

# Jefferson College of Pharmacy

## STUDENT HANDBOOK ACADEMIC YEAR 2025-2026



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**THOMAS JEFFERSON UNIVERSITY  
JEFFERSON COLLEGE OF PHARMACY**

**ACKNOWLEDGEMENT OF THE JCP STUDENT HANDBOOK**

My signature below acknowledges that I know the Jefferson College of Pharmacy (JCP) Student Handbook is available electronically on Canvas in the JCP Student organization. Please note that this handbook is specific to JCP information, policies and procedures.

I understand that I am responsible for reading and abiding by the information contained within the JCP Student Handbook.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**ACKNOWLEDGEMENT OF THE UNIVERSITY HANDBOOK**

My signature below acknowledges that I know the Thomas Jefferson University (TJU) Student Handbook is available electronically via the following web address: [www.jefferson.edu/handbook](http://www.jefferson.edu/handbook) . The University Handbook includes university-wide information, policies and procedures. I understand that I am responsible for reading and abiding by the information contained within the TJU Student Handbook.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

I also understand that Thomas Jefferson University and JCP reserve the right to amend or eliminate any information described herein as circumstances may require without prior notice to persons who might thereby be affected.

I understand that the provisions of this handbook are not and may not be regarded as contractual between the University or School and its students or employees.

Signed: \_\_\_\_\_ Campus Key: \_\_\_\_\_

Printed Name: \_\_\_\_\_

## MESSAGE FROM THE DEAN

### WELCOME to the College of Pharmacy!

Congratulations on joining one of our esteemed programs—Doctor of Pharmacy or one of our Master's degrees in Pharmaceutical Sciences or Population Health Pharmacy! Embarking on this journey is both an exciting and transformative experience, and we're thrilled to have you with us.

Our curriculum, for all programs, has been thoughtfully crafted by dedicated faculty members who are committed to providing you with a comprehensive and enriching education. While gaining knowledge is crucial, equally important is the development of practical experiences. You hold the key to shaping the trajectory of your future career.

At Jefferson, you have immediate access to a variety of practice settings, a network of experienced pharmacists, researchers, and leaders in the field. Dive into understanding the personal skills required for different roles, whether it's in home infusion, hospital settings, community, or industry positions. Explore and learn about the growth opportunities each path offers. Engage with current practitioners—they are eager to share their insights and guidance.

Be proactive in your journey. Plan, ask questions, and seek out experiences that will help you grow. We are excited to support you every step of the way. Embrace this year with enthusiasm, stay engaged, and build lasting connections.

Here's to a fantastic and fulfilling year ahead!



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



**Jefferson attendees at the ASHP Midyear**



**Master's student working on thesis.**

## **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 3000, Chicago, IL 60603.

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

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

## **PROGRAM MODIFICATION**

The faculty of the College of Pharmacy reserves the right to make changes in the curriculum, policy and procedures when, in its judgment, such changes are in the best interests of students and the College of Pharmacy. Ordinarily, a student may expect to receive a degree after meeting the requirements of the curriculum, as specified in the course catalog and student handbook upon entering the College, or in any subsequent bulletin published while they are a student. However, the College of Pharmacy is not obligated to fulfill this expectation, or to offer in any particular year, a course listed in the bulletin.

# **INTRODUCTION TO THOMAS JEFFERSON UNIVERSITY (TJU)**

## UNIVERSITY HISTORY

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 21<sup>st</sup> Century students with excellence in architecture, business, design, fashion, engineering, health, medicine, natural sciences, social sciences, and textiles infused with the liberal arts.

**Mission:**

We improve lives.

Thomas Jefferson University is a national leader in professional education, preparing students for the future of work, while also engaging in groundbreaking research and creative discovery. Dedicated to inclusive and experiential learning, Jefferson fosters transdisciplinary collaboration, embraces social responsibility, and celebrates the value of diverse identities and perspectives.

**Vision:**

Reimagining health, education, and discovery to create unparalleled value.

**Values:**

Put People First  
Be Bold and Think Differently  
Do the Right Thing

## **TJU COMMITMENT TO DIVERSITY**

### **Commitment to a Diversity, Equity, and Inclusion**

Jefferson holds itself accountable, at every level of the organization, to nurture an environment of inclusion and respect, by valuing the uniqueness of every individual, celebrating and reflecting the rich diversity of its communities, and taking meaningful action to cultivate an environment of fairness, belonging & opportunity

## JEFFERSON HEALTH

**Mission:**

We improve lives.

**Vision:**

Reimagining health, education and discovery to create unparalleled value.

**Values:**

The behaviors our employees demonstrate daily to both patients and students alike enables Jefferson to continue to achieve its mission. Jefferson's values define who we are as an organization, what we stand for, and how we continue the work of helping others that began here nearly two centuries ago. These values are:

**Put People First**

Service minded,  
Respectful,  
Embrace Diversity

**Be Bold & Think  
Differently**

Innovative  
Courageous  
Solution Oriented

**Do the Right  
Thing**

Safety-focused  
Integrity  
Accountability

## COMMITMENT TO DIVERSITY

**Enterprise-level Commitment to Diversity, Equity, and Inclusion**

Jefferson holds itself accountable, at every level of the organization, to nurture an environment of inclusion and respect, by valuing the uniqueness of every individual, celebrating and reflecting the rich diversity of its communities, and taking meaningful action to cultivate an environment of fairness, belonging & opportunity.

## 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)**

## **JEFFERSON COLLEGE OF PHARMACY MISSION\***

To approve the mission statement “Advancing and improving the health of humanity through excellence in pharmacy education”

## **JEFFERSON COLLEGE OF PHARMACY VISION\***

To model and cultivate inclusive leaders who transform education, health care and research through creativity and innovation.

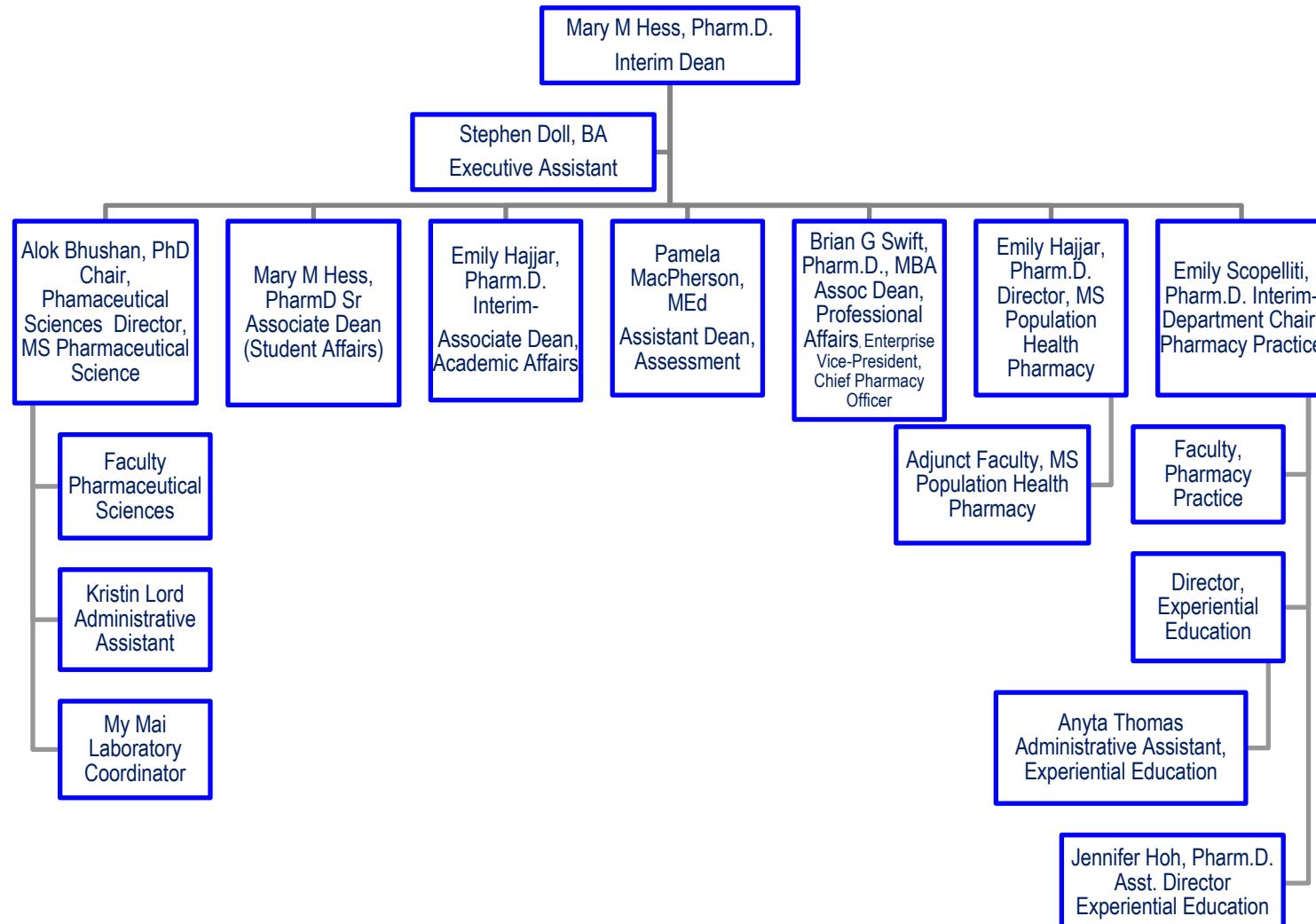
## **JEFFERSON COLLEGE OF PHARMACY CORE VALUES**

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

\*Approved 2024

### JCP ORGANIZATIONAL CHART 2025-2026



## **JEFFERSON COLLEGE OF PHARMACY ADMINISTRATION**

**Mary M. Hess, PharmD, FASHP, FCCM, FCCP**  
Interim Dean  
Senior Associate Dean

**Emily Hajjar, PharmD, BCPS, CGP, BCACP**  
Interim Associate Dean for Academic Affairs  
Director, MS Population Health Pharmacy Program

**Brian Swift, PharmD, MBA**  
Associate Dean for Professional Affairs  
Enterprise Vice President / Chief Pharmacy Officer, Jefferson Health

**Pamela MacPherson, MEd**  
Assistant Dean of Assessment

**Alok Bhushan, PhD**  
Chair, Department of Pharmaceutical Sciences  
Director, MS Pharmaceutical Sciences Program

**Emily Scopelliti, PharmD, BCPS**  
Interim Chair, Department of Pharmacy Practice

**Stephen Doll, BA**  
Executive Assistant to the Dean

**JEFFERSON COLLEGE OF PHARMACY**  
**FACULTY AND STAFF**  
**Doctor of Pharmacy Program and**  
**Master of Science, Pharmaceutical Sciences**

**Department of Pharmaceutical Sciences**

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**JEFFERSON COLLEGE OF PHARMACY  
FACULTY AND STAFF  
Doctor of Pharmacy Program**

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Associate Professor, Jefferson College of Pharmacy

Amber King, PharmD, BCPS, FNAP

Associate Professor, Jefferson College of Pharmacy

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Assistant Professor, Jefferson College of Pharmacy

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Clinical Professor, Jefferson College of Pharmacy

Dylan Zuch, PharmD

Assistant Professor, Jefferson College of Pharmacy

Anyta Thomas

Administrative Assistant to the Director of Experiential Education

**JEFFERSON COLLEGE OF PHARMACY  
FACULTY  
Master of Science, Population Health Pharmacy**

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Professor, Jefferson College of Pharmacy  
Program Director, Population Health Pharmacy

Jennifer Naples, PharmD, BCPS, BCGP  
Adjunct Assistant Professor, Jefferson College of Pharmacy

Lauren Megargell, PharmD  
Adjunct Assistant Professor, Jefferson College of Pharmacy

Patrick DeHoratius, PharmD  
Adjunct Assistant Professor, Jefferson College of Pharmacy

## **Degrees Offered by the Jefferson College of Pharmacy**

### **Doctor of Pharmacy**

This is an entry-level professional doctorate program. This degree requires four academic years and is considered graduate education. At the conclusion, the student is eligible to apply for licensure and upon passing the licensure examination is eligible to practice as a licensed registered pharmacist.

The Doctor of Pharmacy (PharmD) degree may be applied in a variety of practice settings including community, health-system, specialized areas of practice, home health, investigational drugs, nuclear, and the pharmaceutical industry to name a few. The program provides educational content, allows students to develop skills, and to critically think and apply knowledge when taking care of patients. Students will grow professionally increasing leadership skills, engaging in professional organizations, and advocating for issues that help individuals be well.

### **Doctor of Pharmacy (PharmD)/Master of Public Health (MPH)**

This dual degree is offered with the Jefferson College of Population Health (JCPH). The MPH program stresses leadership skills, systems thinking, health communication, global health and cultural humility and competency. The curriculum is structured so that students may concentrate their studies in public health practice, public health analytics, healthcare quality and safety, or public health policy and advocacy. Graduates may pursue employment opportunities in local, state, and federal health agencies, community health centers and hospitals, non-governmental health organizations, professional health agencies, health insurance companies, and other related businesses.

### **Doctor of Pharmacy (PharmD)/Master of Business Administration (MBA)**

This dual degree is offered with the Jefferson Kanbar College of Design, Engineering and Commerce, School of Business. The Master of Business Administration (MBA) program provides students with the intellectual tools to apply creative leadership concepts to innovative organizational structures and ethical decision-making; strategize and implement plans for industries; and utilize product design methodology to identify customer needs, create prototypes, and develop effective business plans. The principal objective of the MBA program is to prepare students for successful careers in management positions in business and administration. The curriculum is structured so that students may concentrate their studies in specialty areas such as biopharmaceutical commercialization, health analytics, cannabis business and management.

### **Master of Science, Pharmaceutical Science**

The mission of the graduate program at JCP is to prepare students for successful research careers in academic, clinical or Industrial settings by focusing on the pharmaceutical, chemical and food related disciplines.

### **Master of Science, Population Health Pharmacy**

Population Health Pharmacy focuses on the impact of the distribution of health determinants on those receiving medication management services by pharmacists. The Population Health Pharmacy degree will be a collaborative effort between the Jefferson College of Pharmacy and the Jefferson College of Population Health (JCPH) designed to give practicing pharmacists an expertise in population health pharmacy.

## **Certificates Offered by the Jefferson College of Pharmacy**

In addition, the College of Pharmacy provides the following certificate options to students enrolled in the Doctor of Pharmacy program.

**Immunization**

**Population Health Pharmacy**

More information regarding the curriculum for these programs may be found in the program of study section of the handbook.

**Jefferson College of Pharmacy**  
**Committee Appointments for AY 25-26**

<b>Academic Outcomes and Assessment</b> Chair, Dr E Hajjar Dr A Egras Dr A Lakshmikuttyamma Dr M Kelly Dr E Scopelliti	<b>Admissions</b> Chair, Dr. G Bellottie Dr R Armen Dr G Kaushal Dr P Selvakumar Niki Layne Bautista, JCP '27 Makayla McVay, JCP '28
<b>Curriculum</b> Chair, Dr J Hoh** Dr J Belani Dr G Brailoiu Dr R Jeminiwa Dr A King Elizabeth Ford, JCP '27 Mikhayla Rogowski, JCP '28	<b>Faculty Affairs</b> Chair, Dr E Scopelliti Dr G Kaushal Dr M Kelly
<b>Faculty Governance</b> Chair, Dr S Shoyele (Year 2) Dr J Belani (Year 1)	<b>Student Affairs</b> Chair, Dr R Jeminiwa Dr A Eller Dr S Shoyele Summer Zito, JCP '27 Hazel Karaturk, JCP '28 Open, JCP '29
<b>Self-Study Ad-Hoc Committee</b> Chair, Dr E Hajjar Dr C Brailoiu	

\*\*Designates 2 year appointment.

**TJU Shared Governance**  
**Committee Appointments AY 25-26**

<b>Academic Programs and Policy</b> Dr J Hoh	<b>Educational Quality</b> Dr E Hajjar
<b>Educational Resource</b> Dr J Belani	<b>Promotion – Tenure</b> Dr A Lakshmikuttyamma* Open**
<b>Research</b> Dr G Kaushal	<b>Student Affairs</b> Dr R Jeminiwa
<b>Faculty Affairs</b> Dr S Shoyele	

\*New appointment through AY 26-27; all others expire AY 25-26.

\*\*Designates 2 year appointment.

## ACADEMIC CALENDAR 2025-2026

*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.html>*

### 2025 FALL SEMESTER

8/4 – 8/8	JCP Class of 2029 Orientation
8/11	Classes Begins
8/18	Last day to add course
8/20	Last day to drop course without “W” on transcript
9/1	Labor Day Holiday – no classes
9/12	APPE Block 3 Ends
9/15 – 16	Fourth Year On Campus – Career Prep
9/22	APPE Block 4 Begins
9/30	Last Date to Withdraw with a Grade of “W”
10/2 – 10/5	College of Pharmacy Fall Break
10/10	ART of Pharmacy Symposia (All JCP students and Faculty) AND Class 2029 White Coat Ceremony
10/31	APPE Block 4 Ends
11/3	APPE Block 5 Begins AND On-line Registration for Spring Semester Begins (Anticipated)
11/19	Classes End
11/20	Reading Day
11/21 – 11/26	Final Examinations
12/8	Final Grades Due in Registrar’s Office, 9:00 am
12/12	APPE Block 5 Ends
12/15	Fourth Year On Campus – Board Review

### 2026 SPRING SEMESTER

1/5	APPE Block 6 Begins
1/12	Classes Begin
1/18	Last day to add a course
1/19	Martin Luther King, Jr Day of Service (no classes)
1/22	Last day to drop without “W” grade on transcript
2/13	APPE Block 6 Ends

2/23	APPE Block 7 Begins
2/27 – 3/8	Spring break (P1, P2, P3, PSCI)
3/11	Last Day for Course Withdrawal
3/24	JCP Honor Day (All JCP students and Faculty)
3/30	On-line Registration for Summer/Fall Semesters Begins (Anticipated)
4/3	APPE Block 7 Ends
4/7-9	Fourth Year Board Review Course
4/17	Class of 2025 Degree Conferral
4/27	Classes End
4/28	Reading Day
4/29 – 5/5	Final Exams
5/15	Final Grades due in Registrar's Office, 9:00 am
TBD	Commencement

#### **2026 PRE-FALL AND/OR SUMMER SEMESTER**

3/30	Online Registration Begins for Pre-Fall, Summer and Fall (Anticipated)
5/4	Classes Begin
5/10	Last Day to add Online
5/11	APPE Block 1 Begins
5/13	Last day to drop without "W" grade on transcript
5/25	Memorial Day (University Holiday, No Classes)
6/19	APPE Block 1 Ends
6/22	APPE Block 2 Begins
6/24	Last day for course withdrawal
7/3	Independence Day (University Holiday, No Classes)
7/31	APPE Block 2 Ends
8/7	Classes End
8/17	Final Grades due in Registrar's Office, 9:00 am

**JCP P4 Academic Calendar for Advanced Pharmacy Practice Experiences (APPE)**  
Content is noted above and repeated here in table form.

**Pre-Fall Semester 2025**

<b>Rotation</b>	<b>Begin Date</b>	<b>End Date</b>
APPE 1	May 12	June 20
APPE 2	June 23	August 1

**Fall Semester 2025**

<b>Rotation</b>	<b>Begin Date</b>	<b>End Date</b>
APPE 3	August 4	September 12
On Campus P4 – Required ***	September 15	September 16
APPE 4	September 22	October 31
APPE 5	November 3	December 12
On Campus P4 – Required ***	December 15	

**Spring Semester 2026**

<b>Rotation</b>	<b>Begin Date</b>	<b>End Date</b>
APPE 6	January 5	February 13
APPE 7	February 23	April 3
On campus P4 – Required ***	April 7	April 9

\*\*\*Note – The fourth year on campus dates are required and should be considered to occur from ~ 9 am through 4 pm each day.

Last Day to Apply for Graduation – TBD

**Board Review Course (required)** – **April 7-9**

Degree Conferral Date – April 17, 2025

Commencement - TBD

# **COMMUNICATION**

## JEFFALERT

Jefferson provides students, faculty and staff with the **JeffALERT** Emergency Notification System. The system provides fast and efficient distribution of critical information during a major emergency.

**The effectiveness of JeffALERT depends upon individuals providing accurate and up-to-date personal contact information.** We urge you to regularly update this information so that Jefferson can communicate with you in the event of an emergency.

If you have not done so, sign up at: <https://www.jefferson.edu/jeffalert.html>

## JEFFERSON EMAIL

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 8:00 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.

#### **Email Communication Expectation from Faculty to Student**

As noted above, faculty expect that students will review emails daily, Monday through Friday. Like faculty, the expected response time for students 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  
<https://www.jefferson.edu/pharmacy>

 tjucollegeofpharmacy

College video: <https://www.youtube.com/watch?v=4NLHdkQW4Bc>

## JEFFERSON STUDENT INTRANET 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>

### JCP Specific Page within the Intranet Portal

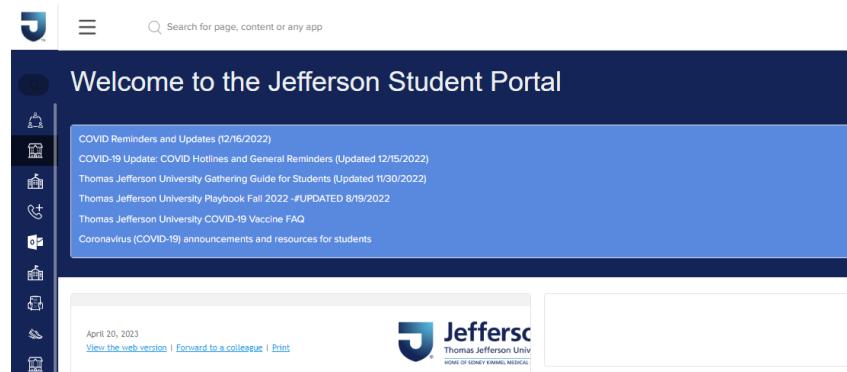
Within the student portal, the JCP has a page exclusive to JCP students. The page may be accessed via a link on the left hand side. The purpose of this page is for the college to provide timely communication from the college and student organizations to the student body. **The portal will be the exclusive 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** - April 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-Ester 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 weekly on Monday, if not more frequently.
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 includes 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 2<sup>nd</sup> and 4<sup>th</sup> 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](mailto: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.

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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.

### **Jefferson College of Pharmacy Posts**

All students enrolled in the Jefferson College of Pharmacy will be provided a photo release each academic year. Your signature on the release allows the college of pharmacy to post photos that have been taken as a part of the program experience. Examples include: receipt of honors/awards, professional presentations (posters, presentations), attendance at professional, community service, student organization events, course related activities to name a few.

Photos taken in a social setting not associated with the college will require the individual student to grant permission for use.

### **Jefferson College of Pharmacy Social Media Accounts**

Jefferson College of Pharmacy maintains two official college social media accounts:

Instagram: @tjucollegeofpharmacy  
Facebook: Thomas Jefferson University College of Pharmacy

All students are encouraged to identify experiences that positively reflect the college and the profession of pharmacy and submit those for consideration for sharing to one or both of our social media accounts.

The following is requested for each submission:

- Who, what, when, where, and why for the content proposed
  - A reference may be requested following review
- Provide appropriate hashtags if specific hashtags for the event are being used
- High quality photo(s) (please see Suggested Photo Specifications below)
  - Assure photo release permission has been obtained if including anyone who is not considered JCP faculty, staff, or student. Please do not include minors (children under age 18 years) in any photos submitted.
- Assure the information is timely (submit as close to the event as possible)
- Assure the information aligns with the college or university mission and values
- If submitting on behalf of a student professional organization, please reach out in to discuss how the college and organization can collaborate or vary the content across accounts

All submissions should be emailed to Dr. Gina Bellottie or designee via (gina.bellottie@jefferson.edu). Please discuss with Dr. Bellottie if another platform may work better for transferring the content materials (e.g., a shared folder). All submissions will be reviewed and must be accepted to be posted. The review will be to determine where the information is best posted and to assure it meets the intent of what should be posted. Minor edits to submissions may be made.

### **Suggested Photo Specifications**

Instagram	Facebook
Stories and Reels: 1080 x 1920 px Carousel Posts: 1080 x 1350 px	Landscape: 1200 x 630 px Portrait: 630 x 1200 px Square: 1200 x 1200 px Stories and Reels: 1080 x 1920 px Posts and timeline photos: 1200 x 630 px

If the photo was taken by a phone – use the highest quality resolution possible, i.e., actual or original size. File format JPG, GIF, and PNG. Please do not send photos in HEIC format.

### **JCP Student Organizations**

The following student professional organizations have been approved by OSLE to have their own Instagram account. You may find their posts at:

Academy of Managed Care Pharmacy	@amcp.jefferson
American Pharmacists Association Academy of Student Pharmacists	@aphaasp.jefferson
Industry Pharmacists Organization	@iphojcp
Student Body Government	@sbg.jcp.jefferson
Student Society of Health System Pharmacy	@jcp_sshp

Student organizations should work with Dr. Bellottie prospectively to strategize how to best collaborate on and share content between their Instagram pages and JCP's social media pages. Depending on the nature of the content, it may be beneficial to utilize Instagram's Collab feature to co-author posts. Other content may be appropriate for JCP to share to Stories, to create separate stories or posts, or to interact with in other ways.

## PHOTO RELEASE



### Release for Use of Images and Statement for Students

Project Name	Date	
Project Coordinator	CS#	MC#

I hereby understand, agree and consent to Thomas Jefferson University, Thomas Jefferson University Hospitals, Inc., and/or Jefferson University Physicians and their affiliated entities, successors and assigns ("Jefferson") making photographs, films, audio or sound recordings, videotapes or any other means designed to reproduce image and sound of me, my personal property or real property (the "Images") and/or using verbal or written statements made by or me ("Statements"). I hereby understand and agree that, by signing this form, Jefferson shall be the exclusive owner of the results and proceeds of the Images and Statements with the right, throughout the world, for an unlimited number of times in perpetuity, to copyright, to use and to license others to use, in any manner, including on the Internet, all or any portion thereof or of a reproduction thereof, and that Jefferson has the right to use, publish, reproduce, modify, adapt and distribute the Images and Statements at any time in any manner or medium, including without limitation use in newspapers, magazines or other printed media, presentations, television, radio, mailed promotions, exhibits, billboards or other outdoor advertising, posters, press releases, webcasts and/or postings on any Jefferson Intranet site or the Internet, including, without limitation, on any social media site.

I understand that use of the images and statements by Jefferson may result in me being identified as a student enrolled at Jefferson and may include without limitation, my name; place of residence; major field of study; grade level; enrollment status (e.g., undergraduate or graduate, full-time or part-time); dates of attendance; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received.

I understand that I can withdraw my consent at any time while being photographed, filmed, recorded or videotaped, etc. ("Recorded") but that once Recorded, or once my Statement has been given, I cannot withdraw. I understand and agree that once Recorded or once my Statement is given, I hereby waive any right of inspection or approval of the Images or Statements or the uses to which such Images or Statements may be put. I acknowledge that Jefferson will rely on this permission potentially, at substantial cost to Jefferson and hereby agree not to assert any claim of any nature whatsoever against anyone relating to the exercise of the permissions granted hereunder.

I understand and agree that I will not receive any money for the Images or Statements and I have not been promised anything in return for the Images and Statements. I agree to be contacted by the media regarding my story and to be a spokesperson on behalf of Jefferson. I also understand that my name, age, the community where I live and other personal or biographical information may be used in connection with the results of the Images or Statements.

Additionally, I waive any and all claims for damages against Jefferson arising out of or in connection with the use of my Images or Statements in any of the products, advertisements, materials or other content ("Products") produced or utilized by Jefferson. I agree that Jefferson does not need my consent or approval of the finished Product or Products, or the copy or other matter that may be used in connection with the Images or Statements, or the use to which the Images or Statements might be applied. I further agree to release and discharge Jefferson, its agents or assigns, and all persons acting under Jefferson's permission or authority, from any liability by virtue of any blurring, cropping, distortion, alteration, optical illusion, or use in composite form or otherwise, whether intentional or otherwise, that may occur or be produced in the taking of the Images or Statements or in any subsequent processing of the Images or Statements, as well as any publication of the Images or Statements, including without any limitation any claims for libel, invasion of privacy or publicity rights.

**I certify that I have read this document and understand it. I further certify that I am eighteen years of age or older, and, if acting on behalf of a minor, have every right to contract for the minor in the above regard. I understand that there will be no consequences to me if I choose to refuse to sign this form.**

Participant's Full Name – First/Initial/Last Name (Please Print)	Participant's Status
	<b>Student</b>

Address/City/State/Zip

Phone Number	Email
--------------	-------

Department/Title (if applicable)

**X**  
Signature Date

**X**  
Signature of Parent or Guardian if Participant is Minor Date

Print Name of Parent or Guardian if Participant is Minor

FORM 90287 (REV. 10/20) CS 21-0418

## CANVAS COURSES FOR STUDENTS

### **JCP 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.

FYI – Faculty are also included in this course.

### **Individual Class Canvas Courses**

Students will also be enrolled in a Canvas course that is JCP class specific. This course is predominately used for providing information prior to arrival and licensure information at the program conclusion. The page is predominately utilized when the content is specific to a class, otherwise the information will be posted in JCP Students.

FYI – Faculty may also be included in class specific courses.

### **Student Intranet Portal**

Another quick source of weekly information is the Student Intranet Portal. Information is updated routinely on this site with hyperlinks to supporting documents posted in the JCP Students Canvas site. Students are encouraged to bookmark this page and read through the news weekly.

More information about the portal may be found in the communication section of the handbook.

# **UNIVERSITY POLICIES AND PROCEDURES**

## 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 Catalog 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 (The Academic Commons), 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](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.

## **STUDENT INTERNATIONAL TRAVEL**

Any student anticipating to travel internationally with a university purpose **MUST** complete an international travel registry. This requirement will need to be submitted at least 8 weeks in advance. More information may be found at: <https://www.jefferson.edu/international-affairs/international-travel/students/travel-registry.html>

## **FINANCIAL AID, SCHOLARSHIP, EMERGENCY LOAN**

## **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 College 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.

## SCHOLARSHIPS

**Dean's Scholarship** – This scholarship is awarded to applicants and provided along with the offer of admission letter. This scholarship is renewed annually as long as the student remains in good academic standing.

**Gerald E Meyer Endowed Scholarship** - This scholarship is awarded at JCP Honor Day to a third or fourth year PharmD student who fulfills the criteria. The recipient will have a record of contribution to the profession relative to their rank as a student pharmacist. The recipient will prioritize the importance of being an active member within a professional pharmacy organization. Additional information and application directions are posted in the Scholarships, Opportunities, and Resources module in JCP Student Canvas page. Linkage to this page may also occur via the Jefferson Student Portal – [Https://studentportal.jefferson.edu](https://studentportal.jefferson.edu)

**Additional Scholarships** – Various organizations, foundations, employers, etc may provide additional scholarships. When that information is provided, it is posted to the Scholarships, Opportunities, and Resources module in JCP Student Canvas page. Linkage to this page may also occur via the Jefferson Student Portal – <https://studentportal.jefferson.edu>

## EMERGENCY LOAN

The JeffSecure emergency fund is intended to provide matriculated Jefferson students with short-term financial assistance in the event of unforeseen and unavoidable emergency expenses.

Additional details in terms of what is provided and what is not covered via JeffSecure may be found at: <https://www.jefferson.edu/life-at-jefferson/jeffsecure-emergency-fund.html>

## **STUDENT ACADEMIC 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 1973 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/life-at-jefferson/student-resources-services/academics-career-success/accessibility-services.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

- Lecture recordings for a course is up to the discretion of the course coordinator.
- Students will be informed at the start of the semester if the course is to be captured via Panopto (lecture capture program).
- **Lecture recordings are not intended to replace attendance in class as this is not a distance education program.**
- Recordings that do exist are only available to students enrolled in the course and are available to students up to the time of graduation as they are an embedded component of that course in the University's learning management system, Canvas®.
- It is important to note that when course content changes and is updated in subsequent years, such updates are not reflected in the originally posted lecture recording.
- JCP is not responsible for technical or logistical 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.

# **ENTRY REQUIREMENTS**

## **JCP DEGREE PROGRAMS**

## 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.

**All of the following are required prior to entry unless otherwise noted.**

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

Laboratory Safety – MS Pharmaceutical Sciences only

## 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 the college'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.

## **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 transferring 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 days 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.

## **ANNUAL REQUIREMENTS**

## PROGRAM ENROLLMENT REQUIREMENTS – POLICY

All Jefferson student pharmacists must complete designated performance requirements to be eligible to fully participate as a student in the program. See handbook page **53 for policy.**

### 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 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. See obligation to report regulatory or legal actions.**

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
- COVID-19 immunization – 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

## PRE-MATRICULATION AND ANNUAL REQUIREMENT PROCESS

**Background:** All students entering Thomas Jefferson University must complete a number of pre-matriculation requirements. Information about these requirements is distributed by Enrollment Management. Each item has a department responsible for confirming completion. Many if not all of the pre-matriculation items are included in the affiliation agreements between the college and experiential sites to be able to participate in experiential training.

Every year there are annual requirements for students. These are outlined in the section noted as Annual Requirements and should be completed before the fall semester opens. For those applicable at that time, the same expectation will be applied.

**Expectation:**

Students should have all items completed prior to matriculation into the college of pharmacy. Should the situation arise where all requirements are not complete at the time of matriculation the following shall occur:

1. The student is responsible to contact the Program Director and provide an itemized list of what is not complete and anticipated date of completion.
2. The Program Director or designee will determine if classroom participation may continue or what contingencies may occur until items are completed.
3. The Program Director or designee will provide written notification back to the student.
4. Failure of the student to comply with the completion as outlined will result in:
  - a. A written notification of failure to comply with University Policy that will be placed in the permanent record
  - b. Removal of student from experiential based courses until requirements are complete. Documentation of this activity will be noted as a professional issue.

## **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://support.examsoft.com/hc/en-us/articles/11145767390477-Examplify-Verify-device-meets-MSRs>

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](https://jefferson.collegeofpharmacy.jefferson.edu/centraluniforms.com)

## PHARMACY INTERN LICENSE

### 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](http://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](http://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](mailto: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.

Directions are posted to the Class Canvas page.

### **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/>

### **Obligation to Report Regulatory or Legal Actions**

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.

# **UNIVERSITY 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.

### **TJU POLICY LISTING**

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

### **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 ADD / DROP**

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 academic 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 or MS 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 through the program's admission process and be accepted to return to the program. 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 at [https://jeffline.jefferson.edu/education/programs/change\\_of\\_status/form.cfm](https://jeffline.jefferson.edu/education/programs/change_of_status/form.cfm). Prior to submitting the Student Change of Status Form, the student should contact the JCP Associate Dean of Student Affairs for leave of absence requests related to personal reasons and the JCP Associate Dean of Academic Affairs for leave of absence requests related to academic reasons. 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.

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 here: <https://www.jefferson.edu/life-at-jefferson/handbooks/policies/graduate-policies/leave-absence-medical.html>***

### ***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.

### ***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.

## **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

GRADE	Percentage	Quality Points
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	.07
F*	<59.4	0.0
WF*	0.0	

\*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.

### **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 incomplete 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 (Withdrawn Passing) or WF* (Withdrawn Failing), depending upon the level of performance in the course at the time. WF <i>is</i> calculated in the student's GPA.

## **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.

## **JCP Grade Replacement**

### **Background**

Grade Replacement allows students in their first professional year at JCP (P1) to repeat a required course where the final grade earned has a significant impact to the cumulative GPA (cGPA). This opportunity is alignment with a similar procedure available to first year undergraduate students at Thomas Jefferson University. This concept has been supported in the literature suggesting that upon entry into an academic program, significantly low cGPA's are difficult to recover from. Internal JCP data indicates that grade replacement in the first year for final grades of C- to F, if replaced would also potentially provide the student an opportunity to complete the degree with far less impact to progression or unsatisfactory academic performance.

### **Procedure**

#### **GPA Impact**

- *When a course is repeated, the original grade will remain on the transcript, but it will be removed from the calculation of the cGPA. The new grade will enter into the calculation of the cGPA, even if it is lower than the grade originally earned.*
- *The most recent grade earned is also the one applied to graduation requirements, even if it is lower than the original grade.*
- Once a course grade has been excluded from the GPA, the decision is final and cannot be revoked.

#### **Eligibility for Grade Replacement**

1. Grade replacement is available only to students in the first professional year and should be requested following the semester in which the course was completed.
2. Courses eligible for grade replacement are first year required courses in which the final grade was less than a C, ie, C- to F.
3. A course is only eligible for grade replacement once.
4. When a course is repeated the maximum grade is a C. When choosing to repeat a course for grade replacement the grade earned will be the official transcript grade; ie, C is maximum or grade less than that earned.
5. Courses taken for grade replacement shall be taken at the time of the next course offering.
6. Students should be aware that this may result in stepping back a year. Students should meet with financial aid to understand the impact this decision may have on their financial status.

### **Procedure**

1. A student who has a final grade of C- to F in a first professional year course may request to Grade Replace and re-take the course.
  - o This may occur pre or post IR.
2. The student must meet with the Associate Dean of Academic Affairs or designate to review and understand the process.
  - o The ADAA will discuss potential cGPA outcomes and viability for program continuation.
  - o This discussion should include a review of potential academic and curriculum outcomes along with the potential impact of the IR process and opportunity.
3. Upon determining to request retaking a course and grade replace, submission of the Request to Grade Replace form must be completed and submitted.
4. Forms must be submitted to the Associate Dean for Academic Affairs or designee within 1 month of the close of the previous semester.
5. The Associate Dean for Academic Affairs or designee will sign the submitted Request for Grade Replacement. A signed copy shall be provided to the student and one shall be placed in the student permanent file. This may occur after the IR process is completed.
6. The Associate Dean for Academic Affairs will assure that the student is enrolled appropriately in any course requested to be retaken.
7. The Associate Dean for Academic Affairs will assure at the end of the semester that the appropriate documentation is made such that the transcript and cGPA are accurate.

8. The student will meet with the Associate Dean of Academic Affairs once the repeated course is completed to assure the correct change is reflected on the transcript.

**JCP Request for a Grade Replacement**

**To be completed by the student**

Student Name		Date			
Student ID		Anticipated Graduation Date		New Graduation Date	
COURSE NUMBER	COURSE NAME	SEMETER/YEAR TAKEN	GRADE EARNED	CREDIT HOURS	SEMESTER TO BE RE-TAKEN

- I have met with financial aid and understand the potential financial implications this may have. Financial Aid Officer: \_\_\_\_\_ Date: \_\_\_\_\_
- I understand that I have elected to repeat the above course (s) and must enroll / complete the same course(s) at the time the course is next offered.
- I understand that if I do not repeat the course in the designated period agreed upon, my original grade will be included in the calculations of my cGPA. This decision is final.
- I understand the maximum grade I can earn for a repeated course is C.
- I understand that the final grade I receive in the repeated course will be included in the calculations of my cGPA
- Other conditions (Dean's Office will list appropriate conditions if any)

**To be completed by the Office of the Associate Dean or Designee**

Semester/Year Fall cGPA	Semester/Year Spring cGPA	Date	Office of the Dean's Signature/ Initials

Student Attestation \_\_\_\_\_

Date \_\_\_\_\_

Dean's Signature or Designee \_\_\_\_\_

Approved by JCP General Faculty: July 14, 2025

# **JCP STUDENT ACADEMIC POLICIES AND PROCEDURES**

## **Course Attendance and Missed Coursework Policy – PharmD Program**

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. *Literature indicates that missing class contributes to poorer overall academic performance.*<sup>1-4</sup>

### **References:**

1. Nowreen N, Chowdhary S, Hameed R. Impact of class attendance on academic performance in the subject of physiology. *National journal of physiology, pharmacy and pharmacology*. 2019;9(6):524-526. doi:10.5455/njppp.2019.9.0309826032019
2. Irwin N, Burnett KM, McCarron PA. Association between attendance and overall academic performance on a module within a professional pharmacy degree. *Currents in pharmacy teaching and learning*. 2018;10(3):396-401. doi:10.1016/j.cptl.2017.11.008
3. Hidayat L, Vansal S, Kim E, Sullivan M, Salbu R. Pharmacy Student Absenteeism and Academic Performance. *American journal of pharmaceutical education*. 2012;76(1):8-8. doi:10.5688/ajpe7618
4. Schnee D, Ward T, Philips E, et al. Effect of Live Attendance and Video Capture Viewing on Student Examination Performance. *American journal of pharmaceutical education*. 2019;83(6):6897-1206. doi:10.5688/ajpe6897

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 course assessment except in the case of an emergency. Approval must be made for the missed class or assessment to be considered approved and approval should be prior to the event if possible.

Students upon knowledge of a need to miss class or an assessment should submit an Excused Absence Request to the appropriate authority as early as possible and prior to the start of the class or assessment. In the case of an emergency, communication should occur as quickly as reasonably possible.

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.

### **Procedure:**

Excused Absence Request Form: In order for an excused absence to be considered the following steps should be followed:

1. The student is responsible to complete an Excused Absence Request Form prior to the event and prior to the start of the class or assessment except in the setting of an emergency. When indicating courses, list **all** courses that will be missed in the request. This includes experiential courses.
2. This form **MUST** be completed which includes provision of supporting documentation if requested (see table for examples of excused absence and appropriate supporting documentation) and submitted to the appropriate faculty in a timely manner.

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 University Health Network who may then communicate verification to JCP faculty.

- Faculty should return the completed form to the student and to the Sr. Associate Dean.

In the setting of an emergency the request form will be processed after the fact.

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

### **Determining where to submit the form:**

- i. If one day will be missed – the request should be submitted to the Course Coordinator for all courses that will be missed.
- ii. If 2 or more days will be missed – the request should be submitted to the Sr. Associate Dean. For longer duration requests, see extended time off section.
- i. If the 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 the Sr. Associate a list of individuals with intentions of attending the meeting. The list should be submitted at least **3 weeks** prior to the event. This will suffice for individual submissions of the Excused Absence Request. Individuals not included on the submitted list will need to submit their own individual Excused Absence Request.

**Submission of a request 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.

- a. If you have not received a response within 3 business days, please contact the Sr. Associate Dean.

### 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	<p>Please indicate relation in the request form.</p> <p>Allowance: 1 day for local funeral, 3 days for out-of-town funeral</p>	<p>Obituary Funeral announcement Funeral program</p>
Emergency (non-health)	<p>Automobile accident, severe weather including tornadoes, hurricanes, flood, fire, snow/ice, mudslide, extended loss of electrical power</p>	<p>Local media reports Photograph of damage</p>
Health (Personal)	<p>Verified illness or hospitalization. See also Hospital/Illness/Injury procedure.</p> <p><b>*Please note that certain medical situations while enrolled require clearance by JOHN to return to the classroom. See Hospital/Illness/Injury Procedure.</b></p>	<p>Note from physician verifying illness or hospitalization*</p>
Health (Immediate Family)	<p>Immediate family members (as listed above) with terminal/acute illness or scheduled surgery.</p>	<p>Physician documentation</p>
Jury duty/ court summons	<p>Summons to appear in court for personal reasons or for jury duty.</p> <p>For jury duty, if possible, students should attempt to defer their service if the time anticipated to serve will be of substantial length.</p>	<p>Copy of summons</p>
Military Duty	<p>Deployment for 2 consecutive days or less may be considered excused. Longer deployment should be handled through a leave of absence request.</p>	<p>Military order</p>
Professional Meeting	<p>Attendance or active participation in a professional meeting.</p>	<p>Copy of the meeting brochure.</p>

## JCP Excused Absence Request Form

All student requests for consideration of an excused absence **MUST** be communicated to the appropriate JCP faculty through the use of this form. Requests **MUST** be submitted two weeks in advance, no later than 1 week in advance. In the event of an emergency as soon as possible following the emergency. A request does not equate to approval.

***This form does not apply to 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 and linked in the Forms section of the Student Intranet Portal.

### JCP Excused Absence Request Form

All requests for consideration of an excused absence **MUST** be communicated to the appropriate JCP faculty through the use of this form. Requests **MUST** be submitted two weeks in advance, no later than 1 week in advance. In the case of an emergency, as soon as possible. A request does not equate to approval.

This form does not apply to religious observation requests (see JCP Religious Observation Request).

#### Section to be completed by the Student.

Complete the following information as completely as possible.

Save file as: Last Name-Date

Email to Course Coordinator if 1-2 days requested, send to Associate Dean for Student Affairs if extended time is needed. Incomplete forms (failure to indicate all missed courses regardless of assessment) may be returned prior to processing.

Name

Date Submitted

Indicate the reason for the excused absence request.

Date Requested

If other was selected, provide a brief description:

If faculty request, please provide the appropriate documentation for the absence request. If available, documentation should be provided at the time of 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 uploaded into Complio, provided to the Medical Director at University Health, or the Associate Dean for Student Affairs.

Please indicate documentation to be submitted.

Link

Other - please describe

P1 Fall	P2 Fall	P3 Fall	P1 Spring	P2 Spring
<input type="checkbox"/> PHRM 559	<input type="checkbox"/> PHRM 549	<input type="checkbox"/> PHRM 557	<input type="checkbox"/> PHRM 592	<input type="checkbox"/> PHRM 556
<input type="checkbox"/> PHRM 514	<input type="checkbox"/> PHRM 533	<input type="checkbox"/> PHRM 544	<input type="checkbox"/> PHRM 515	<input type="checkbox"/> PHRM 554
<input type="checkbox"/> PHRM 510	<input type="checkbox"/> PHRM 527	<input type="checkbox"/> PHRM 539	<input type="checkbox"/> PHRM 511	<input type="checkbox"/> PHRM 555
<input type="checkbox"/> PHRM 519	<input type="checkbox"/> PHRM 530	<input type="checkbox"/> PHRM 545	<input type="checkbox"/> PHRM 520	<input type="checkbox"/> PHRM 538
<input type="checkbox"/> PHRM 512	<input type="checkbox"/> PHRM 534	<input type="checkbox"/> PHRM 550	<input type="checkbox"/> PHRM 513	<input type="checkbox"/> PHRM 535
<input type="checkbox"/> PHRM 525	<input type="checkbox"/> PHRM 531	<input type="checkbox"/> IPPE	<input type="checkbox"/> PHRM 517	<input type="checkbox"/> PHRM 542
<input type="checkbox"/> PHRM 516	<input type="checkbox"/> PHRM 521	<input type="checkbox"/> PHRM 574	<input type="checkbox"/> PHRM 525	<input type="checkbox"/> PHRM 539
<input type="checkbox"/> IPPE	<input type="checkbox"/> PHRM 529	<input type="checkbox"/> PHRM 575	<input type="checkbox"/> IPPE	<input type="checkbox"/> PHRM 576
	<input type="checkbox"/> IPPE	<input type="checkbox"/> Choice 1		<input type="checkbox"/> PHRM 577
				<input type="checkbox"/> PHRM 581
				<input type="checkbox"/> PHRM 590
				<input type="checkbox"/> IPPE

P3 Spring	P3 Spring	P3 Spring	Course not listed
<input type="checkbox"/> PHRM 546	<input type="checkbox"/> PHRM 548	<input type="checkbox"/> PHRM 577	
<input type="checkbox"/> PHRM 547	<input type="checkbox"/> PHRM 610	<input type="checkbox"/> PHRM 581	
<input type="checkbox"/> PHRM 551	<input type="checkbox"/> PHRM 539	<input type="checkbox"/> PHRM 590	
<input type="checkbox"/> PHRM 552	<input type="checkbox"/> PHRM 576	<input type="checkbox"/> IPPE	

Section to be completed by faculty.

Once completed - faculty to attach form, email student, copy Associate Dean for Student Affairs.

Faculty Name  Absence is:  Excused, no penalty  
 Excused, with penalty  
 Unexcused, no make-up

Make-Up details (include class #, assignment, date, time)

Faculty Name  Absence is:  Excused, no penalty  
 Excused, with penalty  
 Unexcused, no make-up

Make-Up details (include class #, assignment, date, time)

### **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 Sr Associate Dean or designee **prior to** the student returning to the classroom or clinical setting. The Sr Associate Dean 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.

### **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 submitted.
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 authorization.
10. Misrepresenting any aspect of patient care or documentation.

### **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.

## **Exam Policies and Procedures**

JCP faculty, staff, and students will ensure the security and integrity of examinations and maintain a consistent administration process.

### On-Campus Exams

#### **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 do 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. If students encounter any technical difficulties while attempting to download their exam, they should contact the Course Coordinator. 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. Students must bring their Jefferson ID and keep it at their desk throughout the exam for identification verification.
  - c. 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.
  - d. All personal items should be moved to the designated area(s), including phones, watches, and other similar digital devices.

- e. 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; reference documents (provided by the course coordinator), and drinks (as permitted by University room restrictions). Drink containers may be subject to inspection.
- f. 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.

#### **D. During and Concluding the Exam**

- 1. 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.
- 2. 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 checkout 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).
- 3. All examination materials (e.g. scrap paper, equation sheet) are to be returned to the proctor prior to exiting the examination room.
- 4. 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.

#### **E. Absenteeism**

- 1. 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.
- 2. Students can contact the Course Coordinator via email or can contact an Administrative Assistant by calling 215-503-9000.

#### **F. Lateness**

- 1. Students are expected to be on time for exams to minimize disruption to the class.
- 2. 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.
- 3. 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.

#### **G. Restroom breaks**

- 1. Only one student may be signed out at a time for restroom breaks.
- 2. At the discretion of the Course Coordinator, the student may be accompanied by a proctor to ensure academic integrity.
- 3. 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.
- 4. 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.

## **Student Identification Prior to In Person Assessment**

The following procedure is being established to comply with Standards 2025, Curricular Delivery item 2.2.h – Academic Integrity. The college is responsible to ensure the correct identity of all students (including distance students) completing proctored assessments.

Prior to initiating the proctored assessment, the faculty and/or proctor is responsible to confirm the identity of all students. Assurance of the student identity shall include confirmation of the student university issued identification prior to the start of the assessment. This may be completed in a variety of methods, based on faculty preference.

Methods may include but are not limited to:

- Prior to classroom entry, checking ID badge and student.
- Prior to classroom entry, checking ID badge and student stating campus key.
- Prior to classroom entry, checking ID badge, compared to student ID photo.
- Once in the classroom, by checking ID badge placed on desktop and student.
- In the classroom, check ID badge worn in a viewable location and student.
- In the classroom, checking ID badge, compared to student ID photo.
- In the classroom, checking the ID badge against the name in Examplify, Canvas, etc.
- Checking ID badge and student confirmation of campus key.

Executive Committee Approved: 6-2-2025

Approved by JCP General Faculty: July 14, 2025

## **Review of Exams and other Assessment and Request for Regrading – PharmD Program**

### *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 Remediation and Reassessment**

### *Purpose:*

The Individualized Reassessment and Remediation policy and procedure is intended to provide the student who is not successful in a course an additional opportunity to demonstrate success and progress in the curriculum without disrupting their course of study.

### *Policy:*

The student earning a final letter grade of less than "C" but greater than an "F" in a graded courses or between 59.5% and 72.4% of the total course points in a required Pass/Fail course in the program of study Doctor of Pharmacy, MS in Pharmaceutical Sciences and MS in Population Health Pharmacy programs are eligible to demonstrate competency in the course content area(s) where the grade earned is <72.4%. This applies to didactic courses for any individual assessment (e.g., exams, papers, presentations, etc) worth 10% or more of the total course grade as noted in the course syllabus.

Participation in individualized reassessment is optional and requires the student participate in the course remediation. Following remediation, the student will take the individualized reassessment(s). If successful (assessment average  $\geq 72.5\%$ ), the final course grade will be changed to a "C"; if unsuccessful, the student may request a reassessment a second time. If participating in the second individualized reassessment, there is no formal remediation. The student may contact the faculty member with any specific questions. There is a maximum of two individualized reassessment opportunities per course. If the student is unsuccessful in individualized reassessment or the student does not fully participate in the remediation process for the first individualized reassessment, the original grade earned for the course (prior to the individualized reassessment) remains.

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).

A fee of \$100 will be billed to students for participation in Remediation and Individualized Reassessment for each course.

This policy does not apply to Introductory or Advanced Pharmacy Practice Experience courses. All remediation and individualized reassessment must be completed within four weeks of the last day of the final grade due to the Registrar (see academic calendar). If a second reassessment is required, it must be completed by June 30 of the current academic year.

### *Procedure:*

1. The course coordinator (or their designate) will inform the student with potential to qualify for remediation and individual reassessment of the process and direct them to review the policy and procedure.
2. A student completing a didactic course (experiential courses are exempt) with a final grade of C- to D- in a graded course or a score of 59.5% and 72.4% in a Pass/Fail course is eligible to request Remediation and Individualized Reassessment.
3. The student is responsible to make a formal request for Remediation and Individualized Reassessment. This may be done by completing the form, named as such, posted in the Forms module within the JCP Student Canvas page. See Appendix A – Individualized Reassessment Request Form
4. The request to participate must be submitted to the Course Coordinator (insert a standard date here – last day of class, last day of finals, date grades are due).
5. In general, required Remediation will occur approximately 2 weeks following the last day of finals (specific dates are noted in course syllabus) and the 1<sup>st</sup> individualized reassessment will occur approximately 1 week following the completion of remediation.

6. If the student needs a 2<sup>nd</sup> Reassessment, the timing will be determined by the faculty.
7. 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.
8. 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  
Modified by the JCP CC Committee: April 30, 2024

## ***Remediation and Individualized Reassessment Request Form***

### **Policy**

A student 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 PharmD program are eligible to demonstrate competency in the course content area(s) that they earned  $\leq 72.4\%$  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.

The student must participate in the course remediation as defined in the syllabus to be eligible for the individualized reassessment.

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

A fee of \$100.00 will be billed per course for participation in Remediation and Reassessment.

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#### **To be completed by the Student:**

I, \_\_\_\_\_, request the opportunity to participate in the Individualized Reassessment and Remediation in PHRM \_\_\_\_\_.

Date of Request: \_\_\_\_\_

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#### **To be completed by the Course Coordinator:**

**The above noted student meets the eligibility criteria of the Individualized Reassessment Opportunity for this course.**

Original Grade in Course: \_\_\_\_\_

Faculty Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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#### **To be completed by the Office of the Dean of Pharmacy:**

Administrative Signature from the Office of the Dean of Pharmacy: \_\_\_\_\_

Date: \_\_\_\_\_

**This form must be returned to the Office of the Dean of Pharmacy by the Course Coordinator**

### **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

## **Grade Appeal**

**This is a University Policy** – please refer to the website for the most up to date information and procedures.

<https://www.jefferson.edu/life-at-jefferson/handbooks/policies/graduate-policies/grade-appeal-proto-col.html>

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 detailed written statement requesting and explaining the basis for the appeal.
- a copy of the course materials, including syllabus and assignments; and
- 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.

**Grade Appeal 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:

**Unsafe Clinical Practice – Policy - PharmD Program**

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

# **ACADEMIC PROGRESSION REQUIREMENTS**

## **JCP Academic Progression Standards**

*Students should also read Satisfactory Academic Progress Requirements noted elsewhere in the handbook.*

- A student is determined to be in good academic standing if the cumulative GPA is  $\geq 3.0$  and for all courses taken following matriculation, a letter grade of “C” or higher for graded courses, or  $\geq 72.5\%$  in courses that are Pass/Fail are received.
  - Students must successfully complete all required courses in the curriculum and have earned a 3.0 cumulative GPA by the end of the P3 year to progress into the Advanced Pharmacy Practice Experiences of the P4 year in the PharmD program.
- Progression toward completion of the program is based on full time semesters, which is defined as  $\geq 9$  credits.
  - Situations requiring part time status need approval by the program director or designee.
- A student may be dismissed if the cGPA falls below the designated range and achievement of a cGPA  $\geq 3.0$  at end of the P3 year is not mathematically possible or upon receiving a second dismissal from the program.
- Students who are subject to academic probation and dismissal are reviewed by the Office of the Dean (PharmD program) or program director (MS program) prior to action being taken.
- Any student who has been dismissed from the program of study is eligible to apply for readmission (see Readmission Policy later in this section of the Student Handbook).

### **Consideration for Degree Conferral**

- Refer to the specific program of study to identify requirements for degree conferral.

### **Progression**

- A grade of < C or <72.5% in a P/F course that is a pre-requisite for the next class must be satisfactorily completed prior to advancing into the next course.
- A cumulative GPA < 3.0 will result in probation with the exception of the first professional fall semester.

### **Potential Actions for cGPA < 3.0**

<u>Chart assumes full time student.</u>		
<u>P1 Fall semester</u>	<u>cGPA &lt; 1.5</u>	<u>Dismiss from program</u>
<u>P1 Fall semester</u>	<u>cGPA 1.6-2.99</u>	<u>Warning + Intervention*</u>
<u>P1 Spring</u>	<u>cGPA 1.85-2.99</u>	<u>Probation</u>
<u>P2 Fall</u>	<u>cGPA 2.2-2.99</u>	<u>Probation</u>
<u>P2 Spring</u>	<u>cGPA 2.6-2.99</u>	<u>Probation</u>
<u>P3 Fall</u>	<u>cGPA 2.75-2.99</u>	<u>Probation</u>
<u>P3 Spring</u>	<u>cGPA 2.9-2.99</u>	<u>Probation</u>
<u>Gap Semester</u>	<u>cGPA &lt; 3</u>	<u>Dismiss from program</u>

\*Intervention – The student-specific intervention plan will continue until good academic standing is achieved.

Dismissal may occur anytime the cGPA falls below the designated range.

Gaps could be taken anywhere along the way.

#### Dismissal from the Program of Study

A student will be dismissed from the program of study for the following reasons:

- Earning a grade of less than a C in the same course twice
  - **This does not apply to grade replacement in the first professional year**
- Earning a grade of F in two required courses
- At any point when the cGPA is not mathematically possible to obtain good academic standing.

Dismissal may occur in the following situations:

- In the setting of continuous probationary status.
- In situations where there is lack of compliance with the intervention plan.
- In situations where there is limited ability to obtain good academic status, ie, insufficient courses to take; inability to complete program within designated time frame.
- Upon re-admission, the cGPA following the second semester of return is below the designated cGPA range.
- **MS Pharmaceutical Science Program Thesis Defense** A student who fails the initial thesis defense, may be allowed a second opportunity upon recommendation of the Graduate Program Committee. Failure of the second thesis defense may result in dismissal from the Graduate School.

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

Edited Jan 2024; Approved EC Aug2024, Approved JCP General Faculty Aug 2024

Revised May 2025

Approved EC June 2025, Approved JCP General Faculty July 2025

## **Readmission Policy and Procedure**

*Students should also read Satisfactory Academic Progress Requirements noted elsewhere in the handbook*

**Policy:** Any student who withdraws or who has been dismissed from the Doctor of Pharmacy, MS, Pharmaceutical Sciences, or MS, Population Health Pharmacy program is eligible to apply for readmission.

### **Background**

Individuals who have been dismissed for academic reasons may request to be re-admitted following the procedure below. Those dismissed for other reasons, readmission will be contingent on the specifics of that dismissal. Those who have withdrawn from the program may be eligible for re-admission based on the information below.

### **Procedure:**

1. Eligibility for readmission
  - Academic dismissal: Students will meet with the Dean of Academic Affairs to discuss eligibility.
  - Non-academic dismissal: Students will meet with the Associate Dean of Student Affairs, or designee, to identify eligibility.
  - Withdrawal: Students will meet with the appropriate Associate Dean, or designee, to identify eligibility.
2. Upon receipt of the Application for Readmission, the Application will be reviewed by the appropriate Associate Dean and affirm the student's eligibility for readmission.
3. All requests will be brought forth to the Executive Committee. The Executive Committee will make a decision for readmission and the Conditions of Readmission, if applicable.
4. The student will be notified in writing, by the Dean, of the readmission decision including the Conditions of Readmission. This will occur in a timely manner.

### **Readmission**

- The Associate Dean for Academic Affairs will schedule a meeting with the student to discuss the Conditions of Readmission.
- 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.
- If readmitted, the student will begin with the cumulative GPA they had at the time they were dismissed from the program.
- Following readmission, the student must follow the conditions stipulated in their Conditions of Readmission.
- Any student dismissed from JCP because of academic underachievement, and subsequently readmitted to JCP, the student shall follow the probation scale in the progression standards.
- Per Title IV, students are to complete the program in 150% of the allotted time.

Approved Spring 2010 by JCP Executive Council.

Edited: May 2025; Note title change to: Readmission Policy and Procedure

Faculty Mtg Approval: July 2025

# **DOCTOR OF PHARMACY PROGRAM OF STUDY**

# GRADUATION, DEGREE, AND LICENSURE REQUIREMENTS

## **Requirements for Graduation**

The Doctor of Pharmacy degree will be awarded to the student who has completed all degree requirements and complied with the following conditions:

1. The student must have been registered in an accredited college of pharmacy for at least four academic years; the last two academic years must have been in the Jefferson College of Pharmacy;
2. A student must earn a minimum of 30 semester credits preceding graduation for a degree to be conferred.
3. The student must have attained a final cGPA of  $\geq 3.0$  (on a 4.0 scale) and achieve a passing grade in all required courses in the professional curriculum;
4. Didactic and experiential courses in which an “F” or “no pass” was received must have been successfully retaken;
5. The student must meet graduation requirements within six consecutive years of enrollment, including time spent retaking courses;
6. The student must not have any remaining obligations to the College or University.

## **Awarding Degrees**

Degrees for the MS in Pharmaceutical Sciences and MS in Population Health Pharmacy are awarded in May, August, or December following completion of requirements.

The Doctor of Pharmacy degree is awarded about two weeks after the P4 spring semester, in August and December. Diplomas for all programs are issued after degrees are awarded.

Diplomas will not be released to any graduate whose record shows an official “hold.” The student may check their status in advance of graduation to identify and address any obligations related to the “hold.”

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.

## **Licensure**

In order to become a licensed pharmacist, graduates are required to successfully pass the NAPLEX and MPJE (national licensure examinations).

### **Pennsylvania Licensure**

Internship requirements of the Pennsylvania Board of Pharmacy include a specified minimum of 1500 clock hours of credit for certain clinically-oriented courses (IPPE and APPE rotations) in the pharmacy curriculum.

### **Licensure in Other States**

Individuals may be licensed in multiple states. Becoming licensed in multiple states occurs two ways: by Board examination in the individual state and by reciprocity of license from one state to another. In either method, application must be made to the Board of Pharmacy in the State for which licensure is desired. Students are recommended to contact the specific Board of Pharmacy to determine requirements for licensure.

## **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.

**Doctor of Pharmacy - Curriculum Plan/Outline by Year – Class of 2026, and 2027**

<b>First Year – P1 Fall</b>	<b>Credits</b>	<b>First Year – P1 Spring</b>	<b>Credits</b>
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
<b>Second Year – P2 Fall</b>	<b>Credits</b>	<b>Second Year – P2 Spring</b>	<b>Credits</b>
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
<i>Third Year – P3 Fall</i>	<i>Credits</i>	<i>Third Year – P3 Spring</i>	<i>Credits</i>
Pharmacology III – PHRM539	3	Clinical Diagnosis Pharmacotherapy V : Neurology- Psychology Module – PHRM546	3
Clinical Diagnosis/Pharmacotherapy III : Cardio- vascular / 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 PHRM589		1 credit

<b>Total Credits</b>	<b>38 credits</b>
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**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.

**Doctor of Pharmacy – Curriculum Plan/Outline by Year** **Class 2028, 2029**

<b>First Year – P1 Fall</b>	<b>Credits</b>	<b>First Year – P1 Spring</b>	<b>Credits</b>
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*	2	Student Pharmacist Enrichment Process	0.5
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15.5</b>
<b>Second Year – P2 Fall</b>	<b>Credits</b>	<b>Second Year – P2 Spring</b>	<b>Credits</b>
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

<b>Pharmacology I – PHRM549</b>	<b>3</b>	<b>Clinical Diagnosis/Pharmacotherapy II: Renal / Gastrointestinal Module - PHRM555</b>	<b>2</b>
<b>Pharmacy Management: Theory and Applications – PHRM533</b>	<b>3</b>	<b>Pharmacy Practice Lab I - PHRM542</b>	<b>1</b>
<b>Pharmacy Practice III - PHRM534</b>	<b>1</b>	<b>Professional Elective(s)</b>	<b>***2-3</b>
<b>Pharmaceutical Calculations – PHRM521</b>	<b>2</b>	<b>Student Pharmacist Enrichment Process</b>	<b>0.5</b>
<b>Total Credits</b>	<b>19</b>		<b>(***15.5)16.5</b>
<b>Third Year – P3 Fall</b>	<b>Credits</b>	<b>Third Year – P3 Spring</b>	<b>Credits</b>
<b>Pharmacology III – PHRM539</b>	<b>3</b>	<b>Clinical Diagnosis Pharmacotherapy V : Neurology- Psychology Module – PHRM546</b>	<b>3</b>
<b>Clinical Diagnosis/Pharmacotherapy III : Cardio-vascular / Pulmonary Module – PHRM557</b>	<b>3</b>	<b>Clinical Diagnosis/Pharmacotherapy VI : Oncology Module – PHRM547</b>	<b>3</b>
<b>Clinical Diagnosis/Pharmacotherapy IV : Infectious Diseases Module - PHRM544</b>	<b>3</b>	<b>Pharmacy Practice Lab III – PHRM548</b>	<b>1</b>
<b>Pharmacy Practice Lab II - PHRM545</b>	<b>1</b>	<b>Pharmacoconomics and Health Outcomes – PHRM551</b>	<b>3</b>
<b>Interprofessional Grand Rounds – PHRM550</b>	<b>2</b>	<b>Integrated Practice Applications – PHRM552</b>	<b>1</b>
<b>IPPE: Direct Inpatient Care – PHRM558</b>	<b>**2</b>	<b>Professional Seminar I – PHRM553</b>	<b>2</b>
<b>Professional Elective(s)</b>	<b>***2-3</b>	<b>IPPE: Elective Site – PHRM568</b>	<b>**2</b>
		<b>Professional Elective(s)</b>	<b>***2-3</b>
		<b>Pharmacy Law – PHRM610</b>	<b>1</b>
		<b>Student Pharmacist Enrichment Process</b>	<b>0.5</b>
<b>Total Credits</b>	<b>(**16)17</b>		<b>(***18.5) 19.5</b>

#### Fourth Year – P4

<b>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</b>	
<b>Student Pharmacist Enrichment Process</b>	<b>0.5 credit</b>
<b>Board Review Course PHRM589</b>	<b>1 credit</b>
<b>Total Credits</b>	<b>38 credits</b>

**Total Curriculum Credits = 140**

\* = Immunology changed to 2 credits; placement of 1 required curricular credit is pending

\*\* = 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, skills, 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.

## **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.

- The knowledge, understanding and application of the biomedical sciences, pharmaceutical sciences, social/behavioral/administrative sciences, and clinical sciences.
- The ability to think critically and problem solve.
- Effective communication through both written and verbal means.
- The highest level of professional, legal, and ethical behavior.
- The professional acumen to identify and analyze emerging health-related issues.
- 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.

## **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**

Vacant  
Director of Experiential Education

Jennifer Hoh, PharmD, BCCCP, BCEMP  
Assistant Director, Experiential Education  
Office: 215 503 8524  
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Administrative Assistant  
Office: 215-503-6416  
[Anyta.thomas@jefferson.edu](mailto:Anyta.thomas@jefferson.edu)

\* Dr. Hoh is the Course Coordinator for all APPE and IPPE courses. Students are expected to communicate APPE and IPPE matters with Dr. Hoh unless: (1) instructed specifically otherwise; or (2) students are faced with a time-sensitive matter and have reason to believe Dr. Hoh 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	(at least) 75 hours	1 credit
Healthcare Related Service-Learning	(minimum) 20 hours	1 credit

### **Second Year (P2)**

Hospital Pharmacy	56 hours	1 credit
Ambulatory Care Practice	56 hours	1 credit

### **Third Year (P3)**

Direct Inpatient Care	70 hours	2 credits
Selective	70 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 Manual 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, 2<sup>nd</sup> floor (215-955-6835). Students are also required to update their medical record for any current prescription medications.

### **Health, Safety, and Legal Prerequisites and Precautions**

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.

#### **JCP Reviewed Experiences (Commonly referred to as 'In-Network' Experiences or Sites)**

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.

#### **Student Identified Experiences (Commonly referred to as 'Out-of-Network' Experiences or Sites)**

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 75 mile 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 75-mile 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 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 3.5.c 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 Coordinator.

1. All *required core* APPEs must be selected from in-network sites. 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

### **Initial Contact with Preceptor**

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.

**IPPE:** Unless instructed otherwise, students are expected to contact their preceptors **about two to three weeks** 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 **at least 4 weeks** 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.

### **Transportation/Parking/Expenses**

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](https://www.jefferson.edu/university/customer_service/commuter.html).

### **Financial Compensation**

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.

### **Compliance with Practice Site Policies and Procedures**

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 JeffALERT 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 INFORMATION**

#### **IPPE Schedule**

All IPPE scheduling has been arranged between JCP and the IPPE preceptors in alignment with ACPE's Accreditation Standards. Schedules are made in advance. Should a schedule change be requested by the site, JCP faculty will re-assign the student to a new rotation.

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**

Students must fulfill the attendance requirement in order to be eligible to receive a passing grade for the course. Travel time is not counted towards the required hours.

***Weekly attendance is required at all IPPE sessions.*** Accountability and presence serve as a direct reflection of students' professionalism and commitment to learning.

Students should arrive prepared to engage fully in the requirements of the rotation. This includes review of materials prior to the rotation, with appropriate resources to function within the rotation, and able to appropriately engage with preceptors, healthcare professionals, patients and their care givers.

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. Students will input their hours via CORE ELMS for the preceptor to confirm at the end of the semester.

**Falsifying hours will result in a Community Standards violation and action will be taken.** Any changes to the set IPPE schedule (date, time, etc) need to be documented and the course coordinator needs to be informed. An example of this - if you were supposed to be present Tues 9-12 but you and your preceptor agree you can come Thurs 9-12 and you log this as Tues 9-12 – violation. It is the student's responsibility to make sure proper documentation is on file with the preceptor and the course coordinator is informed.

### **Missed Time on IPPE Rotations**

Any missed time during an IPPE rotation is expected to be made up except for on-campus days (JCP Symposia in October and Honors Day in March) which will be communicated well in advance to the students and preceptors. Students who will miss rotation due to Fall Break are expected to make up the missed time.

### **Makeup IPPE Sessions**

All missed IPPE time (i.e. full session or tardiness that exceeds 15 minutes) 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 attest that each student has successfully completed their on-site hourly requirements upon completion of each rotation.

Employed students are expected to account for 40-hours per week on-site prior to making commitments to work. "I needed to work" is not an acceptable reason for missing assignment deadlines, arriving late, or leaving early from rotation.

The student should treat their preceptor as they would an employer minimizing the need for any schedule change. When a change is unavoidable, the preceptor should be notified as early as possible. Approval from the preceptor **MUST** be obtained before making arrangements apart from an emergency (ex. sudden personal illness or family emergency). Once the preceptor has approved the schedule change, the APPE Course Coordinator **MUST** be provided the notification 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 workdays. Preceptors will be expected to confirm student hours via CORE ELMS. Falsifying hours will result in a Community Standards violation and action

will be taken. Any changes to the set APPE schedule (date, time, etc) need to be documented and the course coordinator needs to be informed

### **Missed Time on APPE Rotations**

APPE student's are permitted the following time-off allotments\*\*\*:

- Up to three (3) days of conference leave to attend a (pharmacy-related) professional meeting
- Up to three (3) days of anticipated leave (weddings, reunions, etc) over the entire APPE year only with preceptor and course coordinator approval in advance
- Up to five (5) days of interview leave
- Up to three (3) on-campus days for JCP/TJU events (JCP Symposia in October, Honors Day in March, JCIPE event TBD)
- It is suggested, not required, students are off for the following University Holidays: Memorial Day (Monday), Labor Day (Monday), Independence Day, Thanksgiving, and MLK Day of Service (Monday).

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 site, are required to contact their preceptor AND the Course Coordinator as soon as possible, 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.

\*\*\*If a student misses more than 3-days (>24-hours) for any reason, on any one rotation, time will need to be made up in a manner deemed appropriate by the course coordinator and preceptor. This may include:

1. The preceptor identifies a time for an on-site session to replace the missed on-site hours (e.g. if a student will miss 26 hours of an APPE rotation, two hours will need to be made up).
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.

### **Process for Requesting an APPE/IPPE Excused Absence**

All requests for an excused absence consideration MUST be made using JCP's excused absence form. If the issue is an emergency, the request should be made as soon as possible once the emergent issue is addressed. A phone call notification to the preceptor or course coordinator is appreciated in this case.

Absence request procedure:

- Upon recognition of the need to miss a day of rotation, a request should immediately be made to the preceptor using the excused absence form with the APPE Course Coordinator copied.
- If the absence is extended, ie,  $\geq 3$  days, the Dean of Student Affairs should be copied on the request

### **Unexcused APPE/IPPE 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 defined 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 avoidable schedule changes, excessive or unexcused absences, lateness, 'disappearance', or early departures.. Absences, lateness, 'disappearances,' or early departures that are not communicated properly are 'unexcused'.
2. Students are not guaranteed a 'second chance' for any type of Unexcused Absence. Students should avoid such circumstances. More than one unexcused absence will result in a failure of the course.
3. 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 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 JeffALERT 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](http://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. **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.

Situations may arise that require a more immediate response on our part. We encourage students to report any such situations the Course Coordinator as soon as possible. Students should not wait until the end of an experience to report concerns that they believe require more immediate attention. Students should use appropriate discretion based on the situation.

### 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. Each is 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.. Email correspondence will only be sent through students.jefferson.edu email accounts. Preceptors can also access a student's.jefferson.edu email address via the roster schedule posted in CORE ELMS. **Students are held responsible for the content of all communications. Students are expected to respond within a reasonable time frame defined as 72 business hours. As such, students are expected to monitor their students.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 in CoreELMS. Updates may be made in the "My Account" section of their CORE ELMS account at any time. Students must notify the University Office of the Registrar of any changes in addresses or telephone numbers.

## PART IX: FIELD ENCOUNTERS

**IPPE/APPE-** 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 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.

IPPE preceptors are only able to view the entries you submit during the specific semester you are on rotation .

APPE preceptors 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.

#### 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; do not upload any confidential site information or patient-specific information. 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.

## **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 recommending a course grade.

### **Evaluations Completed By Students**

Each student must complete the following evaluations in CoreElms for each IPPE and APPE: (1) evaluation of self-performance (2) evaluation of preceptor (2) evaluation of the site.

## **PART XI: GRADING**

### **IPPE Courses**

#### **Determination of a student's final course grade is the responsibility of the IPPE Course Coordinator.**

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.) IPPE's are graded on a pass/fail basis, please refer to the individual course syllabi for specifics on grading.

### **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.) APPE's are graded on a pass/fail basis, please refer to the APPE syllabus for specifics on grading.

A grade of pass is satisfactory progress or achieved. A grade of fail is below expectations on the course evaluation rubrics. Please refer to the course syllabus for further information.

## **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.

## 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 experiential rotation to 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. JCP preceptors have been reviewed and meet the criteria to serve as a preceptor. The identified preceptors are expected to 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.

**Jefferson College of Pharmacy**  
**Fourth Year Orientation Sign-Off**

The following content items have been covered within the orientation in preparation for the Doctor of Pharmacy fourth year of study. I verify that I was provided background and/or directions related to the topic noted and that I understand how it is to be applied.

	<b>Name:</b>	<b>Date:</b>
	<b>Campus Key:</b>	
I have been informed	Topic	
	<b>On Campus Days:</b> I understand that no matter where I am scheduled for APPE rotation, it is my responsibility to return to campus and to be present for the entire duration of the day. Dates are stated in the Academic Calendar and are noted in the JCP Student Handbook. Excused absences will only be provided for emergent issues. Inability to fulfill the intent of the campus day will result in a note Dates for AY 25-26 are: 09/15, 09/16, 12/15, 04/07, 04/08, 04/09	
	<b>Excused Absence:</b> The JCP Excused Absence form will be used during the fourth professional year and should be submitted to the preceptor and Dr Hoh.	
	<b>Religious Observation:</b> Process will follow the university policy. Requests should be sent to Dr Hoh at the opening of each semester.	
	<b>Health Insurance:</b> Part of the annual requirements for each student is to be properly health insured. This ties in with requirements of our Affiliation Agreements. While rare, there are times when students may have something that occurs requiring medical attention. ALL expenses that occur with these events while on rotation are the responsibility of the student. The college of pharmacy has no financial responsibility for any medical care received on rotation or while in the clinical space, or doing work associated with the rotation.	
	<b>Professional Activity Documentation:</b> Any professional engagement [project, presentation, publication, etc] MUST be reported to the college of pharmacy. The form is on the Student Portal and 1 form may submit multiple activities in one form.	
	<b>Communication:</b> All official communication from JCP student organizations and key information from the college will be posted in a timely manner to the Student Portal. The portal provides a one time stop, where navigation can move from one resource to another without signing in over and over. <a href="https://studentportal.jefferson.edu">https://studentportal.jefferson.edu</a>	

## **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.<sup>1-6</sup> 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.

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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.

# **DOCTOR OF PHARMACY DUAL DEGREE OPTIONS**

## **Doctor of Pharmacy / Masters of Public Health Dual Degree**

## Information

### Rationale

- The PharmD/MPH dual degree program recognizes the growing synergy between pharmacy services and public health services and the growing interest among professionals to earn multiple graduate degrees.
- The MPH degree is offered through the Jefferson School of Population Health.
- Jefferson's MPH degree program is accredited by the Council on Education for Public Health (CEPH), the national accrediting body.

### Summary

- PharmD students can receive up to 24 transfer credits toward the 45-credit MPH program.
- PharmD graduates complete the remaining 21 credits (six courses and capstone project) by enrolling in the MPH program within three years of the receipt of the PharmD degree.
- The cost of the MPH program is reduced significantly: if 24 PharmD credits are transferred, PharmD applicants pay only 47% of the entire MPH tuition costs (approximately \$21,000).
- PharmD graduates can complete the MPH degree in 1-3 years, depending on full-time or part-time status.

### Details

- PharmD students receive twelve (12) transfer credits for these courses taken as part of the PharmD curriculum:

PharmD Course	JSPH Equivalent
PHRM 511 Biostatistics*	PBH 504 Basic Public Health Statistics
PHRM 519 Healthcare Delivery System	HPL 500 US Healthcare Organization & Delivery
PHRM 551 Pharmacoconomics & Health Outcomes	MPH elective course for three credits
PHRM 522/PHRM 680 **	PH 650 MPH Clerkship (minimum of 120 hours)

\*To receive MPH credit for PHRM 511, PharmD students complete an SPS module provided by JSPH.

\*\* To satisfy the MPH Clerkship, PHRM 522/680 includes at least 120 hours in a community-based public health initiative.

- PharmD students take any or all of these four MPH courses as electives during their second and third years:
  - PBH 502: Behavioral and Social Foundations of Public Health
  - PBH 506: Fundamentals of Epidemiology (same as MI 580)
  - PBH 511: Health Communications and Social Marketing
  - PBH 515: Cultural Humility and Competence for the Health Professions
- PharmD students apply to the MPH program during their fourth year or within three years of graduation.
- The application/admissions process includes the following:
  - Completion of online application form
  - Personal statement addressing interest in public health and how professional training in public health will enhance the applicant's professional goals
  - Official copies of all undergraduate and graduate transcripts
  - Two letters of recommendation addressing applicant's interest in public health, preferably one from JSP faculty member and one from community or experiential source.
  - Personal interview with JSPH Director of Academic and Student Services.

For additional information, contact April Smith at [april.smith@jefferson.edu](mailto:april.smith@jefferson.edu) or Jennifer Raveli at [Jennifer.Hughes-Ravelli@jefferson.edu](mailto:Jennifer.Hughes-Ravelli@jefferson.edu) or call 215-503-0174.

## **Doctor of Pharmacy / Masters of Business Administration Dual Degree**

### **Application Process**

There are two options for entry into this dual degree program.

1. Apply to the dual degree from the outset.
2. Accept entry into the Doctor of Pharmacy program and in the first or second professional year request to include the MBA as a dual degree.

Application from the outset – The applicants will express interest in the dual program when making application to the Doctor of Pharmacy program. Both programs will review the application in PharmCAS and the decision extended will indicate a result for entrance into the dual program or a singular program.

Application After PharmD entry – Once the student has matriculated into the PharmD program, they may apply for entry into the MBA program. This will require submission of an application form, review by both colleges, and a final acceptance decision from the MBA program.

### **Program of Study – Dual Degree at Entry**

*Each student program of study may be different depending on time of entry, number of courses taken, etc. This provides one path that could be taken.*

Dual Degree at program entry.				
<b>JCP Doctor of Pharmacy Curriculum</b>		<b>MBA Curriculum</b> Shaded JCP courses are accepted by MBA.		
		<b>Summer (edit to TJU term)</b> – these courses may be taken prior to matriculation into the PharmD program.		
		Financial & Managerial Accounting - IMBF 504		
		Financial Management- IMBF 505		
First Year – P1 Fall	Credits	First Year – P1 Spring	Credits	
Biochemistry – PHRM510	3	Biostatistics – PHRM511	3	IMBF 508 Statistical Analysis for Business Decisions 1.5 hr

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	IMBF 510 Operations Management	1.5 hr
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	2	Student Pharmacist Enrichment Process	0.5	Summer (edit to TJU term) Following JCP First Year	
				Financial & Managerial Accounting - IMBF 504	1.5 hr
				Financial Management- IMBF 505	1.5 hr

				MBX 602 Managing People and Teams (Pre-req: 504, 505, 508, 510)	3	<b>IMBF 504 and IMBF 505 must be taken before selecting other courses.</b>  <b>May take 3-9 credits this semester.</b>	
				MBX 604 Business Model Innovation	3		
				MBX 731 Design Thinking in Business	3		
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15.5</b>	<b>Total Credits</b>	<b>9</b>		
<b>Second Year – P2 Fall</b>	<b>Cred-its</b>	<b>Second Year – P2 Spring</b>	<b>Credits</b>				
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				

Pharma-ceutics Lab – PHRM531	1	Clinical Diagnosis/Pharma-cotherapy I: Introductory Pharma-cotherapy Principles / Endocrine Module – PHRM554	2			
Pharma-cology I – PHRM549	3	Clinical Diagnosis/Pharma-cotherapy II: Renal / Gastrointestinal Module - PHRM555	2			
Pharmacy Management: Theory and Applications – PHRM533	3	Pharmacy Practice Lab I - PHRM542	1	MBA Elective		3
Pharmacy Practice III - PHRM534	1	Professional Elective(s)	**2-3	Student could select MBA course for PharmD elective.		
Pharmaceutical Calculations – PHRM521	2	Student Pharmacist Enrichment Process	0.5			
				<b>Summer (edit to TJU term) Following JCP Second Year</b>		
				MBX 627 Competitive Technical Intelligence	3	May take 3-9 credits this semester.
				MBX 628 Accounting for Managerial Decision Making	3	
				MBX 629 Financial Policy and Planning	3	

Total Credits	19		(**15.5)16.5	Total Credits	9		
Third Year – P3 Fall	Cred-its	Third Year – P3 Spring	Credits				
Pharma-cology III – PHRM539	3	Clinical Dia-gnosis Pharma-cother-apy V : Neuro-logy-Psy-chology Module – PHRM546	3				
Clinical Diagno-sis/Phar-macother-apy III : Cardio-vascular / Pulmo-nary Mod-ule – PHRM557	3	Clinical Diagno-sis/Phar-ma-cother-apy VI : Oncology Module – PHRM547	3				
Clinical Diagno-sis/Phar-macother-apy IV : Infectious Diseases Mod-ule - PHRM544	3	Phar-macy Practice Lab III – PHRM548	1				
Pharmacy Practice Lab II - PHRM545	1	Phar-maco-econom-ics and Health Out-comes – PHRM551	3	IMBF 511 Microeconomics IMBF 512 Macroeconomics	1.5 hr 1.5 hr		
Interpro-fessional Grand Rounds – PHRM550	2	Inte-grated Practice Applica-tions – PHRM552	1				

IPPE: Direct Inpatient Care – PHRM558	*2	Professional Seminar I – PHRM553	2				
Professional Elective(s)	**2-3	Professional Elective(s)	**2-3	Student could select MBA course for PharmD elective.			
		IPPE: Elective Site – PHRM568	*2				
		Pharmacy Law – PHRM610	1				
		Student Pharmacist Enrichment Process	0.5				
Total Credits	(**16)17		(**18.5)19.5				
Fourth Year – P4 Summer	Credits	Fourth Year – P4 Fall	Credits	Fourth Year – P4 Spring			
Students are required to take 6 total rotations; four in required areas, 2 electives. These may be taken in any order.							
Community Pharmacy APPE – PHRM 630	6	Ambulatory Care APPE – PHRM 650	6	Elective APPE – PHRM 670 [if rotation is Management will count toward MBA]	6	IMBX 625 Communications, Negotiations and the Creative Economy AND IMBX 759 Entrepreneurship or IMBX797 Special Topic – 3 credits	
Hospital Pharmacy APPE – PHRM 640	6	Direct In-patient Care APPE – PHRM 660	6	Indirect Patient Care APPE – PHRM 680	6		
				Board Review PHRM XXX	1		

				Student Pharmacist Enrichment Process	0.25		
<b>Total Credits</b>	<b>12</b>	<b>Total Credits</b>	<b>12</b>	<b>Total Credits</b>	<b>13.25</b>		
				MBX 700 International Economics & Finance OR MBX 792 International Business Trip	3		
				MBX 630 Operations from a Systems Perspective	3		
				MBX 642 Strategic Insight in the Global Environment	3		
<b>Total PharmD Credits</b>			<b>140</b>	<b>Total MBA Credits</b>			<b>45</b>

### **Program of Study – Doctor of Pharmacy + MBA Added**

*Each student program of study may be different depending on time of entry, number of courses taken, etc. This provides one path that could be taken.*

Program of Study for student in the Doctor of Pharmacy program that wants to add on an MBA.							
<b>JCP Doctor of Pharmacy Curriculum</b>				<b>MBA Curriculum</b> Shaded JCP courses are accepted by MBA.			
<b>First Year – P1 Fall</b>	<b>Cred-its</b>	<b>First Year – P1 Spring</b>	<b>Cred-its</b>				
Biochemistry – PHRM510	3	Biostatistics – PHRM511	3	IMBF 508 Statistical Analysis for Business Decisions		1.5 hr	

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	IMBF 510 Operations Management		1.5 hr
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	2	Student Pharmacist Enrichment Process	0.5	Summer (edit to TJU term) Following JCP First Year		
				Financial & Managerial Accounting - IMBF 504	1.5	

				Financial & Management Accounting – IMBF 505	1.5	
				MBX 627 Competitive Technical Intelligence	3	
<b>Total Credits</b>	<b>15</b>	<b>Total Credits</b>	<b>15.5</b>	<b>Total Credits</b>	<b>9</b>	

<b>Second Year – P2 Fall</b>	<b>Cred-its</b>	<b>Second Year – P2 Spring</b>	<b>Credits</b>	
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	

Pharma-ceutics Lab – PHRM531	1	Clinical Diagnosis/Pharma-cotherapy I: Introductory Pharma-cotherapy Principles / Endocrine Module – PHRM554	2			
Pharma-cology I – PHRM549	3	Clinical Diagnosis/Pharma-cotherapy II: Renal / Gastrointestinal Module - PHRM555	2			
Phar-macy Manage-ment: Theory and Ap-plica-tions – PHRM533	3	Phar-macy Practice Lab I - PHRM542	1	MBA Elective		3
Phar-macy Practice III - PHRM534	1	Profes-sional Elec-tive(s)	**2-3	Student could select MBA course for PharmD elective.  MBX 602 Managing People and Teams (Pre-req: 504, 505, 508, 510)		3 hr
Pharma-ceutical Calcula-tions – PHRM521	2	Student Pharma-cist En-richment Process	0.5			
				Summer (edit to TJU term) Following JCP Second Year		
					3	May take 3-9 credits this semester.
				MBX 628 Accounting for Managerial Decision Making	3	

				MBX 629 Financial Policy and Planning	3				
<b>Total Credits</b>	<b>19</b>		(**15.5)16.5	<b>Total Credits</b>	<b>9</b>				
				<b>Summer (edit to TJU term) Following JCP Second Year</b>					
				MBX 604 Business Model Innovation	3	IMBF 504 and IMBF 505 must be taken before selecting other courses.			
				MBX 731 Design Thinking in Business	3	May take 3-9 credits this semester.			
<b>Third Year – P3 Fall</b>	<b>Cred-its</b>	<b>Third Year – P3 Spring</b>	<b>Credits</b>						
Pharmacology III – PHRM539	3	Clinical Diagnosis Pharma-cotherapy V : Neurology-Psychology Module – PHRM546	3						
Clinical Diagnosis/Pharma-cotherapy III : Cardio-vascular / Pulmonary Module – PHRM557	3	Clinical Diagnosis/Pharma-cotherapy VI : Oncology Module – PHRM547	3						
Clinical Diagnosis/Pharma-cotherapy IV : Infectious Diseases Module - PHRM544	3	Pharmacy Practice Lab III – PHRM548	1						

Phar-macy Practice Lab II - PHRM545	1	Phar-maco-economics and Health Out-comes – PHRM551	3	IMBF 511 Microeconomics IMBF 512 Macroeconomics	1.5 hr 1.5 hr
Interpro-fessional Grand Rounds – PHRM550	2	Inte-grated Practice Applica-tions – PHRM552	1		
IPPE: Di-rect Inpa-tient Care – PHRM558	*2	Profes-sional Seminar I – PHRM553	2		
Profes-sional Elec-tive(s)	**2-3	Profes-sional Elec-tive(s)	**2-3	Student could select MBA course for PharmD elective. MBX 630 Operations from a Systems Perspective	3 hr
		IPPE: Elective Site – PHRM568	*2		
		Phar-macy Law – PHRM610	1		
		Student Pharm-a-cist En-richment Process	0.5		
Total Credits	(**16)17		(**18.5)19.5		
Fourth Year – P4 Sum-mer	Cred-its	Fourth Year – P4 Fall	Credits	Fourth Year – P4 Spring	
Students are required to take 6 total rotations; four in required areas, 2 electives. These may be taken in any order.					

<b>Community Pharmacy APPE – PHRM 630</b>	6	<b>Ambulatory Care APPE – PHRM 650</b>	6	<b>Elective APPE – PHRM 670</b> [if rotation is Management will count toward MBA]	6	IMBX 625 Communications, Negotiations and the Creative Economy AND IMBX 759 Entrepreneurship or IMBX797 Special Topic – 3 credits
<b>Hospital Pharmacy APPE – PHRM 640</b>	6	<b>Direct In-patient Care APPE – PHRM 660</b>	6	<b>Indirect Patient Care APPE – PHRM 680</b>	6	
				<b>Board Review PHRM XXX</b>	1	
				<b>Student Pharmacist Enrichment Process</b>	0.25	
<b>Total Credits</b>	12	<b>Total Credits</b>	12	<b>Total Credits</b>	13.25	
					MBX 700 International Economics & Finance OR	3
					MBX 792 International Business Trip	
					MBX 642 Strategic Insight in the Global Environment	3
<b>Total PharmD Credits</b>		140		<b>Total MBA Credits</b>		45

## PharmD/MSHE (Health Economics and Outcomes Research) Dual Degree Summary

Thomas Jefferson University  
Jefferson College of Pharmacy  
Jefferson College of Population Health

This page highlights the PharmD/MSHE dual degree program between the Jefferson College of Pharmacy and the Jefferson College of Population Health at Thomas Jefferson University. The term 'students' refers to those students enrolled in this dual degree program.

### **Dual Degree Course Transfers**

The online Masters in Health Economics and Outcomes Research (MSHE) program will apply 9 transfer credits of pharmacy coursework towards the MSHE degree. Granting the MSHE degree entails completion of 24 distinct MSHE course credits. The courses accepted for transfer include:

PharmD Course	Credits	MSHE Equivalent
PHRM 511 Biostatistics	3	AHE 502: STATISTICS I for the MSHE program
PHRM 551 Pharmacoeconomics & Health Outcomes	3	AHE 504: Economic Modeling I
4 Core APPEs	3	AHE 652: Strategic Capstone Portfolio & Presentation

To be eligible to apply PharmD credits to the MSHE degree, students must have earned a grade of B or higher (or equivalent).

The PharmD program will transfer up to 9 credits of MSHE coursework, counting towards the elective credits required in the PharmD degree. Students must obtain approval from the JCP Associate Dean for Academic Affairs prior to enrolling. Accepted courses include, but are not limited to:

- AHE 501: Economics of Health Insurance 3 credits
- AHE 505: Statistics II 3 credits
- AHE506: Subjective Outcomes in Health Evaluation 3 credits
- AHE 507: Claims-Based AHEOR 3 credits
- AHE 508: International Health Technology Assessment 3 credits  
Evaluations and Evidence Generations/Synthesis
- AHE 509: Epidemiology for Outcomes Research 3 credits
- AHE 510: Advanced Research Methods for Applied Observational Studies 3 credits
- AHE 512: Economic Modeling 3 credits

## **PharmD/MSHE (Health Economics and Outcomes Research) Dual Degree**

### **Admissions**

Current JCP students apply to the MSHE through .

- Provision of official JCP transcripts
- Contacting April Smith, Admissions and Recruitment Manager
  - 215-503-5305
  - [april.smith@jefferson.edu](mailto:april.smith@jefferson.edu)

Prospective Doctor of Pharmacy students:

- Confirm interest in applying for the Dual Degree via PharmCAS
- Decision to admit to the MSHE held until after the PharmD admission decision is relayed

Final decisions regarding admission into the PharmD/MSHE dual degree program are at the sole discretion of Jefferson College of Population Health.

### **Matriculation into Dual Degree**

PharmD/MSHE students may begin the MSHE coursework in fall or spring. They are encouraged to apply to the MSHE program no later than 3 years following matriculation into the PharmD program.

PharmD/MSHE students may choose to complete the MSHE program:

1. Concurrently with the PharmD (e.g., simultaneous enrollment in both colleges);
2. After finishing the pharmacy degree, either part-time or full-time.

Current PharmD students are required to meet with the MSHE Program Manager to map out a personalized course plan which requires approval from the JCP Associate Dean for Academic Affairs before the student can enroll in the MSHE program.

### **Tuition**

Nine credits of MSHE coursework (those that can apply to the PharmD elective requirement during the P1-P3 years) will be subsumed in the PharmD tuition. Any MSHE courses taken above these 9 credits or during the P4 APPE year, will be charged to the student at the MSHE per credit tuition rate. The Jefferson College of Population Health and the Jefferson College of Pharmacy will work with the tuition office to ensure that each student is accurately charged.

### **Effective Dates and Termination**

This agreement begins with the Summer 2025 semester and shall be automatically renewed each year. Either College may terminate this agreement with sufficient notice to the other. In the event of termination, each College agrees to develop “teach-out” plans, as necessary, to ensure smooth progression of students in this dual degree program.

### **Application to the PharmD Accreditation Standards**

- Dual degrees are not explicitly identified in Standards 2025 as they were in Standards 2016. Standard 2.1.n below, from Standards 2025, is the standard to which this agreement would most likely/best apply:

2.1.n Professional skills and attitudes – Activities and experiences, intended to advance professional, personal, and career development, are purposely designed and implemented to ensure an array of opportunities for students to document competency of advocacy, self-awareness, leadership, and professionalism. These curricular and cocurricular activities complement and advance the learning that can occur outside, alongside, or within the curriculum.

Doctor of Pharmacy (PharmD)/  
 Applied Health Economics and Outcomes Research, MS (MSHE)  
 Dual Degree Program Curriculum

Key	Total Credits
PharmD Coursework	142
AHEOR Coursework	24
Shared Coursework (waived in AHEOR)	9

**Year 1**

**Fall Year 1**

Course	Cred-its	Notes
PHRM 510: Biochemistry	3	
PHRM 525: Immunology	2	
PHRM 559: Introduction to Pharmacy Practice Lab I	1	
PHRM 519: Healthcare Delivery Systems	2	
PHRM 514: Pathophysiology I	3	
PHRM 516: Pharmacy Practice I	1	
PHRM 512: Preventative Healthcare & Selfcare Issues	2	
PHRM 522: IPPE- Healthcare Service Learning	1	
<b>Total</b>	<b>15</b>	

### Spring Year 1

Course	Cred-its	Notes
PHRM 511: Biostatistics	3	Counts as AHE 502: STATISTICS I for the MSHE program
PHRM 532: IPPE- Community Pharmacy	1	
PHRM 513: Medicinal Chemistry	2	
PHRM 520: Molecular and Cell Biology	3	
PHRM 515: Pathophysiology II	3	
PHRM 545: Pharmacy Practice Lab II	1	
PHRM 517: Pharmacy Practice II	1	
PHRM 526: Physical Assessment & Clinical Skills	1	
PHRM 584: Student Pharmacist Enrichment Program	.5	
<b>Total</b>	<b>15.5</b>	

### Summer Year 1

Course	Cred-its	Notes
AHE 501: Economics of Health Insurance (Summer A)	3	Online May be taken Fall A year 2 or Summer year 2 if later entry
<b>Total</b>	<b>3</b>	

## Year 2

### Fall Year 2

Course	Cred-its	Notes
PHRM 527: Drug Information and Literature Evaluation	3	
PHRM 528: IPPE - Hospital Pharmacy	1	
PHRM 529: Medication Safety	2	
PHRM 530: Pharmaceutics and Drug Delivery Systems	3	
PHRM 531: Pharmaceutics Lab	1	
PHRM 549: Pharmacology I	3	
PHRM 533: Pharmacy Management: Theory and Applications	3	
PHRM 534: Pharmacy Practice III	1	
PHRM 521: Pharmacy Calculations	2	
<b>Total</b>	<b>19</b>	

## Spring Year 2

Course	Cred-its	Notes
PHRM 540: Clinical Diagnosis/Pharmacotherapy I <i>and</i> PHRM 541: Clinical Diagnosis/Pharmacotherapy II	4	
PHRM 535: Bio pharmacy & Principles of Clinical Pharmacokinetics	3	
PHRM 537: IPPE - Ambulatory Care Clinic	1	
PHRM 536: Pharmacology II	3	
PHRM 538: Pharmacy Practice IV	1	
PHARM 542: Pharmacy Practice Lab I	1	
AHE 505: Statistics II (spring B)	3	Online - Counts toward 2-3 credit elective in Pharm D Also offered Fall B.
PHRM 584: Student Pharmacist Enrichment Program	0.5	
<b>Total</b>	<b>16.5</b>	

## Summer Year 2

Course	Cred-its	Notes
AHE 507: Claims-Based AHEOR (Summer A) <i>and/or</i> AHE 509: Epidemiology for Outcomes Research (Summer B)	3	Online
<b>Total</b>	<b>3</b>	

## Year 3

### Fall Year 3

Course	Cred-its	Notes
PHRM 543: Clinical Diagnosis & Pharmacotherapy III <b>and</b> PHRM 544: Clinical Diagnosis & Pharmacotherapy IV	6	
PHRM 558: IPPE - Direct Patient Care	2	
PHRM 539: Pharmacology III	3	
PHRM 550: Interprofessional Grand Rounds	2	
PHRM 592: Intro to Pharmacy Practice Lab II	1	
AHE 510: Advanced Research Methods for Applied Observational Studies (Fall B)	3	Online - counts toward 2-3 credit elective in PharmD
<b>Total</b>	<b>17</b>	

### Spring Year 3

Course	Cred-its	Notes
PHRM 546: Clinical Diagnosis/Pharmacotherapy V <b>and</b> PHRM 547: Clinical Diagnosis/Pharmacotherapy VI	6	
PHRM 552: Integrated Practice Applications	1	
PHRM 568: IPPE - Elective Site	2*	
Pharmacoconomics and Health Outcomes	3	Counts as AHE 504: Economic Modeling I
PHRM 548: Pharmacy Practice Lab III	1	
PHRM 553: Professional Seminar I	2	
PHRM 610: Pharmacy Law	1	
AHE 506: Subjective Outcomes in Health Evaluation (Spring B)	3	Online – counts toward 2-3 credit elective in PharmD
PHRM 584, 585, 586, Student Pharmacist Enrichment Program	0.5	
<b>Total</b>	<b>19.5</b>	

### Summer Year 3

Course	Cred-its	Notes
AHE 507: Claims-Based AHEOR (Summer A) <b>and/or</b> AHE 509: Epidemiology for Outcomes Research (Summer B)	3	Online
<b>Total</b>	<b>3</b>	

## Year 4

### Year 4- Advanced Pharmacy Practice Experiences

Course	Cred-its	Notes
4 Core Experiences (6 weeks each)/AHE Capstone Community Pharmacy Hospital/ Health System Pharmacy Ambulatory Care Inpatient/ Acute Care	24	Counts as AHE 652: Strategic Capstone Portfolio & Presentation
PHRM 589: Board Review Course	1	
PHRM 587: Student Pharmacist Enrichment Program	.5	
2 Elective Experiences (6 weeks each)	12	Plan to complete both in fall
AHE 512: Economic Modeling II (Spring B)	3	Online - Take during 6-week block where there is no “elective experience”
AHE 508: International Health Technology Assessment: Evaluations and Evidence Generations/Synthesis (Spring B) could take Summer B after Year 4 instead	3	
<b>Total</b>	<b>43.5</b>	

# DOCTOR OF PHARMACY + CERTIFICATE OPTIONS

## American Pharmacist Association Pharmacy-Based Immunization Delivery Certificate

Students complete the 20-hour American Pharmacist Association's Pharmacy-Based Immunization Delivery Certificate program during Spring of the P2 year in PHRM 542, Pharmacy Practice Laboratory I as a required element of the course.

Following certification, ***in order to*** delivery immunizations to the public, the student is responsible for obtaining the necessary license to immunize as an intern and, upon graduation and licensure, as a pharmacist according to the regulations of the state in which they are pursuing licensure.

## PharmD + Graduate Certificate in Population Health Pharmacy

### Program Overview

The Graduate Certificate requires completion of 15 credits, which can be completed while pursuing a Doctor of Pharmacy degree. PharmD students receive credit for PHRM 519 Healthcare Delivery Systems, leaving only 4 elective PHP courses, which fulfill the requirement for electives the PharmD degree. The Graduate Certificate credits can also be applied towards the MS degree in Population Health Pharmacy which students can then complete after their PharmD graduation.

### Curriculum

All courses are 100% online and are delivered in an asynchronous manner to allow learners to complete coursework at their own pace alongside their PharmD degree.

HPL 500 US Healthcare Organization or PHRM 519 Healthcare Delivery Systems

POP 500 Essentials of Population Health

PHP 501 Pharmacoepidemiology

PHP 504 Pharmacy Informatics and Healthcare Data Analytics

PHP 505 Pharmacy Benefit Design

For more information, please contact Emily Hajjar, PharmD ([Emily.hajjar@jefferson.edu](mailto:Emily.hajjar@jefferson.edu)).

# **MASTER OF SCIENCE, PHARMACEUTICAL SCIENCE**

## **MS Pharmaceutical Sciences Mission Statement**

The mission of the graduate program at JCP is to prepare students for successful research careers in academic, clinical or Industrial settings by focusing on the pharmaceutical, chemical and food related disciplines. The program provides outstanding and interdisciplinary education and develops skills and knowledge necessary to succeed in a challenging and changing world by building a collaborative program applicable to translational research. The program builds around critical thinking, problem solving and communication. The program entails natural and synthetic drug discovery, formulation and cell signaling as it applies to the understanding and development of pharmaceuticals in the prevention and management of treatment of diseases.

# **MS PHARMACEUTICAL SCIENCE**

## **PROGRAM OF STUDY**

## **MS Pharmaceutical Science Program of Study**

A group of required courses have been chosen to ensure that M.S. degree graduates will be capable of excelling within a multidisciplinary context. To be considered a full-time student, student should enroll in a minimum of 9 credits and a maximum of 13 credits. Students are expected to attain at least a C in required JCP courses. The students must have an Overall Grade Point Average of 3.0 and above to graduate from the program. The courses are as follows:

### Didactic Courses:

PSCI 701 Pharmaceutical Sciences Seminar (1 cr)  
PSCI 702 Research Ethics (1 cr)  
PSCI 704 Molecular Pharm. Sciences (3 cr)  
PSCI 705 Biological Pharm. Sciences (3 cr)  
PSCI 707 Drug Discovery (2 cr)  
PSCI 708 Pharmaceutical Biotechnology and drug development (2 cr)  
PSCI 709 Scientific Writing (2 cr)  
PSCI 710 Statistical Methods and Analysis (3 cr)

### Laboratory based courses:

PSCI 703 Pharmaceutical Sciences Rotation (1 cr)  
PSCI 706 Special Techniques in Pharmaceutical Sciences (2 cr)  
PSCI 798 Practicum (6 cr)-for non-thesis MS students  
PSCI 799 Pharmaceutical Sciences Research (6 cr)-for thesis MS students

### Elective Courses:

6 credits – from among existing JCP/JCLS/JIB courses  
PSCI 711 Pharmacogenomics  
PSCI 712 Medical Cannabis  
PSCI 714 Introduction to Nuclear Pharmacy  
PSCI 716 Special Techniques in Pharmaceutical Sciences with Internship  
PSCI 797 Literature Review Research

A total of 34 credits must be completed followed by MS oral defense to graduate.

Students may choose thesis-track or non-thesis track for their program. The courses for each are as follows:

### Thesis Track Courses:

Molecular Pharmaceutical Sciences  
Biological Pharmaceutical Sciences  
Drug Discovery  
Bio statistical Methods of Data Analysis  
Pharmaceutical Sciences Rotation  
Research Foundation and Ethics  
Pharmaceutical Sciences Seminar  
Pharmaceutical Sciences Research  
Special Techniques in Pharmaceutical Sc.  
Methods and Pharmaceutical Technology  
Scientific Writing  
Elective

Non-Thesis Track courses:

Molecular Pharmaceutical Sciences  
Biological Pharmaceutical Sciences  
Drug Discovery  
Bio statistical Methods of Data Analysis  
Special techniques in Pharmaceutical Sciences  
Research Foundation and Ethics  
Pharmaceutical Sciences Seminar  
Pharmaceutical Sciences Practicum  
Special techniques in Pharmaceutical Sciences  
Methods and Pharmaceutical Technology  
Scientific Writing  
Elective

Additional courses

- Courses pertinent to the student's area of study will be selected with the recommendation and approval of the Graduate Program Committee.
- Courses considered as deficiencies will not count toward the total M.S. credits.
- A grade below C is unsatisfactory and will not count towards fulfilling the degree requirements.

Upon recommendation of the student's major advisor/Graduate Program Committee and with the approval of the Chair of the Department of Pharmaceutical Sciences, a student may be required to withdraw from the program at any time for failure to maintain satisfactory progress toward the degree.

## **Thesis Requirement**

The process of writing a thesis includes the following phases:

1. The student develops a complete thesis, in either the CBE or ACS style. The student can expect to go through several drafts before it is acceptable to the major advisor and should allow two or three weeks for review by the major advisor per submission.
2. Once the major advisor approves the thesis, a printed/electronic pdf copy will be circulated to the Graduate Program Committee members. The period for initial review should not exceed four weeks. However, if a faculty member requires additional time, that member should inform both the major advisor and the student in writing. If any Graduate Program Committee member requests revision with subsequent review, a revised copy, along with its respective review sheet will be returned to the Committee member for an additional review period of one week.
3. Prior to submission of the thesis to the Graduate School, each member of the student's Graduate Program Committee shall sign the signature page, signifying approval of the thesis.

## **Thesis Defense**

1. Each candidate for the master's degree, after completion of the thesis and at least three weeks before the degree is to be awarded, must pass a final oral thesis defense administered by the student's Graduate Program Committee. The defense will test the general knowledge of the candidate with reference to the major field of study, any minor subjects, and the student's thesis research.
2. The date and place for the thesis defense is scheduled by agreement of the student and the major advisor in consultation with the MS Program Committee members. The examination is advertised to all department faculty at least seven days before it takes place.
3. The student should be prepared to give a final seminar of their research (approximately 45-50 minutes) at the thesis defense.
4. Results of the Thesis Defense
  - a. Pass - The student's performance was satisfactory as determined by a 2/3 majority vote of the Committee. A vote to pass a student based upon their performance at the thesis defense does not imply approval of the thesis.
  - b. Failure - A student who fails a final examination may be allowed a second opportunity at the end of the following semester upon recommendation of the Graduate Program Committee. Failure of the second thesis defense will result in dismissal from the Graduate School.

## **Non-Thesis Requirements**

Students enrolled in the non-thesis track will do practicum, which will encompass carrying out experiments in the laboratory of major advisor and presenting their findings at a seminar/presentation to JCP. Students may opt to write an exhaustive review on a topic approved by the major advisor as a part of the practicum and present at the pharmaceutical sciences seminar. Students in this track will not take the pharmaceutical sciences research course.

## **Part-Time Graduate Student Requirements**

Students may be admitted to the MS program in Pharmaceutical Sciences upon meeting all requirements for admission and with recommendation for acceptance by the department.

Part-time students should complete program within four years of enrolling in the MS program.

Part-time MS students will be required to take 1 semester of graduate course per year and will be expected to make progress towards their degree.

Should any student fail to make progress within any given year; by either not completing at least one course or conducting a minimal level of research, they will be moved to inactive status.

### **Requirements for Graduation**

The MS in Pharmaceutical Sciences degree will be awarded to the student who has completed all degree requirements. The requirements are:

1. Completed 34 credits successfully as indicated in the completed MPS-1 form.
2. Successfully completed and defended their thesis or practicum.

## **MS Technical Standards**

Technical standards are the fundamental abilities that are required to complete their degree. These standards are determined by the competency, proficiency and/or skill standards set forth by accrediting and professional organizations appropriate to each program and apply to classroom, laboratory and clinical/fieldwork environments. Students are allowed reasonable accommodation.

Technical Standards of the Department of Pharmaceutical Sciences are:

- The ability to observe and participate in classroom exchanges, demonstrations, experiments and other learning venues in the laboratory or in interdisciplinary didactic settings.
- The ability to analyze, synthesize, solve problems and reach interpretive judgments.
- Sufficient use of the senses of vision, hearing, somatic sensation and motor movement necessary to learn and perform laboratory procedures and associated data management in the classroom and research setting.
- The ability to communicate electronically, in writing and verbally with faculty, other students and colleagues with accuracy, clarity, efficiency and timeliness.
- Sufficient cognitive and physical ability to comply with physical, chemical and biohazard precautions.

# **Masters of Science in Population Health Pharmacy**

# **MS, Population Health Pharmacy Program Overview and Learning Outcomes**

Population Health Pharmacy focuses on the impact of the distribution of health determinants on those receiving medication management services by pharmacists. The Population Health Pharmacy degree will be a collaborative effort between the Jefferson College of Pharmacy and the Jefferson College of Population Health (JCPH) designed to give practicing pharmacists an expertise in population health pharmacy. At the end of the curriculum, learners will be able to

1. Assess the impact of the determinants of health on medication use outcomes
2. Evaluate medication use in diverse populations using pharmacy informatics, biostatistical, pharmacoepidemiologic, and pharmacoeconomic principles
3. Design and optimize strategies to improve health outcomes associated with medication use

# **MS POPULATION HEALTH PHARMACY**

## **PROGRAM OF STUDY**

## **Population Health Pharmacy Program**

The MS in Population Health Pharmacy requires the completion of 33 credits and includes a capstone presentation following completion of all coursework. All courses are 7 weeks in duration and are delivered in an asynchronous fashion.

The Graduate Certificate in Population Health Pharmacy requires the completion of 15 credits, all of which can be applied to the MS in Population Health Pharmacy.

Students may be enrolled full or part-time and coursework should be completed within a 5-year timeframe.

Courses:

- HPL 550: Comparative Health Systems or PHRM 519 Healthcare Delivery Systems \*
- POP 500: Essentials of Population Health\*
- HQS 500: Intro to HC Quality and Safety
- POP 560: Population Health Strategy and Management Applications I PHP 501: Pharmacoepidemiology\*
- PHP 502: Applied Pharmacoeconomics
- PHP 503: Evidence-Based Medicine and Care Pathway Development
- PHP 504: Pharmacy Informatics and Healthcare Data\*
- PHP 505: Pharmacy Benefit Design\*
- PHP 506: Capstone Seminar
- PHP 507: Capstone

Courses denoted with an \* represent the courses needed for the Population Health Pharmacy Graduate Certificate

### **Technical Standards**

1. Observation: The candidate must be able to use a computer to enter and gather information and to be capable of utilizing the university's course management software and any other required software or technology. This entails using a computer monitor to access posted materials, participate in activities such as discussion boards, course assignments, group projects, and utilize web-based resources to search for information. Additionally, a candidate must be able to accurately acquire information from textbooks, journal articles, and other written documents and assimilate information as presented in images from slides, video, or other forms of modern electronic media. Learners must also be able to interpret graphic images and other forms of data readout (such as statistics, graphs, spreadsheets, etc.) with or without assistive devices. When a candidate's ability to read or acquire information using the computer, textbook, or other written documents is compromised, the candidate must utilize alternate means to collect and convey the essential information. Obtaining and using such alternate means shall be the student's responsibility, subject to reasonable accommodations that may be granted under the ADA.
2. Communication: The candidate must be able to communicate effectively with faculty, staff, and fellow students, including but not limited to verbal, written, typed, or graphic communication. The candidate must be able to participate in written discussions and compose written assignments and projects.
3. Intellectual-Conceptual Abilities: The candidate must be able to collect, integrate, analyze, apply, and synthesize material and be able to convey the findings via written or verbal means.
4. Behavioral and Social Attributes: Learners must possess the emotional health required to utilize their intellectual abilities fully. They must exercise good judgment and self-control, be able to function effectively within a group.

# UNIVERSITY STUDENT SUCCESS AND WELL-BEING RESOURCES

## [Life at Jefferson](#)

Includes overviews on and links to the following: Housing & Dining, Activities & Organizations, Athletics & Recreation, Leadership & Community Service, City Life, Department of Public Safety, Student Resources and Services, and Consumer Information Disclosures.

## [Office of Student Life & Engagement](#)

The Office of Student Life & Engagement (OSLE) is the home of student activities, student organization management, and university orientation programs for new students.

## [Student Organizations](#)

The Office of Student Life & Engagement aims to support and engage with our more than 100 student organizations here at Thomas Jefferson University.

## [Office of International Affairs](#)

The Office of International Affairs works with all University departments and individuals to facilitate exchange and to offer orientation to international visitors.

## [Photo IDs, Commuter Service, & Campus Currency](#)

Click the link above for information on photo identification badges, commuter services, and campus currency.

## **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*\*.

### **TRAITS OF PROFESSIONALISM**

- **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 fiduciary 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.

### **Jefferson College of Pharmacy Professional Dress**

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 treat all patients with dignity and respect and will not discriminate against any patient.
- I will apply my knowledge, experience and skills to the best of my ability to assure optimal outcomes for all patients.
- I will respect and protect all personal and health information entrusted to me.
- I will accept the responsibility to improve my professional knowledge, expertise, and self-awareness.
- I will hold myself and my colleagues to the highest principles of our profession’s moral, ethical, and legal conduct.
- I will embrace and advocate changes that improve patient care.
- I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

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

**Joint Commission of Pharmacy Practitioners (JCPP)**  
**Pharmacists' Patient Care Process**  
**May 29, 2014**

<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 ACTIVITIES DOCUMENTATION**

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 in 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. 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.

5. 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](mailto: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](mailto: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](mailto: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](mailto: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](http://www.amcp.org))

American Association of Colleges of Pharmacy ([www.aacp.org](http://www.aacp.org))

American Association of Pharmaceutical Scientists ([www.aaps.org](http://www.aaps.org))

American College of Clinical Pharmacy ([www.accp.com](http://www.accp.com))

American Pharmacists Association ([www.pharmacist.com](http://www.pharmacist.com))

American Society of Consultant Pharmacists ([www.ascp.org](http://www.ascp.org))

American Society of Health-Systems Pharmacists ([www.ashp.org](http://www.ashp.org))

Delaware Pharmacists Society ([www.dpsrx.org](http://www.dpsrx.org))

Delaware Society of Health-System Pharmacists ([www.dsph.net](http://www.dsph.net))

National Association of Boards of Pharmacy ([www.nabp.net](http://www.nabp.net))

National Association of Chain Drug Stores ([www.nacds.org](http://www.nacds.org))

National Community Pharmacists Association ([www.ncpanet.org](http://www.ncpanet.org))

National Pharmaceutical Association ([www.npha.net](http://www.npha.net))

New Jersey Pharmacists Association ([www.njpharma.org](http://www.njpharma.org))

New Jersey Society of Health-System Pharmacists ([www.njshp.org](http://www.njshp.org))

Pennsylvania Pharmacists Association ([www.papharmacists.com](http://www.papharmacists.com))

Pennsylvania Society of Health-System Pharmacists ([www.pshp.org](http://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](http://www.njconsumeraffairs.gov/phar))

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

*Pennsylvania Peer Assistance Program (SARPH) ([www.sarph.org](http://www.sarph.org))*

## QUESTIONS / COMPLAINTS

## WHERE TO DIRECT YOUR QUESTIONS

### Administrative Structure

The following chart explains where to seek responses to questions or concerns within the College of Pharmacy.

Position	Questions, Issues
Dean	<ul style="list-style-type: none"><li>-Concerns, clarification, questions regarding student experience(s) within any educational program offered by JCP</li><li>-Issues previously addressed that are not resolved (academic, personal, policy, etc)</li><li>-Any complaint that may be made against the college</li></ul>
Sr Administrative Dean (Student Affairs)	<ul style="list-style-type: none"><li>-Questions, clarification, issues pertaining to student pharmacy professional organizations</li><li>-Questions, clarification, issues pertaining to the assigned Faculty advisor</li><li>-Leave of Absence: processing, evaluating, etc the need for a leave of absence; this will include individuals with needs for extended excused absence</li><li>-Questions, issues regarding accommodation</li><li>-Reporting suspicion or known violations of the Community Stds, Title IX, or other policy/procedures</li></ul>
Associate Dean Academic Affairs	<ul style="list-style-type: none"><li>-Questions regarding PharmD program requirements</li><li>-Questions regarding course sequence</li><li>-Requests for consideration of additional courses</li><li>-Assistance in academic performance</li><li>-Guidance related to academic progression</li></ul>
Department Chair, Pharm Practice	<ul style="list-style-type: none"><li>-Issues, concerns regarding a respective faculty member within the respective department</li></ul>
Department Chair, Pharmaceutical Science MS, Pharmaceutical Science Director	<ul style="list-style-type: none"><li>-Issues, concerns regarding a respective faculty member within the respective department</li><li>-Questions, clarification regarding MS, Pharmaceutical Science program</li><li>-Questions, clarification, issues pertaining to the assigned Faculty advisor</li><li>-Leave of Absence: processing, evaluating, etc the need for a leave of absence; this will include individuals with needs for extended excused absence</li><li>-Questions, issues regarding accommodation</li><li>-Reporting suspicion or known violations of the Community Stds, Title IX, or other policy/procedures</li></ul>
Director, Experiential Ed	<ul style="list-style-type: none"><li>-Questions regarding the delivery of Experiential Education</li><li>-Questions or issue related to APPE rotations</li><li>-Questions from programs or sites regarding JCP Experiential Education</li></ul>
Assistant Director, Experiential Ed	<ul style="list-style-type: none"><li>-Questions or issue related to IPPE rotations</li></ul>
Course Coordinator	<ul style="list-style-type: none"><li>-Questions pertaining to a specific course (requirements, format, assignments, delivery, etc)</li><li>-Assistance in performance of a specific course</li><li>-Immediately report suspicion or known violations of the Community Stds or other policy/procedures that occur in a classroom or an assessment for a specific course</li></ul>

Faculty Advisor	<ul style="list-style-type: none"> <li>-General questions regarding student engagement within the program of study</li> <li>-Assistance and direction on where to seek answers to problems, questions, etc</li> <li>-General guidance on how to handle issues that have occurred</li> </ul>
Director, MS Population Health Pharmacy	<ul style="list-style-type: none"> <li>-Addresses questions and concerns of students enrolled in the MS program</li> <li>-Addresses questions directly related to the Population Health Certificate program</li> </ul>
Administrative Assistant to the Dean	<ul style="list-style-type: none"> <li>-Requests for completion of licensure documents</li> <li>-Documentation of annual requirements</li> </ul>

## **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 Handbook at [www.jefferson.edu/Handbook](http://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](https://acpe-ac-credit.formstack.com/forms/complaint_form_copy)**