) the Jefferson ID, the preceptor may issue a site-specific ID badge.

Part VI: IPPE/APPE Attendance/Assignment Policies

IPPE Schedule

All IPPE scheduling has been arranged between JCP and the IPPE preceptors. Students must fulfill the attendance requirement in order to be eligible to receive a passing grade for the course. The P1 and P2 IPPEs have been designed to involve students for 3-4 hours each week (42 hours for IPPE I and 40 hours for IPPE II, III & IV) per semester. P3 IPPEs have been designed to involve students for 6 hours each week (84 hours per semester). Travel time is not counted towards the required hours.

The student should treat their preceptor as they would an employer and provide notice of any schedule changes as early as possible. Students must obtain approval from their preceptor **AND** inform the IPPE Course Coordinator when any deviations occur to the schedule established by the preceptor. Any deviation to a student's IPPE schedule must be communicated to the IPPE Course Coordinator **in advance** of implementing the proposed schedule change

IPPE Attendance

Weekly attendance is required at all IPPE sessions – both on-site and on-campus. Accountability and presence serve as a direct reflection of students' professionalism and commitment to learning. Proper attendance is a component of professionalism and preceptors have the opportunity to reflect unacceptable attendance within the 'Professionalism' section of the IPPE evaluation form. It is essential that students respect the investment that preceptors are making on their behalf and be present each week. Students will input their hours via CORE ELMS for the preceptor to confirm at the end of the semester. Additionally the preceptor will have the opportunity to attest that each student has successfully completed their hourly requirements via the final IPPE evaluation.

Makeup IPPE Sessions
All missed IPPE time (i.e. full session or lateness) must be made up at a time and in a manner mutually agreed up by both the preceptor AND the Course Coordinator. The methods by which missed time will be made up include:
1. The preceptor identifies a time for an on-site session to replace the missed on-site session;
2. The preceptor identifies an additional off-hours assignment that would require the student to spend an amount of time equal to the amount of missed time (e.g. an additional written or verbal assignment, attendance at an evening professional meeting); or
3. The preceptor contacts the Course Coordinator and requests that the Course Coordinator identify an additional assignment(s) for the student.

APPE Attendance

Students must fulfill the attendance requirement in order to be eligible to receive a passing grade for the course. Preceptors will provide students with the daily/weekly 'hours' for their sites (including allowable break time). All students are to adhere to the rotation attendance expectations and are required to spend a *minimum* of 40 hours per scheduled week at the site in order to earn academic credit for the rotation experience. Travel time is not counted towards the required hours. **Preceptors will be expected to confirm student hours via CORE ELMS as well as attest that each student has successfully completed their hourly requirements via the final APPE evaluation**

Students should expect that hours of attendance will deviate from one experience to another. Students should also expect that the total amount of time needed to complete the requirements for each APPE course will not be consistent from experience to experience. Generally, acute care and ambulatory care experiences will be more time-intensive. Employed students are expected to consider this variability prior to making commitments to work. "I needed to work" is not an acceptable reason for missing assignment deadlines, arriving late, or leaving early.

The student should treat their preceptor as they would an employer and provide notice of any schedule changes as early as possible. Students must obtain approval from their preceptor **AND** inform the APPE Course Coordinator when any deviations occur to the schedule established by the preceptor. Any deviation to a student's APPE schedule must be communicated to the APPE Course Coordinator **in advance of implementing the proposed schedule change.** One such example of a schedule change would be when the preceptor works a schedule that deviates from the more traditional 5-day work week schedule such as a 4-day work week consisting of 10-hour work days. Preceptors will be expected to confirm student hours via CORE ELMS as well as attest that each student has successfully completed their hourly requirements via the final APPE evaluation.

Excused Missed Time

Excused Missed Time *does not* need to be made-up. Students are permitted the following Excused Missed Time:

1. Memorial Day (Monday), Labor Day (Monday), Independence Day, Thanksgiving Holiday, and MLK Day of Service (Monday). These are University holidays that overlap with the APPE schedules.
2. Any days when the experiential site is scheduled to be closed (e.g. additional observed holidays). Students will be informed of any such days by their preceptor.
3. A maximum of 3 days over the course of the entire APPE year to attend a maximum of one professional meeting. Students must obtain written approval from the APPE Course Coordinator AND their preceptor in advance of attending this meeting.
4. Any days (or parts thereof) designated by JCP to participate in selected professional activities (i.e. on campus interview training days, residency interviews). These activities may occur on- or off-campus. The APPE Course Coordinator will communicate these activities and make arrangements in advance with the student's preceptor.

Excused Absences

Excused absences must be made-up. Students should not expect preceptors to accommodate excessive absences, lateness, or early departures. The student should treat their preceptor as they would an employer and provide notice of any schedule changes as early as possible. The following parameters apply to Excused Absences:

1. Each day that a student deviates from the established schedule is considered to be one 'occurrence' for calculating an Excused Absence. Such deviations would include missed time, late arrivals, or early departures.
2. To be considered an Excused Absence, the student must contact their preceptor AND submit a request via the Absence Tracking section in CORE ELMS **prior to the expected report time of the IPPE/APPE session.** A separate request/entry must be filled out for each excused absence.
3. If the absence is due to an illness, a doctor's note may be requested.
4. Excused, missed IPPE/APPE session(s) must be made up.
5. The student should NEVER ASSUME that an absence request will be approved. The Course Coordinator has the FINAL say regarding whether an absence is approved. **Plans should not be made (e.g. conference registrations, airline tickets purchased, etc.) without first acquiring official approval by both the preceptor AND the Course Coordinator.** JCP will not be responsible for lost monies, lost jobs/residencies, etc. due to the student not following proper procedures.
6. A student shall be permitted a maximum of three Excused Absences within any one APPE (6-week period) and a total maximum of five Excused Absences over the course of all six APPEs (36 weeks). Exceeding these Excused Absences limits will place the student in jeopardy of not passing the course.
7. Students may request time-off (full day, partial day) for anticipated events (i.e. interviews, weddings, conferences, etc.). Students need to have a consistent presence on-site to permit preceptors an adequate opportunity to assess the students' ability to meet the course objectives. Therefore, Excused Absences shall be made-up in a manner and within a timeframe designated by the preceptor or, as necessary, by the Course Coordinator. At the request of the preceptor or the Course Coordinator, students may be asked to provide written documentation of the anticipated absence circumstances.

8. Students who experience extenuating, unpredictable, unavoidable circumstances (i.e. when obtaining advanced approval is not realistic) such as injury, a family emergency, or an acute debilitating illness whereby attendance could harm either themselves or individuals at their IPPE/APPE site, are required to contact their preceptor AND the Course Coordinator as soon as possible at dominique.fields@jefferson.edu or (267)226-2375; by the start of the rotation shift. At the discretion of either the preceptor or the Course Coordinator, a student may be required to provide written documentation of the unanticipated circumstances. Arrangements must be made to meet the attendance requirement in a manner acceptable to their preceptor AND the Course Coordinator.
9. Students will be provided with the opportunity to make-up Excused Absences by the following methods:
   a. Preceptor identifies alternative times (longer days, weekend days, etc.) to make-up time (preferred);
   b. Preceptor identifies an additional off-hours assignment that would require the student to spend an amount of time equal to the amount of missed time (e.g. an additional written or verbal assignment, attendance at an evening professional meeting); or
   c. Preceptor contacts the Course Coordinator at JCP and requests that the Course Coordinator identify an additional assignment(s) for the student.

Process for Requesting an Excused Absence
The following steps should be followed to submit such a request:
1. On the left hand side of the CORE ELMS homepage, click "Absence Tracking"
2. Select the gray box in the upper right corner entitled, "Record New Absence."
3. On the next page, complete all required fields on the form and then click "Submit Absence."
4. The selected Preceptor/site **AND** the Course Coordinator will then receive an email for confirmation.
5. The Course Coordinator will confirm the absence and comment via an email sent through CORE ELMS with instructions to the preceptor not to confirm the absence until after the student has made up the missed time.

Unexcused Absences
An unexcused absence is any absence in which the student does not show up at their site at the expected arrival time: 1) without first obtaining prior approval from BOTH their preceptor and the Course Coordinator via the process in CORE ELMS (outlines above); or 2) is **not** deemed an emergency or unanticipated circumstance (see definition above). The following parameters apply to Unexcused Absences:
1. Students should not expect preceptors to accommodate excessive or unexcused absences, lateness, 'disappearance', or early departures. Preceptors are only required to accommodate *excused* absences or lateness. For APPEs only to a maximum of 3 days per APPE and 5 days per APPE year. All absences, lateness, 'disappearances', or early departures must be communicated in a timely manner to BOTH the preceptor and the Course Coordinator. Absences, lateness, 'disappearances,' or early departures that are not communicated properly are considered to be 'unexcused'.
2. **Students are not guaranteed a 'second chance' for any type of Unexcused Absence. Students should avoid such circumstances.**
3. If the student does not follow the process for Absence Tracking via CORE ELMS, the absence will be considered unexcused.
4. **More than one unexcused absence will result in a failure of the course.**
5. If a preceptor is willing to do so, an Unexcused Absence may be made-up on a schedule and in a manner determined by the preceptor and communicated to the Course Coordinator. If the preceptor is unable to schedule make-up time, the preceptor will discuss the circumstances with the Course Coordinator. If it is determined that a student will not be able to meet the course requirements for total attendance, then the student will not be able to receive a passing grade. The student will then be required to repeat the IPPE/APPE at a later time, likely incurring additional fees and delaying their graduation.

No call, no show may be grounds for failure of the IPPE/APPE Course

PART VII: Experiential Policy for Adverse Weather Conditions

Time missed secondary to adverse weather conditions must be made up.

Weather Emergencies will be announced on the University website, via the Jeff*ALERT* Emergency Notification System, and on the toll free hotline 1-800-858-8806. Information regarding University closing may also be obtained on-line at www.KYW1060.com.

Student safety is our utmost priority. Adverse weather conditions (weather emergencies) introduce two distinct variables into the ability of students to attend their IPPEs/APPEs:
1. First (and foremost): the ability of the student to travel safely to the site.
2. Second: the ability of the site to accept students.

If a student has concerns about their ability to travel safely to their experiential site, they are expected to contact their preceptor to express their concerns. The student is also expected to advise the IPPE/APPE Course Coordinator (via email or phone call). **Under no circumstance is a student expected to place themselves at risk due to adverse travel conditions.** As noted above, students will need to develop a plan with their preceptors in order to make-up for missed time due to adverse weather conditions.

If the student is able to travel safely to their site, they should attempt to contact their preceptor before traveling to their site. The purpose for this contact is to assure that the site is able to accept the student. At times, sites may not be in a position to accept students due to the inability of their staff to travel to work or other circumstances brought on by weather extremes (e.g. power failures). As noted above, students will need to develop a plan with their preceptors in order to make-up for missed time due to adverse weather conditions.

Frequently Asked Questions (clarify the rationale supporting the above policies):

1. **Do the above policies pertain to times when Jefferson cancels classes? Yes.** In adverse weather, it is not uncommon for Jefferson to **cancel classes- without closing the University**. While it may seem more appropriate to simply instruct students not to attend their IPPEs or APPEs, there are many situations in which students **can** travel safely to their experiential sites (e.g. short walk from their residence) and the sites **are able** to accept the students. In these situations, it may be advantageous to the student to attend their experience rather than be faced with the need to schedule a make-up session.
2. **Do the above policies pertain to times when the University is closed: Yes, but…** While uncommon, there are circumstances when Jefferson closes the University. Historically, this has been extremely uncommon. If the experiential site is open and if the preceptor offers the student the opportunity to attend, and if the student believes they can travel safely, then the student is welcome to attend the experience. However, we would ask that students give a second thought to be sure that they are not compromising their safety.
3. **Why do I need to contact my preceptor when the University is closed?** Preceptors do not receive 'alerts' from Jefferson and may not be aware if classes are cancelled or if the University is open or closed. When a student decides that due to adverse weather conditions they are not able to report to their experience, they must attempt to inform their preceptors that they will not be attending. The IPPE or APPE Course Coordinator must also be notified (via email).

Part VIII: Communications

Quality Assurance

Student feedback is an essential component of JCP's quality assurance and quality improvement processes. The quality of our sites is monitored through routine, scheduled visitations with students and preceptors throughout the semester. Students will have the opportunity to provide feedback for each of their preceptors and sites through required evaluations. By considering student observations, we are able to make necessary modifications to our program as we go forward.

We recognize that situations may arise that require a more immediate response on our part. We encourage students to report any such situations to Dr. Fields for APPEs or for IPPEs as soon as possible. Students should not wait until the end of an experience to report concerns that they believe require more immediate attention. We further recognize that some of these situations (e.g. unethical conduct) require sensitivity. In such cases, students should use discretion and notify Dr. Fields (267-226-2375) in a confidential manner such as via a personal private phone conversation or a private meeting.

Communications

Experiential education represents a three-way partnership among students, the course coordinator, and preceptors. To have a successful IPPE or APPE, all three partners must be diligent in assuring communications occur with one another. We are each responsible for connecting and diligently responding to one another's communications.

JCP utilizes several modes of communication; including printed material, e-mail, internet and intranet based programs, telephone, and regular mail. We rely significantly on CORE ELMS. **We anticipate that the majority of information regarding experiential education will occur through electronic means. Email correspondence will only be sent through jefferson.edu email accounts.** Preceptors can also access a student's jefferson.edu email address via the roster schedule posted in CORE ELMS. Preceptors may, therefore, choose to contact students in advance particularly in circumstances when students are required to fulfill site-specific pre-requisites or to complete pre-APPE reading/review assignments. **Students are held responsible for the content of all communications. As such, students are expected to monitor their jefferson.edu accounts _at least daily_ throughout the year, as information may be time sensitive.**

Students are responsible for assuring that their contact information is current and accurate. Preceptors and the Experiential Education Team relies on the information they have on file when they need to contact students. Students must update any changes in their contact information in the "My Account" section of their CORE ELMS account. Students must notify the University Office of the Registrar of any changes in addresses or telephone numbers.

Part IX: Field Encounters

IPPE - Upon matriculation to JCP, each student is provided with an electronic professional folder in the "Field Encounters" section of CORE ELMS. Students are expected to upload required writing assignments (i.e. Code of Ethic papers, Reflections, etc.) in the appropriate Field Encounters folders for each of the six IPPE courses. Preceptors are automatically sent an email each time a student uploads a new document to this folder. Preceptors are only able to view the entries you submit during the specific semester you are on rotation with him/her

APPE - Students are required to maintain an electronic Field Encounter folder in CORE ELMS throughout the entire APPE year. Individual folders have been created for each student for each specific APPE. The maintenance of this Field Encounter folder is student driven. Preceptors are automatically sent an email each time a student uploads a new document to this folder.   The preceptor will have continued access for the duration of the 6-week APPE block and for at least 30 days after a student completes their experience. Preceptors are only able to view the entries you submit during the specific semester you are on rotation with him/her

Field Encounter Folder Contents

Use of the Field Encounter Folder Prior to APPE
Prior to beginning APPEs, each student is required to upload a copy of their CV and a brief biographical sketch (Bio) into the designated folders/locations in their Field Encounter folder in CORE ELMS. Students are encouraged to regularly update their CVs and Bios throughout their APPEs. In this manner, preceptors have access to basic information about their students prior to the students' arrival. Preceptors may use this information to formulate certain planned activities to meet individual student interests.

Use of the Field Encounter Folder During APPEs
Each student must upload documents that reflect their APPE accomplishments into the designated folder within their Field Encounter folder. Within each APPE folder within the Field Encounter folder is a designated section for students to upload assignments specific to that APPE. **These folders are shared with all subsequent APPE preceptors.** Whereas many documents (e.g. journal clubs, presentations, drug information questions, etc.) do not contain patient-specific information and can be safely uploaded; **it is imperative that any documents that may contain patient-specific information (e.g. patient interventions) or sensitive site-specific information – whether or not this information has been de-identified – be reviewed and confirmed by the preceptor once a student uploads those documents into their Field Encounter folder.** Preceptors may request students to refrain from uploading documents or deny confirmation of documents that have already been uploaded.

Overall, students should welcome the opportunity to upload their work and review components of their previous APPE assignments with subsequent preceptors. This may provide preceptors with an understanding of a student's skills and knowledge as they progress through their APPEs. Ideally, students and preceptors should review the student's Field Encounter folder as soon as possible at the beginning of each APPE.

APPE Reflections

South Philadelphia native and writer B.J. Neblett said: "We are the sum total of our experiences. Those experiences – be they positive or negative – make us the person we are, at any given point in our lives. And, like a flowing river, those same experiences, and those yet to come, continue to influence and reshape the person we are, and the person we become. None of us are the same as we were yesterday, nor will be tomorrow."

Each of us has woken up to more than a thousand new days since you started at JCP and have been reshaped a thousand times. While many of our experiences have been shared, in reality we have each had a unique journey – a unique set of career-discerning activities. With each experience, we learn about ourselves, becoming more aware of who we are, who we can be, and what we need to do to achieve our

goals. . **This year's reflections will focus on a student's self-awareness, asking them to reflect on their personal and professional development, from the thousand days that have passed through the thousands of days yet to come.**

Guidelines for Preparing APPE Reflections

1. Each of the three APPE reflections has a separate focus. While you may reference prior APPE reflections as you move through the APPE year, be sure to answer the questions posed for your current reflection. You are required, at a minimum, to base your reflection on the two questions posed. You may expand your reflection beyond those two questions; however, please observe the expected length for the assignment.
2. Please consider all your experiences – curricular, co-curricular, extracurricular, work-related, personal, interpersonal, interprofessional, etc. - during your years at JCP as you write your APPE reflections. Remember that the changes that have occurred in you represent the sum of those experiences: what you have seen, learned, heard, said, written, and accomplished. Things have happened to you and you have happened to things. Reflect on all of those experiences. As you prepare to write your APPE reflections, it is also expected that you will revisit your relevant past writings. Review the entries you have posted in your CORE ELMS Field Encounters for your IPPEs and the reflective assignments you prepared for didactic courses. Maybe even review the Letter of Intent you prepared when you applied to JCP.
3. APPE reflections are expected to be logical and consistent. Please provide appropriate background/evidence for any opinions you offer, answers you provide, or conclusions you develop. Please carefully review (re-read) your APPE Reflections before submission to be certain that your opinions, answers, or conclusions are supported by statements you make within the reflection.
4. Each APPE reflection is expected to be between one and two typed pages (12 pt., single space). You will be asked to resubmit reflections that do not, at a minimum, answer the questions posed for each assignment or that do not follow the basic 'What-So What-Now What' flow expected of all reflective writings.

Reflection #1 (submit after successful completion of two APPE courses)
This reflection is intended to focus on the environment in which you will work. Please address the following:
1. What does it now mean to you to be a healthcare provider?
2. Describe your perception of what your patients <u>will</u> expect of you and what they <u>should</u> expect of you?

Reflection #2 (submit after successful completion of four APPE courses)
This reflection focuses on the how the past 1000 days have changed you. Please address the following:
1. Since starting at JCP, how have you changed as a person?
2. Since starting at JCP, how have you changed as a professional?

Reflection #3 (submit after successful completion of all six APPE courses)
Using reflections #1 and 2 as a foundation, consider what changes you intend to make going forward and how you intend to make them. Therefore, as you embark on another phase of your career, 'Now what?' Please address the following:
1. Assess your current skills, knowledge, values, and attitudes. Who are you?
2. What do you need to do to become the professional you want to be? Please address your lifelong-learning plan.

Prompts for the APPE Reflections

We provided you with background on writing reflective entries when you were enrolled in your Service-Learning IPPE. Many of those suggestions were adapted from the *Criteria and Assessment Feedback Form for Service Learning Journals by the St. Louis College of Pharmacy*. Tom Zladick, Ph.D.

Perhaps the following list (adapted from that same source) may help stimulate ideas.
- As a healthcare provider, do you: feel useful? feel fulfilled?
- What challenged your: ideas? beliefs? feelings?
- How has this impacted your: sense of self? values? self-confidence?
- Do you: give enough? care enough? advocate enough (for your patients)? communicate effectively?
- What plans do you have to: continue to grow personally? continue to grow professionally? accelerate your lifelong learning process?

The above list is simply to stimulate your self-reflection. It is not intended that you answer the questions. In fact, you do not need to answer any of them. Your reflections should be personal and authentic.. Be true to yourself.

Part X: Evaluations

Preceptor Evaluation of Student Performance

While students may receive informal feedback at various times during their experiential coursework, preceptors provide written evaluations to students on two occasions: near the midpoint of each course (formative) and at the end of each course (summative). The IPPE/APPE Course Coordinator utilizes the final evaluation in formulating a course grade.

Evaluations Completed By Students

Each student must complete the following evaluations for each IPPE and APPE: (1) evaluation of their preceptor in CORE ELMS; and (2) evaluation of the course in AEFIS (JCP assessment platform).

In order to receive a passing grade for your experiential courses, your evaluation of course must be submitted by the specified due date and time in the AEFIS platform. Students who do not meet this deadline must write a one page paper explaining the strengths (at least one paragraph) and weaknesses (at least one paragraph) of the course by a deadline set by the Course coordinator. Failure to complete this penalty assignment will result in an Incomplete grade in the IPPE or APPE course.

Additionally, each student must complete a self-evaluation for the Direct Inpatient Care IPPE V, the Selective IPPE VI and each APPE course. **Each student's self-evaluation is to be reviewed with the preceptor when the preceptor discusses the final evaluation of the student.**

Part XI: Grading

IPPE Courses

<u>**Determination of a student's final course grade is the responsibility of the IPPE Course Coordinator.**</u>
In making this determination, the IPPE Course Coordinator will consider the grade recommended by the site preceptor as well as the student's adherence to other course requirements (e.g. timely submission of evaluations and other required documents, adherence to JCP policies, etc.) Please refer to the individual course syllabi for specifics on grading.

IPPEs are graded on a Pass/Fail basis.

For each IPPE, students will receive one of the following grades:
- Pass – Students receive credit for completing the course. A grade of 'Pass' has no impact on a student's grade point average (GPA).
- Low Pass - Students who receive a 'Low Pass' grade will not receive credit for the course. They will be required to repeat the course. A student who repeats a course must achieve 'Pass'; otherwise, the student will receive a 'Fail.'
- Fail – Students will receive credit for completing the course, however a grade of "Fail" does have a negative impact on the student's GPA. Students generally will be offered another chance to pass the course.

In the absence of an extenuating circumstance known to the Course Coordinator in advance, students are expected to submit all required documentation **within one week** of the conclusion of the IPPE. Any student who fails to complete any of the above requirements by the specified deadline will receive an INCOMPLETE.

<u>Grade Appeal:</u> A student must file the initial appeal within 10 business days after the deadline date for grade submittal as found in the Academic Calendar. The entire grade appeal process should take no more than 30 business days. If, due to extenuating circumstances, the student is unable to follow the timeframe, they must submit a written request for an extension from the next person in the process during the specified timeframe.

APPE Courses

Determination of a student's final course grade is the responsibility of the APPE Course Coordinator. In making this determination, the APPE Course Coordinator will consider the grade recommended by the site preceptor as well as the student's adherence to other course requirements (e.g. timely submission of evaluations and other required documents, adherence to JCP policies, etc.) Please refer to the individual course syllabi for specifics on grading.

For each APPE, students will receive one of the following grades:
- Honors
- Satisfactory
- Low Pass
- Fail

Honors
To receive an 'Honors' grade, students must successfully complete ALL course requirements in an independent manner AND do so at a level beyond that typically expected of pharmacy students by the preceptor and the APPE Course Coordinator. The preceptor must provide adequate documentation of such excellence when recommending an 'Honors.' Students who receive an 'Honors' grade will receive credit for completing the course. A grade of 'Honors' has no impact on a student's cumulative GPA.

Satisfactory
To receive a 'Satisfactory' grade, students must: a.) receive an assessment of 'Achieved independently' on all Attitude and Value (AV) items; AND b.) receive an assessment of 'Unachieved or achieved with considerable support' on no more than two Knowledge and Skills (KS) items. Students who receive a 'Satisfactory' grade will receive credit for completing the course. A grade of 'Satisfactory' has no impact on a student's cumulative GPA.

Low Pass
Students receive a 'Low Pass' grade in those situations when they are unable to 'Achieve independently' any one Attitudes/Values (AV) item being assessed OR when they receive an assessment of 'Unachieved or achieved with considerable support' on **THREE OR MORE** Knowledge and Skills (KS) items. The APPE preceptor must provide documentation of inadequate performance when recommending a 'Low Pass' grade. Students who receive a 'Low Pass' grade will be required to repeat the course. Repeating a course may entail additional expense and may delay graduation. A grade of 'Low Pass' has no impact on a student's cumulative GPA.

There is no grade replacement for APPE courses. Should a student need to repeat an APPE course due to receiving a 'Low Pass' grade, the student's transcript will reflect each grade received for the APPE course.

Fail
Students receive a 'Fail' grade in the following situations:
- When they are unable to receive a grade of 'Honors' or 'Satisfactory' when repeating a course (i.e. on the second attempt).
- If they are found to be in violation of the JCP Academic Integrity Policy, Unsafe Clinical Practices Policy, other relevant JCP policies (e.g. course policies), site policies, or the law. (Note: Students found to be in violation of policy or the law may be dismissed – and receive a grade of 'Fail' – prior to the end of the course and may not be given the opportunity to demonstrate their ability to perform properly. Typically, these instances would most likely occur when a student engages in behavior that would pose a potential threat to the physical, mental, emotional, or environmental safety of patients, family members, the student, other students, faculty members, or other healthcare providers within the healthcare setting.)

Students who receive a grade of 'Fail' will be required to repeat the course. As per the JCP Academic Standards, students in the Doctor of Pharmacy program are only permitted one grade of 'Fail' in their tenure in the program. Should this grade of 'Fail' be a second such grade in the program, the student will be dismissed from the program. **A grade of 'Fail' does have a negative impact on a student's GPA.** If the student's GPA falls below 3.0, the student would not be able to continue their APPE courses.

In the absence of an extenuating circumstance known to the Course Coordinator in advance, students are expected to submit all required documentation (portfolio, 3 evaluations, and reflection) **within one week** of the conclusion of the APPE. Any student who fails to complete any of the above requirements by the specified deadline will receive an INCOMPLETE Please refer to the JCP Student manual for implications of receiving an INCOMPLETE.
NOTE: Students must meet this expected deadline to remain eligible to receive an Honors grade.

Grade Appeal: A student must file the initial appeal within 10 business days after the deadline date for grade submittal as found in the APPE Activity Calendar for the specified Block. The entire grade appeal process should take no more than 30 business days. If, due to extenuating circumstances, the student is unable to follow the timeframe, they must submit a written request for an extension from the next person in the process during the specified timeframe.

Part XII: HIPAA - Protected and Confidential Information

All students are responsible for remaining current with their understanding of Health Insurance Portability and Accountability Act of 1996 (HIPAA), Health Information Technology for Economic and Clinical Health Act (HITECH), and Protected Health Information (PHI) by successfully completing the required competency on an annual basis. Violation of any aspect of HIPAA/HITECH/PHI will be considered to be a violation of the JCP *Academic Integrity Policy* and subject the student to discipline, up to and including expulsion from JCP. **Students should not expect a second chance**. Further, Jefferson reserves the right to **hold students personally responsible** for actions that result in sanctions or fines received by Jefferson and/or any of our experiential affiliates.

Students are required to sign the *JCP Confidentiality Statement* on an annual basis and may be asked to sign confidentiality statements at experiential sites. As healthcare providers, pharmacists and pharmacy students have access to various types of information that are of a confidential nature. Students must respect the confidentiality of this information. Further, we all have responsibility to protect our environments and to assure that all healthcare providers abide by established policies and procedures to responsibly handle confidential information. It is our responsibility to protect our patients' rights.

It is also our responsibility to respect the confidentiality of various proprietary information to which we have been provided access when we are informed that such information is of a confidential nature. Many sites will require students to complete site-specific training and/or to read and sign documents related to the proper handling of confidential and/or protected information. Whether or not such site-specific training occurs, students are to apply the concepts of HIPAA/HITECH/PHI in all situations. Confidential patient information may only be disposed of in designated locations. Students are expected to ascertain where these locations/bins are located at the start of each new experiential rotation.

The following activities are a sampling of the activities that students must avoid:

1. Utilizing another person's code to access confidential or protected information.

2. Permitting other(s) to access confidential or protected information by using your access code.

3. Creating an opportunity for others to use your access code (e.g. forgetting to log-off).

4. Printing, downloading, or transferring any confidential or protected information that is identifiable. Students are cautioned to avoid printing any confidential patient information.

5. Carrying copies of identifiable patient information. Students should avoid printing identifiable patient records and carrying those documents with them even to complete a clinical assignment.

6. Removing identifiable patient information from the patient care premises. Students are cautioned not to print any component of patient records. If patient records must be printed, students must first obtain the consent of their preceptor (on each occasion) and must be certain that the information is deidentified prior to removal from the premises. Such removal should only occur if absolutely essential in the opinion of the preceptor and only when all identifiers have been removed.

7. Identifying a patient in any assignment. All assignments (verbal or written) must be completed in a deidentified format. In no circumstance shall a student include any identifiable information in any assignments. Students are reminded that, for example, they will be expected to provide all their preceptors with access to their professional folders. All documents in the professional folder, therefore, must be free of confidential or protected information.

8. Disposing of confidential patient information in non-designated HIPAA bins. Students must dispose of confidential or protected information promptly, in a manner approved by their practice site (typically shredding).

9. Including identifiable patient information in any personal documents or notes.

10. Discussing identifiable confidential or protected information in a manner that could permit others to overhear the information (e.g. in hallways, elevators, apartments, etc.).

11. Permitting confidential or protected information to be accessed by anyone who does not have a need-to-know (e.g. student's family members, roommates, classmates, etc.). Downloading (transferring) electronic files of identifiable confidential or protected information onto any portable devices (e.g. laptop computers or other personal devices). Under no circumstance is it permissible to transfer identifiable patient information onto personal computing devices. These devices may not have proper security and can be misplaced or stolen.

12. Accessing identifiable confidential or protected information in a location or in a manner that permits access by others who do not have a need-to-know.

The above list is intended to be representative. It is not exhaustive. It is intended to create awareness of the level of diligence necessary.

XIII: Additional Student Responsibilities

Additional Responsibilities for IPPEs and APPEs

All students must abide by the official academic policies and procedures and the Code of Conduct as written in the JCP Student Handbook.

Additionally, all students are responsible for:

- Taking ownership of their learning through active participation in a mature, motivated, and self-directed manner.
- Assuring completion of all course requirements by their designated deadlines.
- Remaining constantly alert to the laws and regulations that govern practice, and seeking clarification if at any time they are unclear.
- Checking with their preceptor before providing any information to patients and/or other health care professionals that will directly affect patient care.
- Seeking guidance and help from their preceptor whenever they are unsure.
- Respectfully discussing any disagreements with their preceptor in private and never questioning the advice or direction of a preceptor in public.
- Exhibiting cultural sensitivity and respect towards all persons with whom they interact.
- Maintaining ethical standards and displaying honesty and integrity in all aspects of professional practice.
- Recognizing that they are guests and are expected to maintain all on-site property in good order and to maintain their on-site workspace in an orderly manner at all times.
- Accepting accountability for their actions.
- Reviewing and updating all their contact information in Banner and CORE ELMS.
- Keeping the IPPE or APPE Course Coordinator apprised of their pharmacy employment status.
- Alerting their preceptor immediately of any observed dangerous situations.
- Alerting their preceptor immediately if they are exposed to patients' blood or body fluids during the course of their IPPE or APPE rotations and seeking medical attention as soon as possible. The IPPE or APPE **Course Coordinator must also be notified of such events.**
- Alerting their preceptor of an unanticipated medical event that requires medical care for the student to be administered on-site. Once the acute medical needs have been addressed, students and/or preceptors must also notify the IPPE or APPE Course Coordinator of such events.
- Completing self-evaluations prior to the end of each P3 IPPE and prior to the end of each APPE. This will allow for discussion of their self-evaluation with their preceptors.

Part XIV: Preceptor Responsibilities

Preceptors perform a vital function in delivering experiential education to JCP students. We have identified preceptors whom we believe will serve as positive, dedicated role models and will guide students through their IPPEs and APPEs in keeping with JCP's mission, vision and core values.

A primary preceptor is identified for each student enrolled in an IPPE or APPE. The primary preceptor is the principal contact for the student and the JCP Experiential Education staff. The primary preceptor coordinates the IPPE or APPE and provides the midpoint and final evaluations to the student. During a typical IPPE or APPE, a student may interact with multiple pharmacists in addition to their primary preceptor. This opportunity can enrich the overall student experience by exposing the student to pharmacists with a variety of areas of interest and expertise. As this occurs, the primary preceptor collects feedback from other pharmacists regarding the student's performance and incorporates this feedback into the student's evaluations.

Preceptors are responsible for:
- Providing students with a thorough orientation to the site including a tour of the facility.
- Orienting students to site-specific rules, regulations, policies and procedures during the first day.
- Reviewing all relevant site-specific policies including those related to accessing and handling protected and confidential information.
- Introducing students to site staff with whom they will interface.
- Reviewing the objectives of the IPPE or APPE with employees to foster understanding of the student's role.
- Providing an environment based upon mutual respect and courtesy conducive for a learning experience.
- Providing adequate resources necessary for students to successfully complete their IPPE and APPE objectives.
- Clearly defining performance expectations with the student.
- Supervising students' integration and involvement in the practices at the site.
- Reviewing how HIPAA regulations are honored by both the site and its employees.
- Maintaining regular communications with the student during their time at the site and being available to provide guidance and answer questions.
- Sharing with students the basic principles of professional ethics that serve to guide the preceptor's daily pharmacy practice and modeling behavior in support of these professional ethics.
- Providing opportunity for students to complete site-based course assignments.
- Assuring that all site-based course assignments are completed within the stated deadlines.
- Reviewing assignments with students and providing constructive feedback in a confidential and respectful manner.
- Verifying documents, projects and/or interventions that have been entered into the student's Field Encounters folder prior to the end of the IPPE or APPE
- Holding students responsible for complying with relevant JCP policies and procedures.
- Providing students with timely midpoint and final evaluations of their performance, including constructive observations for improvement when providing feedback to students.
- Contacting the IPPE or APPE Course Coordinator whenever a student has required medical attention, including exposure to blood borne pathogens or any other unanticipated, acute medical event (fainting, acute anxiety, etc.).
- Contacting the IPPE or APPE Course Coordinator with concerns regarding any aspect of student performance. When necessary, preceptors are responsible for developing a 'Plan of Action' to monitor students at risk of not passing a course. Preceptors are encouraged to discuss the Plan of Action with the IPPE or APPE Course Coordinator.
- Providing students with an appreciation for lifelong learning including involvement in local, state and national pharmacy organizations.
- Being accessible for routine visitations from JCP's Experiential Education staff.
- Reviewing and updating all preceptor contact information in CORE ELMS.
- Participating in preceptor training and development activities that are required by JCP.

Appendix #1: Pharmacists' Patient Care Process (PPCP)

Activities Incorporated into IPPEs and APPEs

The goal of high quality, cost-effective and accessible health care for patients is achieved through team based patient-centered care. Pharmacists are essential members of the healthcare team. The profession of pharmacy is continuing its evolution from a principal focus on medication product distribution to expanded clinically-oriented patient care services. As a result of this professional evolution, the importance of, and need for, a consistent process of care in the delivery of patient care services has been increasingly recognized by the profession at large.

Pharmacists have unique training and expertise in the appropriate use of medications and provide a wide array of patient care services in many different practice settings. These services reduce adverse drug events, improve patient safety, and optimize medication use and health outcomes. Pharmacists contribute to improving patients' health by providing patient care services as authorized under their scope of practice and facilitated by collaborative practice agreements. The foundation for the PPCP is embedded within the pharmaceutical care model developed by Hepler and Strand in the 1990s. However, there is variability in how this process is taught and practiced. **To promote consistency across the profession, national pharmacy associations used a consensus-based approach to articulate the patient care process for pharmacists to use as a framework for delivering patient care in any practice setting.**

The PPCP described on the following pages was developed by examining a number of key resource documents on pharmaceutical care and medication therapy management.[1-6] Patient care process components in each of these resources were catalogued and compared to create the PPCP that encompasses a contemporary and comprehensive approach to patient-centered care that is delivered in collaboration with other members of the health care team.

The PPCP is being taught in the JCP curriculum beginning in the P1 year. Students will be evaluated on their ability to interact within the framework of the PPCP by the preceptor via the IPPE and APPE evaluation rubrics.

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1. Cipolle RJ, Strand LM, Morley PC. Pharmaceutical Care Practice: The Patient Centered Approach to Medication Management, 3rd ed. New York: McGraw-Hill; 2012.

2.American Pharmacists Association; National Association of Chain Drug Stores Foundation. Medication therapy management in pharmacy practice: core elements of an MTM service model. Version 2.0. *J Am Pharm Assoc* (2003). 2008; 48:341-353.

3.Bluml BM. Definition of medication therapy management: development of profession wide consensus. *J Am Pharm Assoc* (2003). 2005;45(5):566-72.

4.Council on Credentialing in Pharmacy. Scope of contemporary pharmacy practice: roles, responsibilities, and functions of pharmacists and pharmacy technicians: *J Am Pharm Assoc* (2003). 2010;50(2):e35-e69.

The PPCP

Collect – Assess – Plan – Implement – Follow-Up (Monitor and Evaluate)

Recognizing the need for a consistent process in the delivery of patient care across the profession, the Joint Commission of Pharmacy Practitioners (JCPP) released the Pharmacists' Patient Care Process. The process is applicable to any practice setting where pharmacists provide patient care and for any patient care service provided by pharmacists.

Using principles of evidence-based practice, pharmacists:

COLLECT

The pharmacist assures the collection of necessary subjective and objective information about the patient in order to understand the relevant medical/medication history and clinical status of the patient. Information may be gathered and verified from multiple sources, including existing patient records, the patient, and other health care professionals. This process includes collecting:

- A current medication list and medication use history for prescription and nonprescription medications, herbal products, and other dietary supplements.
- Relevant health data that may include medical history, health and wellness information, biometric test results, and physical assessment findings.
- Patient lifestyle habits, preferences and beliefs, health and functional goals, and socioeconomic factors that affect access to medications and other aspects of care.

ASSESS

The pharmacist assesses the information collected and analyzes the clinical effects of the patient's therapy in the context of the patient's overall health goals in order to identify and prioritize problems and achieve optimal care. This process includes assessing:

- Each medication for appropriateness, effectiveness, safety, and patient adherence.
- Health and functional status, risk factors, health data, cultural factors, health literacy, and access to medications or other aspects of care.
- Immunization status and the need for preventive care and other health care services, where appropriate.

PLAN

The pharmacist develops an individualized patient-centered care plan in collaboration with other health care professionals and the patient or caregiver that is evidence-based and cost effective. This process includes establishing a care plan that:

- Addresses medication-related problems and optimizes medication therapy.
- Sets goals of therapy for achieving clinical outcomes in the context of the patient's overall health care goals and access to care.
- Engages the patient through education, empowerment, and self-management.
- Supports care continuity, including follow-up and transitions of care as appropriate.

IMPLEMENT

The pharmacist implements the care plan in collaboration with other health care professionals and the patient or caregiver. During the process of implementing the care plan, the pharmacist:

- Addresses medication- and health-related problems and engages in preventive care strategies, including vaccine administration.
- Initiates, modifies, discontinues, or administers medication therapy as authorized.
- Provides education and self-management training to the patient or caregiver.
- Contributes to coordination of care, including the referral or transition of the patient to another healthcare professional.
- Schedules follow-up care as needed to achieve goals of therapy.

FOLLOW-UP: MONITOR AND EVALUATE

The pharmacist monitors and evaluates the effectiveness of the care plan and modifies the plan in collaboration with other health care professionals and the patient or caregiver as needed. This process includes the continuous monitoring and evaluation of:

- Medication appropriateness, effectiveness, and safety and patient adherence through available health data, biometric test results, and patient feedback.
- Clinical endpoints that contribute to the patient's overall health.
- Outcomes of care including progress toward or the achievement of goals of therapy.

Appendix #2: Screening, Brief Intervention, Referral to Treatment (SBIRT)

Required Activities Incorporated into the Ambulatory Care IPPE

Tens of millions of people aged 12 or older are treated for the abuse of both prescription and non-prescription substances each year, with most treatment admissions involving alcohol and/or opioid abuse.   The devastating effect of substance abuse on patients, their families, the healthcare system, and society at large has led to the creation of numerous initiatives aimed at training all healthcare professionals and healthcare professional students to become involved in battling this public health issue. JCP students are being taught to identify and intervene with individuals with an active substance use disorder, as well as to engage early on with at-risk individuals in order to prevent more serious emotional, physical, and societal harm. One such initiative, which has been embraced by the Substance Abuse and Mental Health Services Administration (SAMSHA), is a packaged form of screening and brief intervention for the purposes of referring at-risk patients to treatment, called SBIRT. Training on SBIRT and substance use disorders is provided to all JCP students throughout the Doctor of Pharmacy curriculum.

The performance of SBIRT has been incorporated into the Ambulatory Care IPPE in both practice site and simulation activities. During the completion of the practice site portion of the ambulatory care IPPE, students must satisfactorily perform screening on at least one patient using an appropriate validated or site-approved screening tool (examples include DAST for illicit substance use and AUDIT-C for at-risk alcohol consumption). Students are encouraged to prescreen patients as early as deemed appropriate by their preceptor in order to identify those patients with whom further screening is applicable. When a patient is identified as at-risk according to the pre-screening and subsequent screening, the student should alert the preceptor so that a brief intervention and referral to treatment may be conducted as practice (or the practice site) dictates.

Depending upon the dynamics and policies/procedures of the practice site, students have three options for completing this SBIRT requirement:
1. Students may interact with the patient directly. **(preferred)**
2. Students may observe a social worker or other healthcare professional whose site-specific responsibilities already include engaging patients in this manner.
3. Students may role-play with the preceptor.

Standardized pre-screening questions and screening tools, along with tips for conducting a brief intervention and sources for referral to treatment can be found on the following pages in this manual.

SBIRT: Pre-Screening Questions, Validated Screening Tools, Tips for Conducting the Brief Intervention, and Resources for Referring to Treatment

Pre-screening questions (to be asked of each patient as your preceptor deems appropriate based on the practice site):
- **Alcohol**: *How many times in the past year have you had 5 or more drinks in a day (for men) or 4 or more drinks in a day (for women)?*
- **Drugs:** *How many times in the past year have you used an* <u>*illicit drug or prescription medication*</u> *for a non-medical reason?*

Validated screening tools (to be conducted, with permission of the preceptor and patient, on patients who screened positive for one or both of the pre-screening questions):
- **Alcohol only:** can use the three-question Alcohol Use Disorders Identification Test (AUDIT-C) that nominally screens the patient as positive (i.e. at-risk) or negative
- **Drugs only:** Drug Abuse Screening Test (DAST)

Tips for conducting the brief intervention:
- Raise the subject. Can review results of screening. Express empathy
- Explore the pros and cons of use of the substance
- Try to listen for what's important to the patient regarding behavior, health, and welfare
- Evoke the patient's personal motivation to change
- Use reflective listening
- Provide feedback, when appropriate, on how the use or abuse of the substance conflicts with the patient's ideals, goals, values
  - Highlight the negative consequences the behavior has on these ideals, goals, values
- Roll with any resistance you encounter

Resources for referring to treatment:
- **If in Pennsylvania**: Go to PA GET HELP NOW website (https://apps.ddap.pa.gov/gethelpnow/) to find drug and alcohol treatment services
- **If outside of Pennsylvania**: Go to the SAMHSA behavioral health treatment services locator website: https://findtreatment.samhsa.gov/
- **24-hour toll-free referral helpline:** you or the patient could call 1-800-662-4357 (HELP) to help find a mental health treatment facility/program regardless of where the patient lives
- **When in doubt, it never hurts to advise the patient to discuss the screening results with their primary care provider.**

SBIRT: Drug Abuse Screening Test (DAST-10)

The following questions concern information about your possible involvement with drugs *not including alcoholic beverages* during the past 12 months.

"Drug abuse" refers to (1) the use of prescribed or over-the-counter drugs in excess of the directions, and (2) any nonmedical use of drugs.

The various classes of drugs may include cannabis (marijuana, hashish), solvents (e.g., paint thinner), tranquilizers (e.g., Valium), barbiturates, cocaine, stimulants (e.g., speed), hallucinogens (e.g., LSD) or narcotics (e.g., heroin). Remember that the questions *do not* include alcoholic beverages.

Please answer every question. If you have difficulty with a statement, then choose the response that is mostly right. In the past 12 months…		**Circle**	
1.	Have you used drugs other than those required for medical reasons?	Yes	No
2.	Do you abuse more than one drug at a time?	Yes	No
3.	Are you unable to stop abusing drugs when you want to?	Yes	No
4.	Have you ever had blackouts or flashbacks as a result of drug use?	Yes	No
5.	Do you ever feel bad or guilty about your drug use?	Yes	No
6.	Does your spouse (or parents) ever complain about your involvement with drugs?	Yes	No
7.	Have you neglected your family because of your use of drugs?	Yes	No
8.	Have you engaged in illegal activities in order to obtain drugs?	Yes	No
9.	Have you ever experienced withdrawal symptoms (felt sick) when you stopped taking drugs?	Yes	No
10.	Have you had medical problems as a result of your drug use (e.g. memory loss, hepatitis, convulsions, bleeding)?	Yes	No
Scoring: Score 1 point for each question answered "Yes," except for question 3 for which a "No" receives 1 point.		**Score:**	

Drug Abuse Screening Test (DAST-10). (Copyright 1982 by the Addiction Research Foundation.)

AUDIT-C - Overview

The AUDIT-C is a three-item alcohol screen that can help identify persons who are hazardous drinkers or have active alcohol use disorders (including alcohol abuse or dependence). The AUDIT-C is a modified version of the 10-question AUDIT instrument.

SCORING

The AUDIT-C is scored on a scale of 0-12.
      Each AUDIT-C question has five answer choices. Points allotted are:
      a = 0 points; b = 1 point; c = 2 points; d = 3 points; e = 4 points

In men, a score of 4 or more is considered positive, optimal for identifying hazardous drinking or active alcohol use disorders.
In women, a score of 3 or more is considered positive (same as above).
However, when the points are all from Question #1 alone (#2 and #3 are zero), it can be assumed that the patient is drinking below recommended limits and it is suggested that the provider review the patient's alcohol intake over the past few months to confirm accuracy.[1]
Generally, the higher the score, the more likely it is that the patient's drinking is affecting his or her safety.

AUDIT-C Questionnaire

Patient Name: _____   Date of Visit: _____

1. How often do you have a drink containing alcohol?

      a.   Never
      b.   Monthly or less
      c.   2 – 4 times a month
      d.   2 - 3 times a week
      e.   4 or more times a week

2. How many standard drinks containing alcohol do you have on a typical day?

      a.   1 or 2
      b.   3 or 4
      c.   5 or 6
      d.   7 to 9
      e.   10 or more

3. How often do you have six or more drinks on one occasion?

      a.   Never
      b.   Less than monthly
      c.   Monthly
      d.   Weekly
      e.   Daily or almost daily

AUDIT-C is available for use in the public domain.

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[1] *Frequently Asked Questions guide to using the AUDIT-C can be found via the website:* www.oqp.med.va.gov/general/uploads/FAQ%20AUDIT-C

Appendix #3: Code of Ethics Assignment

Successful completion of each Introductory Pharmacy Practice Experience (IPPE) requires the submission of a written document, approximately 500 words (12 point; single spacing) that correlates one of the Principles within the *Code of Ethics for Pharmacists* (http://www.pharmacist.com/code-ethics) with the student's observations or experiences that occurred during the IPPE. Please be as specific as possible in providing examples of how you have observed the Principle being exemplified by your preceptor or another individual at your IPPE site. Papers must be submitted in the designated E*Value folder by the stated deadline.

For IPPE I and II (please see specific instructions below), the assignment will be assessed by faculty utilizing applicable elements within the *JCP Written Communication Rubric* for P1 students. For IPPEs III – VI, no formal assessment of the assignment will be done; rather, the assignment will be reviewed and subsequently discussed with the student by their site preceptor.

For IPPE I Students (PHRM522) – Healthcare Related Service-Learning

Students will submit a reflection related to Principle VII: "A pharmacist serves individual, community and societal needs."

For IPPE II Students (PHRM523) – Community Pharmacy

Students will submit a reflection related to Principle I: "A pharmacist respects the covenantal relationship between the patient and pharmacist."

For the P2 and P3 IPPEs:

IPPE III – (PHRM528) – Hospital Pharmacy
IPPE IV – (PHRM537) – Ambulatory Care
IPPE V – (PHRM558) – Direct Inpatient Care
IPPE VI – (PHRM568) – Selective

Students will submit a reflection related to a Principle about which they have not previously written. The intent is for each student to reflect upon six different Principles within the *Code of Ethics for Pharmacists* during their six IPPE courses.

Appendix #4: Preceptor Lifelong Learning Interview

Through interview of pharmacist preceptors, students can gain insight to assist in developing a personal strategy for lifelong learning and a continual commitment to their patients by contributing to the advancement of the pharmacy profession. The intent of the interview is for students to learn how their preceptors maintain their professional competence through lifelong learning and how they remain committed to our profession as they progress through their pharmacy careers. The following series of questions *should serve as a guide* for students who will be required to interview preceptors throughout their IPPE coursework. Students should draw a personal conclusion about the information obtained as a result of conducting these interviews.

Students must complete and submit this assignment in order to successfully fulfill the requirements for IPPE II (Community Pharmacy); IPPE III (Hospital Pharmacy); IPPE IV (Ambulatory Care); IPPE V (Direct Inpatient Care); and IPPE VI (Selective).

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1. How much time would you estimate that you spend to maintain your professional competence (e.g. hours/week; hours/month; etc)?

2. What resources (e.g. website, journals, textbooks, e-communications, professional associations, etc) do you find most useful in providing you with the information you need to maintain competence?

3. What types of information (e.g. therapeutic, regulatory, legal, financial, etc.) do you look for in each of these sources?

4. Of these, which is the single most valuable to you, and why?

5. What advice would you offer to me about developing an approach to life-long learning?

6. Please share one current professional goal that you hope to achieve in the coming year.

7. How do you choose to serve as a leader in our profession? Is it through this precepting role? Through community or public service? Have you initiated or contributed to any services at your practice site or professional organizations?

8. What advice would you offer to me about remaining committed to our profession?

9. How do you know if/when you are "burning out"? How do you maintain your resiliency in the profession? Please share any strategies that you have found helpful in preventing burn-out and maintaining well-being?

Students are expected to access the information sources mentioned by their preceptors and to identify the types of information they found. Please identify which resource(s) you personally accessed which relate to this assignment.

Once this interview has been conducted and you have subsequently accessed and reviewed the information sources as noted above, upload the document containing your preceptor's responses in the Fieldwork Encounters section of CoreELMS. Once uploaded, your preceptor will receive an email to confirm that you have in fact conducted this interview with him/her. We will accept your preceptor's confirmed response to the email in lieu of a signature.

PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT

It is expected that all JCP students, faculty, and administrators will exhibit behavior consistent with the highest level of professionalism. The American College of Clinical Pharmacy has defined the traits of professionalism to include responsibility, commitment to excellence, respect for others, honesty and integrity, and care and compassion. These are defined in a White Paper published in *Pharmacotherapy**.

<u>TRAITS OF PROFESSIONALISM</u>
- **Responsibility -** Responsibility focuses on what one can do and should do; it defines the pharmacist's duty and moral obligation. Pharmacists have responsibilities to individual patients, to health care professionals, to society, and to the profession.
- **Commitment to excellence -** Excellence is a conscientious effort to exceed ordinary expectations. It implies first a commitment to lifelong learning.
- **Respect for others -** To respect others is to hold in high regard their feelings, opinions, and values. For pharmacists, this should apply to individual patients and their families, other health care professionals, colleagues, coworkers, and others with whom they come in contact.
- **Honesty and Integrity -** Pharmacists must uphold the highest standards of behavior and refrain from actions that would violate one's personal or professional codes. Displaying honesty and integrity means that pharmacists are truthful, fair, trustworthy, dependable, and honest.
- **Care and Compassion -** To care and to be compassionate are at the very center of the fiducial relationship between the patient and the pharmacist. Caring, in the most basic terms, means to attend to the needs of others and to have personal concern for the well-being of another.

*ACCP White Paper: Development of Student Professionalism. Pharmacotherapy 2009;29(6):749-56.

<u>**Jefferson College of Pharmacy Professional Dress**</u>

Thomas Jefferson University's Community Standards state that "Students are required to follow a code of behavior consonant with the high standards of professional behavior and the reputation of the University." Consistent with these standards, the JCP places importance on the professional image and appearance of its students. To develop a sense of pride and confidence in JCP, and present a professional and respected image to colleagues, the general public, and patients, a clean, neat and professional appearance is encouraged for all JCP students. As required by TJU policy, photo identification badges must be worn on an area above the waist and face-side out while on Jefferson owned or operated premises. While on campus or participating in any professional activities, JCP students are encouraged to be neatly groomed and their attire should always be neat and clean and appropriate for the designated activity. Professional dress as described in the JCP Professional Dress and Appearance Guidelines and/or safety apparel may be required for designated courses (see syllabi) or specified JCP student activities.

CODE OF ETHICS FOR PHARMACISTS

A code is adopted by a profession to regulate that profession. An ethical code may be styled as a code of professional responsibility that may dispense difficult issues of what behavior is "ethical". The following Code of Ethics for Pharmacists was adopted by the American Pharmacists Association, October 27, 1994.

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 interests of patients.

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

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

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

VIII. A pharmacist seeks justice in the distribution of health resources. When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.

THE OATH OF A PHARMACIST – Approved by the APhA House of Delegates, 2021

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

- I will consider the welfare of humanity and relief of human suffering my primary concerns.

- I will promote inclusion, embrace diversity, and advocate for justice to advance health equity.

- I will apply my knowledge, experience and skills to the best of my ability to assure optimal outcomes for my patients.

- I will respect and protect all personal and health information entrusted to me.

- I will accept the responsibility to improve my professional knowledge, expertise, and self-awareness.

- I will hold myself and my colleagues to the highest principles of our profession's moral, ethical, and legal conduct.

- I will embrace and advocate changes that improve patient care.

- I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public."

http://jcpp.net/wp-content/uploads/2016/03/PatientCareProcess-with-supporting-organizations.pdf

Pharmacists' Patient Care Process

The goal of high quality, cost-effective and accessible health care for patients is achieved through team-based patient-centered care. Pharmacists are essential members of the health care team. The profession of pharmacy is continuing its evolution from a principal focus on medication product distribution to expanded clinically-oriented patient care services. As a result of this professional evolution, the importance of, and need for, a consistent process of care in the delivery of patient care services has been increasingly recognized by the profession at large.

Pharmacists have unique training and expertise in the appropriate use of medications and provide a wide array of patient care services in many different practice settings. These services reduce adverse drug events, improve patient safety, and optimize medication use and health outcomes. Pharmacists contribute to improving patients' health by providing patient care services as authorized under their scope of practice and facilitated by collaborative practice agreements. The foundation for the pharmacist's patient care process is embedded within the pharmaceutical care model developed by Hepler and Strand in the 1990s. However, there is variability in how this process is taught and practiced. To promote consistency across the profession, national pharmacy associations used a consensus-based approach to articulate the patient care process for pharmacists to use as a framework for delivering patient care in any practice setting.

The pharmacists' patient care process described in this document was developed by examining a number of key source documents on pharmaceutical care and medication therapy management. Patient care process components were catalogued and compared to create the following process that encompasses a contemporary and comprehensive approach to patient-centered care that is delivered in collaboration with other members of the health care team.

STATEMENT OF PROFESSIONAL CONDUCT/HONOR CODE

Preamble:
The faculty of TJU affirms its deep commitment to the values and ethical standards of the health professions. These principles involve our conduct with patients and one another where honesty, morality, integrity, civility, altruism, and compassion are the rule. By embracing the values and standards of conduct of health professionals, we maintain our contract with society and the trust that grants us professional autonomy and the privilege of self-regulating our professions.

General Principles of Professionalism in the Health Professions:
At this time when the health professions are beset by an explosion of technology, changes in market forces, serious problems in healthcare delivery, conflicts of interest, and the threat of bioterrorism, the Faculty of Thomas Jefferson University reaffirms its commitment to professionalism. Understanding that at their core, the health professions place the welfare of the patient above self interest, we accept our responsibility to educate future health professionals in the values and ethical standards of medical professionalism. We acknowledge that we can best achieve this by serving as strong role models and advocates while maintaining professional relationships based on mutual respect and concern. We must promote an atmosphere of cooperation and learning, of intellectual openness, honesty, and sincerity in order to constantly protect and redefine and make meaningful our core values and covenant of trust with society.

The Core Values of Thomas Jefferson University:
At Jefferson, we are committed to the highest principles of professionalism. We aspire to be a community that is not only academically and fiscally successful, but also a community of discovery, learning, caring, and sharing. The core values of professionalism guide our actions. At Jefferson:
- Our word is our bond **(Integrity)**
- We respect each other and all with whom we come into contact **(Respect)**
- We care about and attempt to ameliorate the suffering and pain of illness; we care about and attempt to ameliorate the trials and tribulations of the Jefferson family **(Compassion)**
- We are committed to excellence and the life-long pursuit of new knowledge and personal and professional growth **(Excellence)**
- We aspire to do the right thing, for the right reason, even if it does not serve our personal interests **(Altruism)**
- We are committed to each other and to those we serve. We work together to achieve our mission and goals **(Collaboration)**
- We are committed to the prudent use of the resources made available to us by the hard work of the faculty, the tuition of our learners, the support of the public, and the philanthropic giving that sustains us and helps us grow **(Stewardship)**

Professionalism in the Teacher-Student Relationship:
The Faculty of TJU are committed to principles of mutual respect and trust between teachers and students. Training future health professionals who are entrusted with the lives of others must be based on faculty members embodying the values of professionalism. A critical part of the values of professionalism in the teacher-student relationship is that faculty members should not use their professional position to engage in relationships outside the professional realm with students or patients. Faculty members should be role models and mentors in their interaction with each other, students, nursing staff and other health professionals, as well as patients. In all of these relationships, faculty members act to enhance the learning experience based on shared professional values.

Shared Professional Values of Thomas Jefferson University:
In entering the health professions, and in the process of crafting future health professionals as students and educators, we recognize the implicit trust that patients and society have granted us. As such, we must commit to embodying the highest standards of civility, honesty, and integrity in all aspects of our personal and professional lives. This must include our interpersonal relationships, our academic pursuits, and our professional practices. We must treat everyone compassionately, and respect and protect his or her privacy, dignity, and individuality.

As part of the trust that society has placed in us, we must advocate for outstanding patient care for all people. Accordingly, we must always recognize those attitudes and values of ours that may limit our ability to do so.

As health professionals, we must also recognize limitations in our knowledge and skills, and accordingly, we must accept our duty to provide and receive constructive feedback with the goal of improving our ability to care for our patients. This eagerness to improve is central to our commitment to excellence, and will be the foundation upon which we build our practice of lifelong learning.

Faculty Self-Regulation:
As part of their contract with society, the health professions are given the privilege of self-regulation. As part of self-regulation, faculty must contribute to the spirit and principles of the TJU Honor Code. The faculty must have individual and corporate responsibility to uphold the Honor Code.

JCP PROFESSIONAL DEVELOPMENT AWARD

A limited amount of funding is set aside each academic year to support students representing JCP in professional organization sponsored competitions. JCP promotes student engagement in scholarly activities. Activities may include participation in professional meetings, development of scholarly projects, or provision of services that align with the mission and vision of the college. Information about this award and the application form may be found on the JCP Student Canvas page.

PROFESSIONAL ENGAGEMENT

Consistent with the mission and vision of the college, JCP encourages students to personally engage in professional activities. Students may identify these opportunities through professional organizations, academic endeavors (didactic or experiential course), internships, or networking with current practitioners or faculty. JCP encourages any student who engages in a professional activity to have an appropriate preceptor/mentor, including pharmacists, supervisors or faculty.

It is important that the college be informed about student contributions and activities. Prior to external submission, the JCP student should submit a Professional Activity Document found on the JCP Student Canvas page in the Program Documents folder. The College will utilize the information gathered to provide recognition to student contributions within the college and the university and in the accreditation process.

STUDENT PARTICIPATION IN INSTITUTIONAL GOVERNANCE

In an effort to provide an exceptional educational experience at the JCP, students will be solicited to participate in several College and University committees and task forces. Examples of JCP and TJU committees that have designated student representatives include:

1. JCP Curriculum Committee
   - The work of the JCP Curriculum Committee transcends the interests or responsibilities of a college's individual departments and academic programs. The committee has general authority and responsibility for the overall design, management, integration, evaluation and enhancement of the educational programs within the college. The committee ensures the integrity, cohesion, and excellence of the curriculum of each of the educational programs within the college, per the procedures outlined in the Faculty Handbook. The committee monitors compliance with program policies, such as policies on timeliness of grades and student workload.
   - The committee shall also consider proposed changes in the college's general academic policies regarding admission; academic achievement, progression, and graduation requirements, after consultation with the college's committees on admissions and student promotions, as applicable.

2. JCP Student Affairs Committee
   - The JCP Student Affairs Committee is responsible for monitoring student welfare in the college, including but not limited to: monitoring student retention, student workload, academic progression, academic advising, and student-related resources. The committee shall provide oversight of sanctioned college-specific student organizations and extracurricular activities.

3. JCP Admissions Committee
   - The JCP Admissions Committee shall be responsible for the selection of students and shall have the power to act in all matters pertaining to admissions in accordance with general policies adopted by the faculty of the college. The committee's decisions on specific individuals may not be reversed by another individual or faculty body. The committee shall have the overall responsibility of ensuring that the integrity of the admissions process is maintained.

4. JCP SPEP Committee
   - The JCP SPEP Committee shall be responsible for the development of the SPEP program, the program process, and outcomes. The committee will have oversite to the program design and be responsible for orientation of the JCP student body. The committee will also manage and monitor student progression. The committee will be responsible for reporting program outcomes and results to both the student body and JCP faculty.

5. JCP DEI Council
   - The JCP DEI Council is a critical driver in fostering meaningful change within JCP to cultivate an environment of fairness, belonging and opportunity for everyone within our College. Each TJU college has implemented a similar committee or council and collectively these groups will influence the actions and necessary to implement and sustain Jefferson's Diversity, Inclusion, and Community Engagement Strategy.

6. TJU Shared Governance Committee
   - The TJU Shared Governance Committee (SGC) serves as the facilitative committee for shared governance at the university. Chaired by the chair of the Faculty Advisory Council, SGC supports and promotes effective collaboration among the students, faculty, and university administration through regular dialogue. The members of the SGC may bring to the SGC recommendations pertaining to university policies and other matters of general concern to the university. The SGC shall consider matters brought before it and make its recommendations to the provost.

7. TJU Committee on Student Advisors
   - Provides a forum for productive communication between TJU students and administrative divisions. The Committee of Student Advisors (CSA) is comprised of student representatives from each of the academic divisions (Colleges/Schools/Departments) of TJU's Center City Campus and administration from the Activities/Wellness Center, Financial Aid, Housing, Information Services and Technology, Registrar, and Tuition/Cashiers. Representative from other administrative divisions are invited to meetings on an ad hoc basis. CSA students serve as liaisons to assist the administration in disseminating important, helpful, and accurate information and in providing constructive feedback from their student colleagues.

STUDENT PHARMACY ORGANIZATION INFORMATION

Student Body Governance (SBG)
The purpose of this organization shall be to enhance the student's experience both professionally and socially, and to provide a channel of communication between the student body and the administration and faculty of JCP.

Membership:
Any matriculated student in the JCP shall be eligible for participation in the JCP Student Government. Membership is discontinued upon graduation or loss of academic standing in the JCP.

SBG Faculty Advisor: Mary Hess, PharmD; Email: mary.hess@jefferson.edu

Academy of Managed Care Pharmacy (AMCP)
The JCP AMCP chapter functions to encourage education and support the advancement of managed care pharmacy. The chapter engages in promoting professional opportunities and leadership within managed care pharmacy. The chapter is also focused on establishing and promoting clinical, educational, and business management programs to improve health care, specifically via the delivery of pharmacy services through managed care.

AMCP Mission Statement
To promote sound managed care pharmacy principles through educational, professional, and social development of its student pharmacist members.

AMCP Chapter Advisor: Emily Hajjar, PharmD, BCPS, BCACP, CGP; Email: emily.hajjar@jefferson.edu

American Pharmacists Association – Academy of Student Pharmacists (APhA-ASP)
The APhA-ASP unofficially began in 1921 when students from the University of North Carolina petitioned the APhA Council to be recognized as an APhA student branch. Since then, the student section of APhA has gone through a steady evolutionary process. After the first student branch was recognized, many other schools and colleges of pharmacy began to form their own student branches.

At the 2004 Annual Meeting in Seattle, Washington, APhA-ASP celebrated 35 years as an official academy of APhA. During the meeting, the 2004 APhA-ASP House of Delegates voted in favor of a proposed resolution to change the Academy's name to the *American Pharmacists Association - Academy of Student Pharmacists*, in order to better define the professional role of student pharmacists and to emphasize students' commitment to the profession of pharmacy. In April 2009, the JCP chapter received its chapter charter at the APhA annual meeting.

APhA-ASP Mission Statement
To be the collective voice of student pharmacists, to provide opportunities for professional growth, and to envision and actively promote the future of pharmacy.

APhA-ASP Chapter Advisor: Emily Scopelliti, PharmD, BCPS, E-Mail: Emily.Scopelliti@Jefferson.edu

Student Society of Health-Systems Pharmacist (SSHP)
In 1942, hospital pharmacists established the American Society of Hospital Pharmacists, affiliated with APhA. In 1995, the name was changed to American Society of Health-Systems Pharmacists (ASHP). The name reflects changes in the industry and diversification beyond inpatient care into ambulatory care and home care. Today, ASHP's membership has grown to ~ 31,000 members. The SSHP was developed to educate members about career options in hospital and health-systems, provide career and professional development, and create opportunities to network.

JCP-SSHP Mission Statement
To make students aware of pharmacy practice in health systems; provide information to students about career directions in and credentials needed for pharmacy practice in health systems; and encourage membership and participation in the respective regional affiliate or Pennsylvania state society of ASHP as a student upon graduation.

JCP-SSHP Faculty Advisor: Mary Hess, PharmD; E-mail: mary.hess@jefferson.edu

Rho Chi: Epsilon Chapter
The Rho Chi Society is recognized as the "Honor Society of Pharmacy" by the American Association of Colleges of Pharmacy (AACP). On April 2016, the Epsilon Epsilon Chapter was established at the JCP.

Induction to the Rho Chi Society is a prestigious honor and recognition of students' academic excellence as it is achieved by being in the top 20% of the pharmacy class. New members are identified through GPA earnings after completion of the second year of the Doctor of Pharmacy curriculum. With this membership, students are tasked with the responsibility to continue to uphold the Society's mission and vision through leadership, tutoring opportunities, community service, and other initiatives.

Rho Chi Mission Statement:
To encourage and recognize intellectual achievement, as well as stimulate critical inquiry to advance pharmacy. The Society fosters collaboration and promotes the highest ethical standards in order to contribute to the development of intellectual leaders.

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Pharmacy-Related Websites

Professional Organizations

Academy of Managed Care Pharmacy (www.amcp.org)

American Association of Colleges of Pharmacy (www.aacp.org)

American Association of Pharmaceutical Scientists (www.aaps.org)

American College of Clinical Pharmacy (www.accp.com)

American Pharmacists Association (www.pharmacist.com)

American Society of Consultant Pharmacists (www.ascp.org)

American Society of Health-Systems Pharmacists (www.ashp.org)

Delaware Pharmacists Society (www.dpsrx.org)

Delaware Society of Health-System Pharmacists (www.dshp.net

National Association of Boards of Pharmacy (www.nabp.net)

National Association of Chain Drug Stores (www.nacds.org)

National Community Pharmacists Association (www.ncpanet.org)

National Pharmaceutical Association (www.npha.net)

New Jersey Pharmacists Association (www.njpharma.org)

New Jersey Society of Health-System Pharmacists (www.njshp.org)

Pennsylvania Pharmacists Association (www.papharmacists.com)

Pennsylvania Society of Health-System Pharmacists (www.pshp.org)

State Boards of Pharmacy

Delaware State Board of Pharmacy (https://dpr.delaware.gov/boards/pharmacy/)

New Jersey State Board of Pharmacy (www.njconsumeraffairs.gov/phar)

Pennsylvania State Board of Pharmacy (www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Pharmacy/Pages/default.aspx)

Pennsylvania Peer Assistance Program (SARPH) (www.sarph.org)