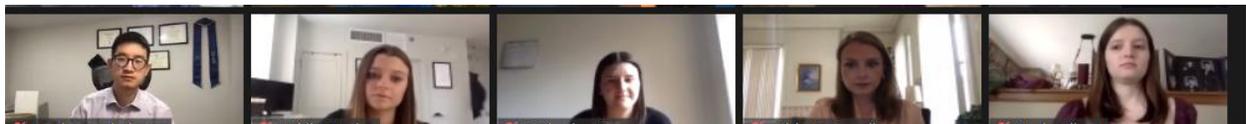


# JCP Student Handbook Academic Year 2021-2022



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## ACCREDITATION NOTICE

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

Contact ACPE:

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

Phone: (312)664-3575. Fax: (866)228-26314652.

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

# **INTRODUCTION TO THE JEFFERSON COLLEGE OF PHARMACY (JCP)**

## MESSAGE FROM THE DEAN

On behalf of the Faculty and Staff of the Jefferson College of Pharmacy (JCP), I would like to welcome you to the 2021 -2022 academic year at the Jefferson College of Pharmacy and Thomas Jefferson University (TJU). Over the past year, we have deeply missed the in-person interaction with you and are excited that we have been able to plan for in-person classes and activities this year. We extend a very special welcome to the Class of 2025 and I hope that all returning students in the Classes of 2022, 2023 and 2024 will take advantage of opportunities to get to know these new members of our community and assist them whenever possible.

We all realize that the COVID pandemic is not over and that we will also need to continue to follow all University and Philadelphia Department of Health guidelines in order to ensure that everyone remains safe and healthy. Please continue to monitor the University COVID webpage (<https://www.jefferson.edu/coronavirus.html>) and all emails from the University and JCP for updates.

Jefferson has been “in the news” throughout the pandemic through our – exemplary care to patients with COVID, impressive safety records for our health care practitioners and employees working on the front-lines, discoveries and advances in both Jefferson laboratories and through clinical trials of promising new therapies, design of new protective fabrics and equipment, and the tremendous spirit of volunteerism by employees and students to serve our community! Jefferson is a remarkable organization where research and education are truly synergistic with patient care and our commitment to innovation, creativity, entrepreneurship and partnerships will provide unprecedented professional growth opportunities for Jefferson students. We are extremely proud of the JCP students and faculty who volunteered throughout the past year to assist with vaccinations at Jefferson and non-Jefferson sites and have worked tirelessly to reduce vaccine hesitancy.

This Student Handbook is just one of several tools designed to assist you while at Jefferson. You will find important resources available to you at Jefferson as well as policies and procedures that provide the framework for the Jefferson community. As a Jefferson student it is your responsibility to understand and adhere to JCP and TJU policies therefore, I urge you to review this Handbook carefully and use it as a resource throughout the year. In addition to a culture focused on learning, advancement of the health sciences, and excellence in patient care, you will find that values including *civility, respect and courtesy* also define the Jefferson community. Embracing and exemplifying these values will go far in defining your success, satisfaction, and respect as a member of the health care team. Simple actions such as the following basic courtesies will be very important in setting you on a course for success at Jefferson and for your entire career.

- Greet people when you encounter them on campus, even those you do not know.
- Remember that while e-mail and texting are a quick and informal means of communication, messages still require courtesy and respect, particularly when writing to people you do not know.
- Respond to invitations and keep appointments you make.
- Thank or acknowledge people who do something for you.
- While on the Jefferson campus wear your ID and adhere to all rules regarding wearing masks, social distancing and hand hygiene. Be especially aware that many visitors on campus may be patients or their family – please assist them in any way you can and be compassionate.
- Be aware of the impact of your language. Language begets culture and ours is defined by civility and respect.
- Pick up trash and dispose of it properly – we are all part of this community and appearances send an important message about who we are and our values.
- Be present and engaged in both live and online classes. Paying attention signals respect and also earns it.
- Take responsibility for your mistakes. Mistakes are inevitable but the true measure of character is how you respond to your own mistakes.
- Read carefully, accept and uphold the Jefferson Community Standards.

We are honored that you have chosen to be a part of the Jefferson community. Be assured that the highest priority of our Faculty and Staff is your success at Jefferson. We are all committed to providing you support and guidance throughout your tenure at Jefferson and are confident that it will be a rewarding foundation for your professional careers. We are all excited to have this opportunity to share our experience and our passion for pharmacy practice and research with you.

Lastly, we value your feedback and sincerely hope that you will assist us in improving the academic program and the Jefferson community for future students. Please let us know if there is additional information that would be helpful in future additions of this Handbook. We also invite and appreciate your feedback both through the formal evaluation processes as well as through informal recommendations regarding how we can enhance this experience for you and your colleagues.

I sincerely hope that this academic year is both successful and professionally rewarding for everyone.

A handwritten signature in black ink, appearing to read "Rebecca S. Finley". The signature is written in a cursive, flowing style.

Rebecca S. Finley, PharmD, MS, FASHP  
Founding Dean and Professor

## **JCP Diversity, Equity and Inclusion**

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

- **Education and Awareness**

- Ensure faculty, students and staff have the knowledge, skills and ability to model culturally competent behavior
- Ensure faculty have the knowledge, skills and ability to deliver an academic experience that demonstrates inclusive excellence
- Ensure that students graduate with the knowledge, skills and ability to interpret, respect, and value local, global and conceptual diversity

- **People**

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

- **Community Engagement**

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

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

## 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 supercedes]
- Academic Integrity
- Academic Standing [please note, JCP Academic Progression Standards supercedes this policy]
- Address or Name Changes
- Attendance
- Changing Catalog Year
- Children in Instructional Settings
- Chosen Name Policy [Policy name change, no change in content]
- Confidentiality of Student Records
- Course Withdrawal
- Grading [please note, JCP policy supercedes]
- Grade Appeal
- Grade Application Procedures
- Graduation Requirements
- Human Subjects Policy
- Inclement Weather
- Leave of Absence – Medical
- Schedule Changes
- Student Religious Observance Policy
- TJU – Annual Attestation Policy [Policy New Fall 2021]
- TJU – Student Financial Obligation Policy [Policy New Fall 2021]
- 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

**JEFFERSON COLLEGE OF PHARMACY  
ADMINISTRATION**

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Founding Dean

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Associate Dean for Student Affairs

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Associate Dean for Professional Affairs  
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## **JEFFERSON ENTERPRISE**

### **Mission**

We Improve Lives

### **Vision**

We are reimagining health, education and discovery to create unparalleled value.

### **Values**

Put people first, be bold and think differently and do the right thing

## **THOMAS JEFFERSON UNIVERSITY MISSION, VISION AND VALUES**

### **Mission**

We are a 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, science, and textiles infused with the liberal arts.

### **Our Commitment to Diversity**

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

## **MISSION OF THE JEFFERSON COLLEGE OF PHARMACY**

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

## **VISION OF THE JEFFERSON COLLEGE OF PHARMACY**

The JCP will consistently demonstrate its ability to provide a superb environment that fosters collaborative relationships with health care practitioners and scientists that result in the advancement of patient care and safety, educational methodologies, and research. It will be recognized as a premier organization that advances the profession of pharmacy through our graduates and our faculty.

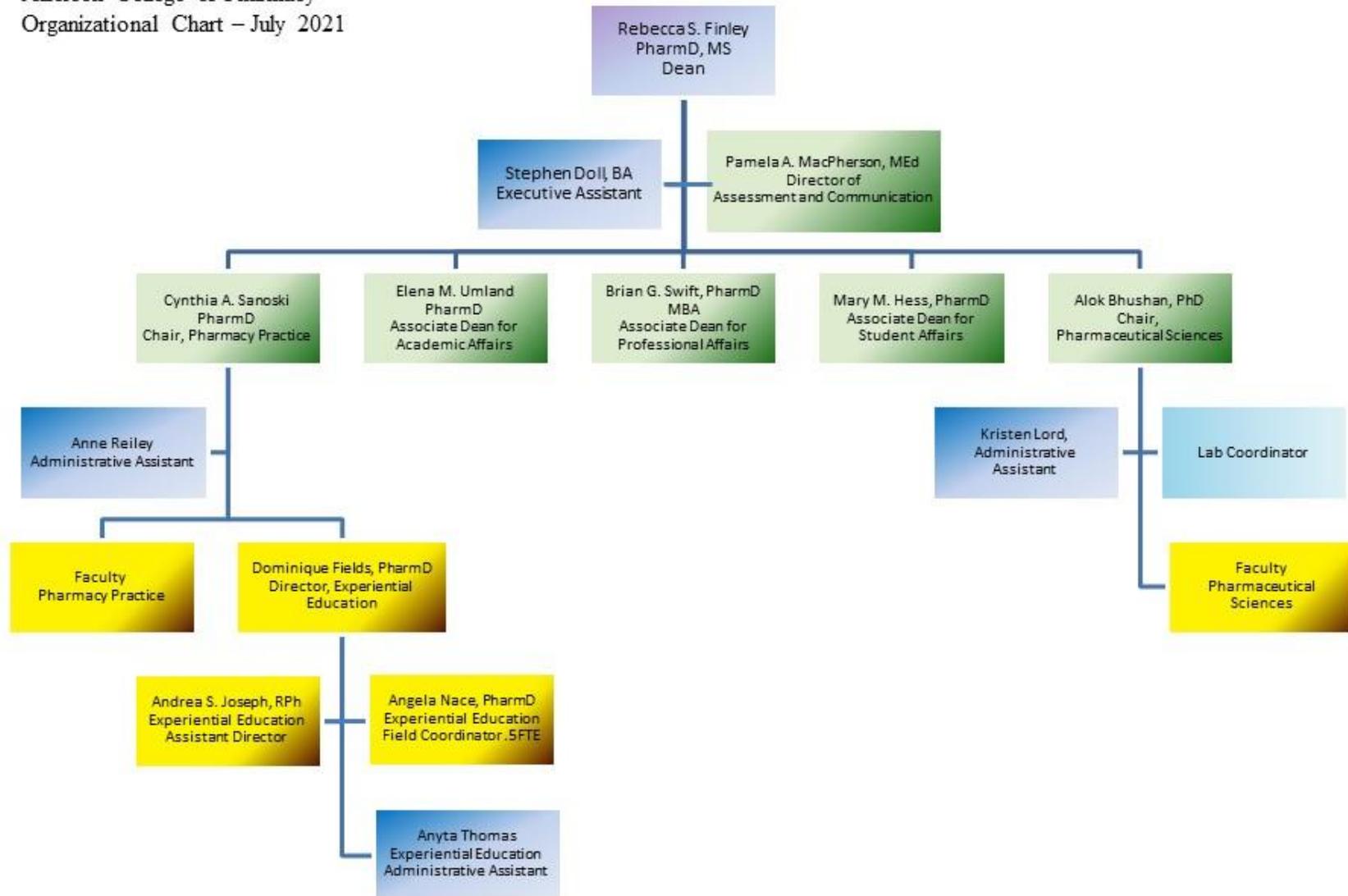
- Our graduates will be recognized for their: ability to provide outstanding patient-centered and population-based care; leadership skills; cultural competency; social responsibility; and commitment to maintaining professional competence throughout their careers.
- Our faculty will be recognized for their: strong commitment to the advancement of pharmacy and graduate education, patient care, and research; leadership in the professional societies and educational organizations; and strong commitment to the improvement of our community through service initiatives.

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

The JCP is committed to:

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

Jefferson College of Pharmacy  
Organizational Chart – July 2021



## ACADEMIC CALENDAR 2021-2022

*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 – see [https://www.jefferson.edu/university/academic-affairs/tju/academic-services/registrar/calendars/academic-calendars/2021-2022/JCPcalendars2122/JCP\\_PHARMD\\_2122.html](https://www.jefferson.edu/university/academic-affairs/tju/academic-services/registrar/calendars/academic-calendars/2021-2022/JCPcalendars2122/JCP_PHARMD_2122.html)!*

### 2021 FALL SEMESTER

8/9 – 8/13	JCP Class of 2025 Orientation
8/16	Classes Begin
8/22	Last day to add course
8/27	Last day to drop course without “W” on transcript
9/6	Labor Day Holiday – no classes
9/24	Last Date to Remove an “I” Grade from Previous Term
10/7	Last Date to Withdraw with a Grade of “W”
11/1	On-line Registration for Spring Semester Begins (Anticipated)
11/22	Classes End
11/29 – 12/2	Final Examinations
12/10	Grades Due in Registrar’s Office, 9:00 am

### 2022 SPRING SEMESTER

1/18	On-line Registration for Spring Semester Ends
1/17	Martin Luther King, Jr Day of Service
1/18	Classes Begin
1/24	Last day to add a course
1/27	Last day to drop without “W” grade on transcript
2/18	Last Date to Remove an “I” Grade from Previous Term
2/14	Last Date to Withdraw with a Grade of “W”
3/3	Last Day for Course Withdrawal
4/4	On-line Registration for Summer/Fall Semesters Begins (Anticipated)
5/2	Classes End
5/3-7	Final Examinations
5/13	All Other Grades Due in Registrar’s Office, 9:00 am

**JCP P4 Academic Calendar for Advanced Pharmacy Practice Experiences (APPE)  
Pre-Fall Semester 2021**

<b>Rotation</b>	<b>Begin Date</b>	<b>End Date</b>
APPE 1	May 25	July 2
APPE 2	July 6	August 13

**Fall Semester 2021**

<b>Rotation</b>	<b>Begin Date</b>	<b>End Date</b>
APPE 3	August 23	October 1
On Campus P4 Week - Required	October 4	October 8
APPE 4	October 11	November 19

**Spring Semester 2022**

<b>Rotation</b>	<b>Begin Date</b>	<b>End Date</b>
APPE 5	January 10	February 18
Break	February 21	February 25
APPE 6	February 28	April 8

Last Day to Apply for Graduation – February 1, 2022  
 Board Review Course (required) TBD  
 Degree Conferral Date – Friday, April 22  
 Commencement - TBD

**Doctor of Pharmacy  
PROGRAM OF STUDY**

## **DOCTOR OF PHARMACY PROGRAM OF STUDY**

### **Curriculum Goals**

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

### **Curriculum Objectives**

The PharmD curriculum goals will be met by:

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

**Curriculum Plan/Outline by Year – Class of 2022, 2023, 2024**

<b><i>First Year – P1 Fall</i></b>	<b><i>Credits</i></b>	<b><i>First Year – P1 Spring</i></b>	<b><i>Credits</i></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
Healthcare Communications and Patient Counseling – PHRM524	2	Physical Assessment and Clinical Skills – PHRM526	3
Immunology – PHRM525	3	Student Pharmacist Enrichment Process	0.25
<b>Total Credits</b>	<b>17</b>		<b>16.25</b>
<b><i>Second Year – P2 Fall</i></b>	<b><i>Credits</i></b>	<b><i>Second Year – P2 Spring</i></b>	<b><i>Credits</i></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
<b>Total Credits</b>	<b>19</b>		<b>(**15.25) 16.25</b>

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

#### 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 credits
Board Review Course	1 credit
<b>Total Credits</b>	<b>37.25 credits</b>

#### Total Curriculum Credits = 141

\* = Without regard to semester; IPPE = Introductory Pharmacy Practice Experience

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

**Curriculum Plan/Outline by Year – Class of 2025**

<i>First Year – P1 Fall</i>	<i>Credits</i>	<i>First Year – P1 Spring</i>	<i>Credits</i>
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	1
		Physical Assessment – PHRM	1
Immunology – PHRM525	3	Student Pharmacist Enrichment Process	0.25
<b>Total Credits</b>	<b>16</b>	<b>Total Credits</b>	<b>15.25</b>
<i>Second Year – P2 Fall</i>	<i>Credits</i>	<i>Second Year – P2 Spring</i>	<i>Credits</i>
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
<b>Total Credits</b>	<b>19</b>		<b>(**15.25)16.25</b>

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

#### Fourth Year – P4

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

#### 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.

### **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 supercedes 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).

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

### **GRADES NOT CALCULATED IN THE GRADE POINT AVERAGE (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 (Withdrew Passing) or WF* (Withdrew Failing), depending upon the level of performance in the course at the time. WF <i>is</i> calculated in the student's GPA.

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

### **Grade Point Average Calculation**

The grade point average (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 PharmD program including successful completion of courses, progression to the subsequent academic year and meeting requirements for the Doctor of Pharmacy degree are found in the JCP Academic Progression Standards in the next section (Academic Policies) of the Handbook.**

### **Repeated Courses**

If a student must repeat a course (see JCP Academic Standards below), 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.

### **GPA Calculations for Those Previously Enrolled in Other Jefferson Programs**

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

**Coursework and Course Syllabi**

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

**Posting of Assessment Results**

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

## **Curriculum Outcomes**

Upon completion of the Doctor of Pharmacy program students will exhibit the following characteristics in order to function as effective members of the health care team in the provision of patient-centered and population-based care.

- 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.

### *Pharmacy Curriculum Outcomes Assessment (PCOA)®*

The PCOA is a valid and reliable assessment of student competence in the four broad curricular domains of the didactic curriculum required of all ACPE-accredited programs. All JCP P3 students are required to take the PCOA® exam at the conclusion of their Spring semester. This exam is a 220-item multiple choice web-based electronic assessment that is administered nationally. The exam, developed by the National Association of Boards of Pharmacy (NABP) encompasses the major content areas identified in the ACPE Accreditation Standards. These areas include: basic biomedical sciences; pharmaceutical sciences; social, behavioral, and administrative pharmacy sciences; and clinical sciences. JCP's participation in this national exam provides us with benchmarking data and information to identify areas of curricular strength and areas for which improvement may be needed.

### *Rubrics*

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

## VERBAL COMMUNICATION – P1

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

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

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

## VERBAL COMMUNICATION – P2

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

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

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

### VERBAL COMMUNICATION – P3

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

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

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

### WRITTEN COMMUNICATION – P1

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

Element	0	1	2	3	NA

<b>Writing Proficiency</b>					
1. Proper grammar	Three or more grammatical errors present.	Two grammatical errors present.	One grammatical error present.	Complete absence of grammatical errors.	
2. Accurate spelling	Three or more spelling errors present.	Two spelling errors present.	One spelling error present.	Complete absence of spelling errors.	
3. Transition and flow	Written work lacks any transitions and lacks logical flow.	Written work includes the use of smooth transitions <50% of the time and demonstrates significant gaps in logical flow.	Written work includes the use of smooth transitions <50% of the time and flows logically for most of it.	Written work includes the use of smooth transitions $\geq$ 50% of the time and flows logically for most of it.	
4. Reference format	No references are present.	<50% of the references are in the correct format.	50-75% or less of the references are in the correct format.	76-99% of the references are in the correct format.	
5. Reference citation	No references are present.	<50% of the references are accurately cited within the document.	50-75% of the references are accurately cited within the document.	76-99% of the references are accurately cited within the document.	
<b>Writing Content</b>					
6. 6. Reference relevance	None of the references are related to the topic.	<50% of the references are related to the topic OR $\leq$ 50% of the critical references are included.	50-75% or less of the references are related to the topic OR 75% or less of the critical references are included.	76-99% of the references are related to the topic OR 76-99% of the critical references are included.	
1. 7. Reference Credibility	None of the references are credible.	<50% of the references are credible.	50-75% of the references are credible.	76-99% of the references are credible.	
8. Terminology	Excessive use of inappropriate terminology.	Moderate use of inappropriate terminology.	Mostly appropriate level of terminology used throughout.	Appropriate level of terminology used throughout.	

9. Pertinence of Information	<25% of the material presented is essential to the topic and objectives.	25-50% of the material presented is essential to the topic and objectives.	50-75% of the material presented is essential to the topic and objectives.	>75% of the material presented is essential to the topic and objectives.	
10. Information accuracy	Potentially harmful information presented OR completely inaccurate information provided.	Mostly inaccurate information provided throughout the presentation.	Mostly accurate information provided throughout the presentation.	Accurate information provided throughout the presentation.	
11. Synthesis of evidence	Written work lacks a conclusion.	Overall conclusion is contrary to the evidence presented or new evidence is presented in the conclusion. .	Overall conclusion is not entirely supported by the evidence presented.	Overall conclusion is consistent with evidence presented.	

## WRITTEN COMMUNICATION – P2

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

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

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

**WRITTEN COMMUNICATION – P3**

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

Element	0	1	2	3	NA
<b>Writing Proficiency</b>					
1. Proper grammar	Three or more grammatical errors present.	Two grammatical errors present.	One grammatical error present.	Complete absence of grammatical errors.	
2. Accurate spelling	Three or more spelling errors present.	Two spelling errors present.	One spelling error present.	Complete absence of spelling errors.	
3. Transition and flow	Written work includes the use of smooth transitions <50% of the time and flows logically for most of it.	Written work includes the use of smooth transitions 50-75% of the time and flows logically for most of it.	Written work includes the use of smooth transitions 76-99% of the time and flows logically for most of it.	Entire written work includes the use of smooth transitions and flows logically.	
4. Reference format	<50% of the references are in the correct format.	50-75% or less of the references are in the correct format.	76-99% of the references are in the correct format.	All references are in the correct format.	
5. Reference citation	<50% of the references are accurately cited.	50-75% of the references are accurately cited.	76-99% of the references are accurately cited within the document.	All references are accurately cited within the document.	
<b>Writing Content</b>					
6. Reference relevance	<50% of the references are related to the topic OR <50% of the critical references are included.	50-75% or less of the references are related to the topic OR 51-75% or less of the critical references are included.	76-99% of the references are related to the topic OR 76-99% of the critical references are included.	All references are related to the topic and all critical references are included.	
7. Reference credibility	<50% of the references are credible.	50-75% of the references are credible.	76-99% of the references are credible.	All references are credible.	

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

### CRITICAL THINKING / PROBLEM SOLVING – P1

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

Element	0	1	2	3	NA
1. Problem identification	Identifies <50% of the major problems.	Identifies 50-75% of the major problem(s) independently or with assistance.	Independently identifies 76-99% of the major problem(s).	Independently identifies all major problem(s).	
2. Problem prioritization	Prioritizes <50% of the major problems.	Independently prioritizes 50-75% of the major problem(s) OR requires assistance in prioritizing the major problem(s).	Independently prioritizes 76-99% of the major problem(s).	Independently prioritizes all major problem(s).	
3. Identifies solutions	Identifies <50% of the possible solutions.	Independently identifies 50-75% of the possible solutions without considering situation and/or case-specific findings OR requires assistance in identifying solutions.	Independently identifies 76-99% of the possible solutions without considering situation and/or case-specific findings.	Independently identifies all possible solutions without considering situation and/or case-specific findings.	
4. Evidence evaluation	Fails to identify appropriate evidence.	Requires assistance in identifying appropriate evidence OR inaccurately evaluates the evidence.	Independently identifies appropriate evidence but provides only a partial, accurate evaluation of it.	Independently identifies appropriate evidence and accurately evaluates it.	

5. Support for conclusion(s)	Overall conclusion is contrary to the evidence presented.	Overall conclusion is not supported by the evidence presented.	Overall conclusion is not entirely supported by the evidence presented.	The rationale to the solution(s) is consistent with evidence presented.	
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**CRITICAL THINKING / PROBLEM SOLVING – P2**

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

Element	0	1	2	3	NA
1. Problem identification	Identifies <50% of the major problems.	Identifies 50-75% of the major problem(s) independently or with assistance.	Independently identifies 76-99% of the major problem(s).	Independently identifies all major problem(s).	
2. Problem prioritization	Prioritizes <50% of the major problems.	Independently prioritizes 50-75% of the major problem(s) OR requires assistance in prioritizing the major problem(s).	Independently prioritizes 76-99% of the major problem(s).	Independently prioritizes all major problem(s).	
3. Identifies solutions	Identifies <50% of the possible solutions.	Independently identifies 50-75% of the possible solutions without considering situation and/or case-specific findings OR requires assistance in identifying solutions.	Independently identifies 76-99% of the possible solutions without considering situation and/or case-specific findings.	Independently identifies all possible solutions without considering situation and/or case-specific findings.	

4. Evidence evaluation	Fails to identify appropriate evidence.	Requires assistance in identifying appropriate evidence OR inaccurately evaluates the evidence.	Independently identifies appropriate evidence but provides only a partial, accurate evaluation of it.	Independently identifies appropriate evidence and accurately evaluates it.	
5. Support for conclusion(s)	Overall conclusion is contrary to the evidence presented.	Overall conclusion is not supported by the evidence presented.	Overall conclusion is not entirely supported by the evidence presented.	The rationale to the solution(s) is consistent with evidence presented.	

### CRITICAL THINKING / PROBLEM SOLVING – P3

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

Element	0	1	2	3	NA
1. Problem identification	Independently identifies <75% of the major problem(s) OR requires assistance in identifying the major problem(s).	Independently identifies 76-99% of the major problem(s).	Independently identifies all major problem(s).	Independently identifies all problems, incorporating knowledge from the clinical, social, and/or administrative sciences as applicable (e.g., cost issues, quality of life, mortality, etc.).	
2. Problem prioritization	Independently prioritizes <75% of the major problem(s) OR requires assistance in prioritizing the major problem(s).	Independently prioritizes 76-99% of the major problem(s).	Independently prioritizes all major problem(s).	Independently prioritizes all problems, incorporating knowledge from the clinical, social, and/or administrative sciences as applicable (e.g., cost issues, quality of life, mortality, etc.).	

3. Identifies solutions	Independently identifies <75% of the possible solutions without considering situation and/or case-specific findings OR requires assistance in identifying solutions.	Independently identifies 76-99% of the possible solutions without considering situation and/or case-specific findings.	Independently identifies all possible solutions without considering situation and/or case-specific findings.	Independently identifies all plausible situation and/or case-specific solutions.	
4. Evidence evaluation	Fails to identify or requires assistance in identifying appropriate evidence OR inaccurately evaluates or fails to evaluate the evidence.	Independently identifies appropriate evidence but provides only a partial, accurate evaluation of it.	Independently identifies appropriate evidence and accurately evaluates it.	Independently identifies the most appropriate evidence and accurately evaluates it.	
5. Support for conclusion(s)	Overall conclusion is contrary to the evidence presented.	Overall conclusion is not entirely supported by the evidence presented.	The rationale to the solution(s) is consistent with evidence presented.	The rationale to the solution(s) is consistent with evidence presented and incorporates knowledge from the clinical, social, and/or administrative sciences as applicable (e.g., cost issues, quality of life, mortality, etc.).	

# **Student Academic and Professional Support**

## **Academic Advising for PharmD 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 the College of Pharmacy. The College expects that students will meet at minimum annually 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, for example professional intervention and assistance.

### **College of Pharmacy Responsibilities:**

It is the responsibility of the College of Pharmacy 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 network
- 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 the College of Pharmacy as an entering student.
- taking full advantage of the opportunities for student advisement provided by the College of Pharmacy.
- 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:

- routinely meet with the faculty advisor, share good news as well as issues that need to be resolved.
- 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 be hesitant 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 the College of Pharmacy 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!

**Advisor as a potential resource for information.** Your advisor works hard to understand the services available to you within the College of Pharmacy and university. 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 you are having any trouble, ask for advice. Your advisor will help identify support services available.

### **Classroom Materials and Handouts**

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

### **Lecture Recordings**

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

### **Student Evaluations of Courses and Faculty**

Completion of each Course Evaluation is a component of professionalism. Students are responsible for the completion of the evaluation by the specified date; failure to do so will result in a 2% deduction from the final overall course grade. All evaluations are posted to the class inCanvas and notification regarding these is sent out by the Associate Dean for Academic Affairs.

It is the professional responsibility of all students to participate in the end-of-semester faculty evaluations as they are posted throughout and at the end of the semester. 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.

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

As a measure of personal professionalism, 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 they 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.

### **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 Canvas, library resources (Jeffline), Banner (registration, official grades, contact information), and email.

### **Jefferson E-mail**

It is the responsibility of all students to check their students.jefferson.edu e-mail account on a regular basis and outside of scheduled class time. It is strongly recommended that this account be checked daily during the work week. E-mail is the primary mode of communication for official University and College announcements as well as for course-specific correspondence. 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)

# **STUDENT ACADEMIC POLICIES AND PROCEDURES**

## **ACADEMIC POLICIES AND PROCEDURES**

It is the responsibility of the student to be familiar with and observe the academic policies of the Jefferson College of Pharmacy (JCP) and Thomas Jefferson University.

**Community Standards** (Copied from TJU University Handbook). **The Official Community Standards are online** at <https://www.jefferson.edu/life-at-jefferson/handbooks.html> in the Rights and Responsibilities section. **Updates may occur to the Community Standard, students should review the online posting to assure review of the most recent policy.**

## **Program Enrollment Requirements - Policy**

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

### **Annual Program Requirements**

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

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

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

Students must complete all annual requirements prior to 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 on the JCP Student community page in Canvas in the Annual Requirements module. In summary, the following items are required on an annual basis:

HIPAA – Health Insurance Portability and Accountability Act annual training

Fire and Safety Certification

Child Abuse Clearance Certificate

Criminal Background Check

PPD

Influenza immunization (available in September each year) – See University policy

CPR Certification (with BLS) — Entry to fourth year only

Pennsylvania Intern License (active)

Health Insurance verification (available July 1 each year) –See University policy

Student Emergency Contact Information – this must be completed prior to the start of each semester – See University policy

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

## Pharmacy Intern Licenses

### Pennsylvania Pharmacy Intern License

1. **All JCP student pharmacists are required to have a valid Pennsylvania Pharmacy Intern License.** The following steps describe the process for applying for a PA Pharmacy Intern License. Prior to being issued a Pennsylvania Pharmacy Intern License, the Pennsylvania Bureau of Professional and Occupational Affairs in conjunction with the PA 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: [www.dos.state.pa.us/pharm](http://www.dos.state.pa.us/pharm) - 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 PA 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/Applications-and-Forms.aspx> . Select Pharmacy Intern and then 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 PA pharmacy, they should list Dr. Fields as their preceptor: Dominique M Fields 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 Finley at [Rebecca.Finley@Jefferson.edu](mailto:Rebecca.Finley@Jefferson.edu)**. After Dean Finley signs the form, it will be sent to the PA Board of Pharmacy by the Office of the Dean.

### New Jersey Pharmacy Technician Registration

JCP student pharmacists who are employed as Registered Technicians in NJ pharmacies may choose to have their technician hours counted as intern hours by the NJ Board of Pharmacy. This is recommended if the student pharmacist may eventually apply for licensure as a pharmacist in a state that requires extern intern hours beyond IPPE and APPE hours). Students working in NJ pharmacies who select to register their technician hours must notify the NJ Board of Pharmacy ( <https://www.njconsumeraffairs.gov/phar> ) that they are a fulltime student at the Jefferson College of Pharmacy. The NJ 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 NJ Board of Pharmacy does not require JCP student pharmacists doing IPPE or APPE rotations in NJ to register as technicians.

**Other States**

Students who are employed as technicians or interns in other states may consult the state board of pharmacy websites for regarding 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: [Boards of Pharmacy National Association of Boards of Pharmacy \(nabp.pharmacy\)](http://Boards of Pharmacy National Association of Boards of Pharmacy (nabp.pharmacy))

**Obligation to Report Regulatory or Legal Actions**

Students must report any actions taken by a licensing authority (Board of Pharmacy or other agency) against a professional license (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 the PharmD program, placement in pharmacy practice experiences, or dismissal from the PharmD program.

Students currently in the Doctor of Pharmacy program who fail to self-disclose actions taken by a licensing authority against a professional license (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 PharmD program.

## 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:

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

## **Performance Requirements / Technical Standards**

Students enrolled in JCP will receive training to prepare them to practice pharmacy in a variety of practice setting, 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 school's curriculum.

The following technical standards specify those attributes the faculty considers 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 the College of Pharmacy.

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 with 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, which 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 health care 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 health care 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 health care 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 pharmaceuticals. 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.

### **Graduation Requirements Policy**

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

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

#### **Residence Requirements for Graduation**

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

#### **Application for Graduation**

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

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

## **Course Attendance and Missed Coursework Policy**

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

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

### **Advisory Statement re: Course and Clinical Attendance for Fall 2021**

Students who have any symptoms that are associated with infectious diseases (e.g., cold, flu or viral infection) should not attend in-person classes, clinical experiences or other activities that put them in close contact with other students, faculty, staff or patients. These symptoms can include but are not limited to sneezing, coughing, fever, gastrointestinal pain, and diarrhea. Students with these types of symptoms should contact Student Health Services (East Falls campus) or Jefferson Occupational Health Network (JOHN) (Center City campus) if these symptoms are present, before participating in any classroom, clinical, lab, or studio sessions, or any activities in which other students, faculty, staff or patients are present. Students who have these symptoms are responsible for notifying their instructors, program or college using the usual mechanisms before missing any scheduled course/clinical education activity, for staying current with course/clinical requirements, and for complying with any other course/clinical attendance policies. Students may be asked to provide documentation that they are under the care of a medical provider (without disclosure of any medical condition).

#### **Student Procedure:**

If you may have a potentially infectious disease as noted above, please do not attend any in-person class, activities, or clinic. You may be requested to obtain medical documentation prior to returning to the classroom. If you may continue with your learning from home you are encouraged to do so. For students who anticipate missing multiple days, please ask them to complete an excused absence form.

### **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.

#### **Procedure:**

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.

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

- 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 (see chart below for examples). When indicating courses, list **all** courses that will be missed in the request. This includes experiential courses.
- 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.

- Faculty should return the completed form to the student and to the Associate Dean for Student Affairs.

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 Form folder.

Determining where to submit the form:

- If one day will be missed – the request should be submitted to the Course Coordinator for all courses that will be missed.
- If 2 or more days will be missed – the request should be submitted to the Associate Dean for Student Affairs.
- 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 Associate Dean for Student Affairs 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.

### Example 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 1 of the options, if multiple are listed.
Bereavement	<p>Immediate family only (student's spouse, registered domestic partner, parents (including step), siblings (including step), children (including step), grandparents, father/mother in-law, son/daughter in-law, grandchildren).</p> <p>Please indicate relation in the request form.</p> <p>Allowance: 1 for local funeral, 3 day for out of town</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 Illness / Injury procedure.</p> <p><i>*Please note hospitalization while enrolled requires clearance to return to the classroom. See Hospital/Illness/Injury Procedure (pg 64).</i></p>	<p>Note from physician verifying illness or hospitalization*</p>
Health Immediate Family	<p>Immediate family members (as listed above) with terminal or acute illness or scheduled surgery.</p>	<p>Physician documentation</p>
Jury duty / court summons	<p>May be considered when you are called to service. If possible students should attempt to defer their service if the time anticipated to serve will be of substantial length.</p> <p>This does not apply should you be scheduled to attend court for a personal violation.</p>	<p>Copy of summons</p>
Military Duty	<p>Deployment for two 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>

*Procedure for Excused Request Related to Pharmacy Professional Meeting*

Each year there are a few professional meetings whereby many JCP students will seek to attend. In this setting use of the Excused Absence Form will be removed if the following procedure is followed.

1. A point person for the professional organization will collect the names of those students who will attend the meeting.
2. The list of names should be provided to the Associate Dean for Student Affairs as early as possible and no later than two weeks prior to the meeting.
3. The Associate Dean will forward the request to faculty and confirm with the point person the specifics of approval.
4. Students interested in attending the meeting that are not included in the group list will need to follow the request process for excused absence noted above just as they would for any other excused 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.

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

\*Students are not required to disclose specific information regarding healthcare diagnosis, condition, treatment, etc. If documentation contains this type of information, it may be provided to the Associate Dean or to the Medical Director at Jefferson Occupational Health Network (JOHN) for verification.

## **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 Jefferson Occupational Health Network for Employees & Students (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\*:

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

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

Clearance will be communicated from JOHN to the Associate Dean for Student Affairs or designee **prior to** the student returning to the classroom or clinical setting. The Associate Dean 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.

Other situations that may require JOHN clearance include but is not limited to:

- If requested by faculty to facilitate an excused absence request.

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.

\*This requirement is in effect when students are actively enrolled in a semester.

### **Course Drop/Add**

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

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

### **Course Withdrawal**

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

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

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

### **Withdrawal from the College**

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

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

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

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

## **Leave of Absence**

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

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

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

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

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

### *Academic Enrichment / Personal/ Non-Medical Leave of Absence*

A leave of absence for academic enrichment or other personal, non-medical reasons may be entertained by the JCP Associate Dean for Student Affairs. Leaves 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 to JCP Associate Dean for Student Affairs reasons that unequivocally validate the need for a non-medical leave. 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 one (1) year in duration. Non-medical leaves do not involve or require action or endorsement by the Director of Occupational Health Network.

### *Mandatory Medical Leave of Absence*

The Jefferson College of Pharmacy has an obligation to protect patients, students, faculty and employees from harm caused by the actions of any student.

If remaining in a course or rotation or in pharmacy school is thought to be detrimental to the student, classmates, faculty or to the delivery of patient care,<sup>1</sup> the JCP Dean or the Dean's designee has the right to

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<sup>1</sup> Potential harm/perceived threats may be described as occurring from behavior defined by Thomas Jefferson University, students or patients as threatening, hostile or otherwise inconsistent with the duties and responsibilities of a student. Behavior can also include that which is disruptive to medical treatment, the educational process or student working environments.

temporarily remove a student from JCP, a course, or a rotation, pending medical and/or psychiatric evaluation. Removal from JCP, a course, or rotation, are all subject to review by the JCP Executive Council or the Judicial Board, as appropriate.

The JCP Dean or the Dean's designee will determine the length of the leave and will require the student to demonstrate fitness to return. The Dean's designee will determine whether restrictions in access to campus, students and email account are necessary during the leave. The Dean's designee will alert the student, in writing, of any restrictions during his/her leave of absence.

Prior to reentry, appropriate medical screening will be arranged by the student and the Director of Occupational Health Network with consultation, if necessary. Any financial costs that may be incurred are the responsibility of the student. Reentry after a leave for psychological/psychiatric reasons will include an interview by the psychiatrist designated by the Director of University Health Services.

Should the JCP Executive Council direct a mandatory leave of absence, the Executive Council will define the conditions of return, which may include restricting the scheduling of clinical or research rotations at away sites or at Thomas Jefferson University/Thomas Jefferson University Hospitals.

## Virtual Etiquette Guidelines

### **Etiquette for Synchronous Remote Course Delivery** **Students**

This is our virtual classroom. Appropriate classroom behavior is expected. Please refrain from any behavior that would not be deemed appropriate in a face-to face classroom. We recognize that all of these may not be possible during this challenging time but please adhere to these guidelines as best as possible to optimize everyone's learning experience.

#### **Virtual Etiquette**

- Participate in the virtual class from a distraction free, quiet environment, whenever possible, preferably at a desk or table/chair. Distractions to others in the class such as other family, friends, pets or inappropriate items or text in your background should not be visible. If you are engaging in distracting behavior, the instructor or moderator reserves the right to turn off your video, mute your device audio and limit your engagement in the class.
- Dress as you would if you were present in the classroom
- Refrain from multi-tasking; your full engagement in your virtual class is expected.
- If you would like to speak or answer a question, use the "Raise Hand" feature. Then unmute yourself after you are called on and state your name when you begin speaking.
- If chat feature is enabled, remember that all messages are public (even those sent privately peer to peer), and a record of the chat is kept and archived. The chat box during all classes should only be used for course-related communications.

#### **Technical Aspects of the Virtual Classroom**

- Log into your virtual class meeting 5 minutes prior to the start time
- Keep your audio on mute until you want to speak. This will help to limit background noise. A headset or earphones may be very helpful.
- Turn your video on, if available. Video should remain on for the entire class. Students may use background filters in ZOOM if images are appropriate.
- Have your iPad or computer or other device handy to take notes or respond to Nearpod.
- If you have connection or technology issues please email the instruction ASAP.

#### **Online Communication (discussion board, chat room in Zoom or BB Collaborate lecture)**

- Address your posts to a recipient (faculty and/or peers)
- Review all discussion postings before posting your own to prevent redundancy. Avoid repeating someone else's post without adding something of your own to it.
- Review for spelling and grammatical errors.
- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point.
- Be aware that typing in all capital letters indicates shouting.
- Be careful with humor and sarcasm. Both can easily be misunderstood. Ask for clarification if you find a discussion posting difficult to understand or offensive.
- Always be respectful of others' opinions even when they differ from your own. Part of learning is being open-minded.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Respect the privacy of your classmates and what they share in class.
- Avoid sweeping generalizations. Back up your stated opinions with facts and reliable sources. Always give proper credit when referencing or quoting another source.

## **Student Pharmacist Enrichment Process (SPEP)**

The Jefferson College of Pharmacy (JCP) is implementing a program entitled “Student Pharmacist Enrichment Program (SPEP)” with the expectation that all enrolled student pharmacists will actively participate during 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.

## **Exam Policies and Procedures**

Jefferson College of Pharmacy (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 Information Services and Technology (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 and will be available until 12 pm (noon) 1 business day before the scheduled exam date. If students encounter any technical difficulties while attempting to download their exam during this timeframe, they should contact the Course Coordinator by the above stated deadline. Any student who does not download the exam by the above stated deadline should contact the Course Coordinator by 12 pm (noon) the day before the exam. In the event that a student fails to download the exam and did not contact the course coordinator in advance as specified, any time used during the exam to address these issues will be deducted from the overall exam time.

#### **C. Day of the Exam**

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

- e. Faculty will work as expeditiously as possible to address issues. The order in which issues will be addressed are as follows:
    - 1. Students who downloaded the exam by the deadline or who contacted the course coordinator in advance of technical difficulties.
    - 2. Students who failed to download the exam by the deadline and did not contact the course coordinator in advance.
2. During the Exam
- a. No content-related questions will be answered. Students who encounter a technical problem with their devices at the start of or during an exam should immediately notify the proctor for assistance. Every effort will be made to resolve the issue in a reasonable timeframe. If the proctor determines that the issue cannot be resolved in a reasonable timeframe, the student will be issued a paper exam. Students will follow-up with the course coordinator and IS&T as instructed.
3. Finishing the examination
- a. Students are required to submit and upload their examination immediately on completion or as the scheduled exam period ends and before leaving the room. Students are required to check-out with the proctor to ensure the exam file has been successfully uploaded prior to leaving the room (i.e. showing the exam submission confirmation screen). Students who experience difficulty submitting their exam must notify the proctor and may be referred for technical assistance (e.g. contact ExamSoft).
  - b. All examination materials (e.g. scrap paper, equation sheet) are to be returned to the proctor prior to exiting the examination room.
  - c. Students who fail to check-out with and/or return examination materials to the proctor may be given a zero or partial credit on the examination, at the discretion of the Course Coordinator.
4. Absenteeism
- a. Students may be excused and eligible for a make-up exam in the event of an illness or an emergency as outlined by the Course Attendance - Missed Coursework/Excused Absence Policy.
    - 1. Students can contact the Course Coordinator via email or can contact an Administrative Assistant by calling 215-503-9000.
5. Lateness
- a. Students are expected to be on time for exams to minimize disruption to the class.
  - b. Students who arrive late will be given the option of taking the exam in the remaining time (provided no student has left the examination room for either finishing the exam or for a restroom break) or taking a make-up exam at a later time. Documentation regarding reason for lateness may be required to be considered for a make-up exam.
  - c. A time log sheet of all students arriving late to the exam will be maintained by the Course Coordinator and forwarded to the Dean of Student Affairs.
6. Restroom breaks
- a. Only one student may be signed out at a time for restroom breaks.
  - b. At the discretion of the Course Coordinator, the student may be accompanied by a proctor to ensure academic integrity.
  - c. All students will sign-out and sign-in for restroom breaks. When a student signs out for a restroom break, they must give their device and scrap paper to the proctor. These materials will be returned to the student once the student returns to the exam room and completed the sign-in.
  - d. A time log sheet of all students taking a restroom break during the exam administration will be maintained by the Course Coordinator and forwarded to Dean of Student Affairs.

**D. Students with Exam Accommodations**

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

## **Review of Exams and other Assessment and Request for Regrading**

### *Policy*

Students have the right to review graded course assessments and request a re-grade of those assessments. This does not apply to Second Chance Option (See Second Chance Option 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 re-grade 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 re-grading 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 Regrade Request Period.

## **Individualized Reassessment Opportunity and Remediation**

### *Policy Statement:*

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

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

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

### *Procedure:*

1. Students should consult the course syllabus for a description of the Course Remediation and individualized reassessment plan. In general, required Remediation will occur approximately 2 weeks following the posting of the final course grade in Banner and the Reassessment will occur approximately 3 weeks following the posting of the final course grade.
2. Students are responsible for monitoring the posting of final grades in Banner and notifying the Course Coordinator (or their designate) regarding their eligibility to participate in individualized reassessment.
3. The student must return the signed Request for Remediation and Individualized Reassessment request form to the Course Coordinator within 3 days after the final grade is posted to Banner indicating that they wish to participate in the remediation and individualized reassessment.
4. The Course Coordinator will determine the schedules for the course remediation and individualized reassessment and communicate these to students via email. Students are required to participate in remediation in order to participate in the individualized reassessment.
5. Students are responsible for responding to email communications and monitoring the Course Canvas page for remediation-related materials.

Approved by the JCP Executive Committee: June 7, 2021

Approved by the JCP General Faculty: June 28 2021

## **JCP Individualized Assessment Review**

### *Policy*

Students have the right to review graded Individualized Reassessments.

### *Procedure*

1. An opportunity to review an Individualized Reassessment will be available to the student within 48 hours of grading completion.
2. An opportunity to request a regrade of an Individualized Reassessment will not be available to the student.

Approved by the JCP Executive Committee: June 7, 2021

Approved by JCP General Faculty : June 28, 2021

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

- Students enrolled in the Doctor of Pharmacy program must successfully complete all courses which are prerequisites for subsequent courses in the curriculum in order to progress in the curriculum.
- Minimum enrollment for Fall/Spring academic semesters is 9 credits unless an alternative plan is approved by the Office of the Dean in collaboration with the JCP Executive Council.
- The minimum passing grade is a C in all required, letter-graded courses and a Pass in all Pass/Fail courses.
- Any student who earns below a C in any letter-graded, required course must either repeat the course in its entirety or participate in the Second Chance option as noted below, if applicable. The student must earn a grade of C or better in order to successfully complete the course and progress.
- P1 students in their first matriculated semester at JCP will not be placed on academic probation for a GPA < 3.0.
- Any fulltime student beyond their first matriculated JCP semester whose **cumulative GPA falls below 3.0** will be placed on academic probation.
- Students who are subject to academic probation and dismissal are reviewed by the Office of the Dean prior to any related action being taken.

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

**Standards Specific to Progression from year P3 to year P4**

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

**Consideration for Degree Conferrence**

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

**Dismissal from the Doctor of Pharmacy Program**

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

- Earning a grade of less than a C in the same course twice
- Earning a grade of F in more than one required course (the 2<sup>nd</sup> F would result in dismissal from the program)
- Inability to achieve a cumulative GPA of 3.0 by the end of the P3 year
- Exceeding two semesters (consecutive OR nonconsecutive) of academic probation stemming from a cumulative GPA of < 3.0

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

### **Academic Integrity Policy – see University Policy**

The Administration and Faculty of JCP 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.

### **Unsafe Clinical Practice - Policy**

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

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

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

- (1) lack of preparation, unsafe clinical judgment, or deficits in problem-solving ability;
- (2) unsupervised or unauthorized clinical practice or unauthorized presence in a clinical facility;
- (3) violation of any provision within the Pharmacy Act;
- (4) falsification of documentation;
- (5) inappropriate or unauthorized use of equipment, supplies, data, clinical information systems, or communications systems;
- (6) gross interference with the educational process or health care services;
- (7) gross impairment (physical or cognitive) by illicit or prescription drugs, chemicals, or alcohol in patient care settings;
- (8) creating unnecessary risk of exposure to or harm from environmental, chemical- and/or biohazards in patient care settings; and
- (9) verbally abusive, physically threatening or harmful behavior toward patients or other health care providers .
- (10) intentional or unintentional violation of patient confidentiality

## **Transfer Credit Policy**

### Policy

Academic credit may be given for courses successfully completed with a grade of B or better at other academic institutions. Coursework completed prior to matriculation may not apply towards the professional elective courses within the JCP curriculum. In cases where the approval to transfer credits has been granted, no grade will appear on the student's transcript. Credit hours will be awarded. Transfer credits are not utilized in determining a student's grade point average. Students are encouraged to discuss 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 of receiving the written request.
4. If the decision is made to transfer credit, the student will be asked to produce an official transcript from the outside institution.

### **Student Complaints, Appeals and Grievances**

Students who feel they have been treated unfairly in the academic program or in non-academic disciplinary actions have the right to initiate the appeal process as described by the Grade Appeal Protocol and the Community Standards . Students should review the Grievance Process at TJU found in the University 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 the Accreditation Council for Pharmacy Education).

## **Complaints Policy for the Accreditation Council for Pharmacy Education (ACPE)**

The following has been taken directly from <http://www.acpe-accredit.org/students/complaints.asp>

“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, please e-mail:** [csinfo@acpe-accredit.org](mailto:csinfo@acpe-accredit.org) (regarding a professional degree program)

## **Grade Appeal**

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

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

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

### **Official Appeal process:**

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

### **Required documentation:**

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

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

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

### **Timeline:**

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

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

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

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

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

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

## **Readmission Policy and Procedure**

### **Policy**

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

### **Procedure**

1. Students who withdraw or who are dismissed for academic underachievement may be considered for readmission for the subsequent academic year. Students who wish to apply for readmission should complete the JCP Application for Readmission which includes a narrative identifying any potential contributors to their lack of academic success, to date, and describing any steps they have or are taking to ensure their future academic success. This may include additional coursework at other institutions, working with a counselor or coach to improve their academic skills (eg., study skills, exam taking, reading comprehension, etc.) or other appropriate interventions. The application for readmission may include attachments such as transcripts from other institutions. The completed Application for Readmission must be submitted to the Deans' Office
2. Upon receipt of the Application for Readmission, the Associate Dean for Academic Affairs will review the Application and determine if the student's eligibility for readmission (i.e., ability to achieve a cumulative GPA of  $\geq 3.0$  by the end of the second semester following their readmission). If the Associate Dean for Academic Affairs determines that the student is eligible for readmission, they will schedule a meeting with the student to discuss the Conditions of Readmission. These may include but are not limited to re-taking courses in which they have previously performed poorly or taking additional foundation courses. If changes to the Doctor of Pharmacy curriculum impact the course of study for a student who is being readmitted that student will be responsible for meeting all requirements of the class with whom they will graduate unless an exception is included in the terms of readmission.
3. Terms of readmission recommended by the Associate Dean for Academic Affairs will be detailed in a Readmission Conditions agreement. At the next regular meeting of the Executive Council, the Associate Dean for Academic Affairs will provide an update of requests for Readmission, including recommended Conditions of Readmission and recommend an action to the Executive Council. The Executive Council will vote to approve the readmission as requested, approve the readmission with changes to the additional conditions, or deny the readmission.
4. Within one week of the Executive Council meeting the student will be notified in writing, by the Dean, of the readmission decision including the Conditions of Readmission.
5. Following readmission, the student will be subject to the readmission policy stated in the Student Handbook and any terms stipulated in their Conditions of Readmission.

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

## **Satisfactory Academic Progress Policy - Federal Title IV Programs**

Policy Statement (<http://www.jefferson.edu/university/academic-affairs/tju/academic-services/financial-aid/policies/graduate-studies.html>)

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

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

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

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

### **Definitions**

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

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

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

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

**Successful Completion (JCP specific):** 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. Graduate students must maintain a minimum Grade Point Average of 3.00.

### **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 access the following website: [https://secure.studentclearinghouse.org/tsorder/faces/TranscriptOrder?\\_afLoop=4905005904406487&\\_afWindowMode=0&\\_adf.ctrl-state=14zt15ejlv\\_4#firstload](https://secure.studentclearinghouse.org/tsorder/faces/TranscriptOrder?_afLoop=4905005904406487&_afWindowMode=0&_adf.ctrl-state=14zt15ejlv_4#firstload)

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

# 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 fiducial relationship between the patient and the pharmacist. Caring, in the most basic terms, means to attend to the needs of others and to have personal concern for the well-being of another.

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

*To be placed in the Student Handbook under Professionalism Development: Traits of Professionalism:*

### **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 Jefferson College of Pharmacy 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, 2007**

“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 apply my knowledge, experience and skills to the best of my ability to assure optimal outcomes for my patients.
- I will respect and protect all personal and health information entrusted to me.
- I will accept the lifelong obligation to improve my professional knowledge and competence.
- 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://jcphp.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 Thomas Jefferson University 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 Thomas Jefferson University is 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 Thomas Jefferson University 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 involved in professional development activities. Activities may include participation in professional meetings, development of scholarly projects, or provision of services that align with the mission and vision of the college. Information about this award and the application form may be found on the JCP Student Canvas page.

**PROFESSIONAL ENGAGEMENT**

Consistent with the mission and vision of the college, JCP encourages students to personally engage in professional activities. Students may identify these opportunities through professional organizations, academic endeavors (didactic or experiential course), internships, or networking with current practitioners or faculty. JCP encourages any student who engages in a professional activity to have an appropriate preceptor / mentor. This may include 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 organization page in the Program Documents folder. The College will utilize the information gathered to provide recognition to student contributions within the college and the university and in the accreditation process.

**STUDENT PARTICIPATION IN INSTITUTIONAL GOVERNANCE**

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

College Curriculum Committee

The work of the College 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.

#### Committee on Student Affairs

The Committee on Student Affairs 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.

#### Committee on Admissions

The Committee on Admissions 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.

#### Student Pharmacist Enrichment Process (SPEP)

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

#### TJU Shared Governance Committee

The 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.

#### **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 representa-

tives from each of the academic divisions (Colleges/Schools/Departments) of Thomas Jefferson University'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.

### **Field of Membership**

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

SBG Faculty Advisor: Mary Hess, PharmD., Office: 901 Walnut Street, Suite 901 C; Email: [mary.hess@jefferson.edu](mailto:mary.hess@jefferson.edu)

### **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)

### **APhA-ASP**

The American Pharmacists Association's (APhA) Academy of Student Pharmacists (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

The mission of the American Pharmacists Association Academy of Student Pharmacists is 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 Faculty Co-Advisors: Emily Scopelliti, PharmD, BCPS, E-Mail: [Emily.Scopelliti@Jefferson.edu](mailto:Emily.Scopelliti@Jefferson.edu)

## **ISPOR**

The International Society for Pharmacoeconomics and Outcomes Research (ISPOR) promotes worldwide the science of pharmacoeconomics (*health economics*) and outcomes research (*the scientific discipline that evaluates the effect of health care interventions on patient well-being including clinical, economic, and patient-centered outcomes*) and facilitates the translation of this research into useful information for healthcare decision-makers to increase the efficiency, effectiveness, and fairness of health care to improve health. Since 2005, Jeff - ISPOR serves to link students interested in pharmacoeconomics and members of the pharmaceutical industry, health-related organizations, and academia.

### ISPOR Mission Statement

The mission of ISPOR is to share knowledge in pharmacoeconomics and health outcomes research for students who are interested in a career in pharmacoeconomics, outcomes research, or pharmaceutical service design.

ISPOR Faculty Advisor: [Vittorio](#) Maio, PharmD, MS, MSPH. Email: [Vittorio.maio@jefferson.edu](mailto:Vittorio.maio@jefferson.edu)

## **JCP-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 Student Society of Health-Systems Pharmacy (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

The mission of the Jefferson College of Pharmacy student society is 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, Office: 901 Walnut Street, Suite 901 C, E-mail: [mary.hess@jefferson.edu](mailto:mary.hess@jefferson.edu)

## **Rho Chi: Epsilon Epsilon Chapter**

### **Description:**

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 Jefferson College of Pharmacy.

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.

### **Vision:**

The Society's vision is to achieve universal recognition of its members as lifelong intellectual leaders in pharmacy. As a community of scholars, the Society will instill the desire to pursue intellectual excellence and critical inquiry to advance the profession.

**Mission:**

As the academic honor society in pharmacy, Rho Chi aims 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 .

**JCP – Rho Chi Faculty Advisors:**

Elena Umland, PharmD  
Office: 901 Walnut Street, Room 901B  
Email: [elena.umland@jefferson.edu](mailto:elena.umland@jefferson.edu)

Gagan Kaushal, PhD  
Office: 901 Walnut Street, Room 909  
Email: [gagan.kaushal@jefferson.edu](mailto:gagan.kaushal@jefferson.edu)

## **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.dshp.net](http://www.dshp.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

[www.dpr.delaware.gov/boards/pharmacy/index.shtml](http://www.dpr.delaware.gov/boards/pharmacy/index.shtml)

New Jersey State Board of Pharmacy  
[www.state.nj.us/lps/ca/medical/pharmacy.htm](http://www.state.nj.us/lps/ca/medical/pharmacy.htm)

Pennsylvania State Board of Pharmacy  
[www.dos.state.pa.us/pharm](http://www.dos.state.pa.us/pharm)

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