



Skaggs School of Pharmacy

Doctor of Pharmacy Program

Student Handbook



Photo by Tommy Martino

2021-2022
Academic Year

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GREETINGS FROM THE DEAN

Congratulations on becoming Doctor of Pharmacy (Pharm.D.) students and welcome to the University of Montana Skaggs School of Pharmacy. Please take the time to read through and familiarize yourself with the information in the Student Handbook. This document contains the answers to many of the questions you may have about the Pharm.D. program requirements, curriculum, co-curriculum, scholarships, internship, awards and much more. If you cannot find an answer to your questions through other students or staff, check in with your faculty advisor or Dr. Donna Beall, Director of Student Services. We are here to assist you and ensure you are successful in your endeavor and that your needs are met. We are very proud of our program that is student-centered and delivered by qualified and dedicated faculty, staff and administrators, a program small enough to get to know you personally.

You are entering into a rigorous academic Pharm.D. program composed of didactic, experiential and co-curriculum education/training that will prepare you for contemporary, evidence-based, patient-centered pharmacy practice. In addition to the traditional role of pharmacists as medication experts providing medications, counselling and drug information, pharmacists today provide clinical services that involve direct patient care and work as members of interprofessional healthcare teams in a variety of practice settings. We expect that over the next four years, you will be fully committed to your education and training and will dedicate your full-time effort towards achieving your educational and professional goals. Being a PharmD student means that this is your “full-time obligation” and these additional obligations outside of the academic program should be kept to a minimum to dedicate your time and effort to becoming the best pharmacy professional you can be. If you have an employment or family responsibilities, you should budget your time well and ensure you can fulfill all requirements for your studies and training. Our experience has shown that students who attempt to work more than 10 to 15 hours per week, especially if they have other responsibilities, often struggle to be successful in our program and experience issues with their academic progression and with gaining the maximum benefits from the education and training. You will have many years of work/employment to look forward to; and now is the time, as a PharmD student, to devote yourself to becoming a competent and dedicated healthcare professional.

As a Pharm.D. student and professional in our program, you are entering a partnership with faculty, staff, administrators and clinical affiliates and preceptors that are dedicated to your professional development, so appropriate conduct is essential. The faculty expect our classrooms to be a place for outstanding learning experiences for all. We expect all students to be involved in class discussions, be respectful of other students, faculty and staff, and refrain from disruptive activities in the classroom, laboratory or clinical practice site.

Pharmacy is not a stand-alone profession but is a part of integrated healthcare, an essential component of which is interprofessional education and practice. This has become a focus for all of the health professions in acknowledgment of the fact that patient care requires a team approach where the pharmacist, as a medication expert, can play a crucial role for achieving the very best patient outcome. As part of the team, the pharmacist’s role is to provide clinical pharmacy services such as medication therapy, disease-state management and drug information. In the Skaggs School of Pharmacy, you will be learning with and working alongside

students and residents from other healthcare professions, such as medicine, physical therapy, so you can become better prepared to work as a member of interprofessional teams and to provide patients with the best possible healthcare.

As a Pharm.D. student in the Skaggs School of Pharmacy at the University of Montana, you are preparing to enter a highly respected profession dedicated to providing high-quality healthcare to the people of your community. As healthcare professionals, society expects its pharmacists to be knowledgeable, technically competent, and ethical practitioners with high moral standards, integrity and who are collaborative team players. The professional behaviors you develop and strengthen in our program will serve you well in the profession. Conduct yourself to your highest standards while you are here and during your professional life in a manner that will reflect honor on you, your family, your School, and your profession.

Good luck and best wishes to each of you.

Best Regards,

A handwritten signature in black ink, appearing to read "Marketa Marvanova". The signature is fluid and cursive, with the first name "Marketa" and last name "Marvanova" clearly distinguishable.

Marketa Marvanova, Pharm.D., Ph.D., BCGP, BCPP, FASCP
Dean & Professor
Skaggs School of Pharmacy
University of Montana

ACADEMIC YEAR CALENDAR

Autumn Semester 2021

Aug 30	(M)	Instruction begins
Sept 6	(M)	Labor Day, Holiday
TBA	(F)	Health Professions Career Fair
Nov 11	(R)	Veterans Day, Holiday
Nov 24-26	(W-F)	Travel day and Thanksgiving Holiday
Dec 13-17	(M-F)	Final exams

Spring Semester 2022

Jan 18	(T)	Instruction begins
Feb 21	(M)	Presidents' Day, Holiday
Mar 21-25	(M-F)	Spring break
May 9-13	(M-F)	Final exams
May 14	(Sat)	Commencement

DIRECTORY

DEAN'S OFFICE – Skaggs Building, suite 340

Telephone #: 243-4621 FAX: 243-4209

Hours: 8:00 a.m. - 5:00 p.m. (Monday through Friday)

The office is closed for lunch from 12:00-1:00 p.m.

	<u>Room #</u>	<u>E-mail</u>
Marketa Marvanova, Pharm.D., Ph.D., SSOP Dean, & Interim Dean, College Health	SB 340	marketa.marvanova@umontana.edu
Mary Ellen Farrar, Budget Analyst	SB 340	maryellen.farrar@umontana.edu
Jen Geist-Quigley, Director of Finance and Operation jennifer.geistquigley@umontana.edu	SB 340	SB 340
Jonathan Neff, College Information Technology Director	SB 242	jonathan.neff@mso.umt.edu
Karin Schalm, Program Coordinator,	SB 340	karin.schalm@umontana.edu

Office of Student Services - Skaggs Building, room 341

The Student Services team provides support to prospective and current students from the admissions process through graduation, including a broad range of student services, advising, student leadership and community outreach programs, and conducting PharmD program admissions and recruitment.

	<u>Room #</u>	<u>Tel. #</u>	<u>E-mail</u>
Donna Beall, Pharm.D., Director of Student Services	SB 341	243-4080	donna.beall@umontana.edu
Erika Claxton, Administrative Associate	SB 341	243-4656	erika.claxton@umontana.edu

Office of Experiential Programs

The Experiential Education team coordinates professional learning experiences for students (IPPE and APPE), The primary purpose of the introductory and advanced pharmacy practice experiences is to assure that each student develops the knowledge, technical skills, professional judgments, values, and competencies needed for pharmacy practice, in any setting, while ensuring optimal medication therapy and patient safety.

	<u>Room #</u>	<u>Tel. #</u>	<u>E-mail</u>
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CURRY HEALTH SERVICE PHARMACY

634 Eddy Street, 243-5171

Hours: 9:00 a.m. - 5:00 p.m. (Monday through Friday) when classes are in session

Ken Chatriand, Pharm.D.-Pharmacy Manager

DEPARTMENT OF PHARMACY PRACTICE - Skaggs Building, room 316

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A complete list of Pharmacy Practice faculty/affiliate faculty/-preceptors is available on the [website](#).

DEPARTMENT OF BIOMEDICAL AND PHARMACEUTICAL SCIENCES - Skaggs Building, room 395

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Faculty

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Erica Woodahl, Ph.D.	SB 480	243-4129	erica.woodahl@umontana.edu

A complete list of faculty/research faculty is available on the [BMED website](#).

Pharm.D. Curriculum

PHARMACY FIRST PROFESSIONAL YEAR				Total Credits <i>Start with 64</i>
Autumn Semester	Cr.	Spring Semester	Cr.	
PHAR 300 Pharmacy Practice I	4	PHAR 310 Pharmacy Practice II	2	
PHAR 341 Pathophysiology	4	PHAR 311 Healthy People	1	
PHAR 350 Drug Lit Eval	1	PHAR 329 Microbes & Medicines	4	
PHAR 360 Pharm Care Lab 1	1	PHAR 331 Pharmaceutics	4	
PHAR 361 Pharm Sci Lab I	1	PHAR 342 Physiological Systems II	4	
PHAR 371 Integrated Studies I	1	PHAR 362 Pharm. Sci. Lab II	1	
Phar 381 Pharmaceutical Biochemistry	4	PHAR 372 Integrated Studies II	1	
Total	16	Total	17	97
Summer (register in autumn)				
PHAR 480 Community Introductory Pharmacy Practice Experience (IPPE)			3	100
PHARMACY SECOND PROFESSIONAL YEAR				
Autumn Semester	Cr.	Spring Semester	Cr.	
PHAR 421 Med Chem I	3	PHAR 412 Pharmacy Practice III	2	
PHAR 432 Clinical Pharmacokinetics	3	PHAR 422 Med Chem II	3	
PHAR 443 Pharmacol/Tox I	4	PHAR 444 Pharmacol/Tox II	4	
PHAR 451 Therapeutics I	3	PHAR 452 Therapeutics II	3	
PHAR 460 Pharm Care Lab II	1	PHAR 463 Pharm Care Lab III	1	
PHAR 471 Integrated Studies III	1	PHAR 472 Integrated Studies IV	1	
Elective	1	Elective	2	
Total	16	Total	16	132
Summer (register in autumn)				
PHAR 481 Hospital Introductory Pharmacy Practice Experience (IPPE)			3	135
PHARM D THIRD PROFESSIONAL YEAR				
Autumn Semester	Cr.	Spring Semester	Cr.	
PHAR 505 Pharmacy Practice IV	3	PHAR 506 Pharmacy Practice V	3	
PHAR 550 Drug Lit Eval	2	PHAR 514 Pharmacy Ethics	3	
PHAR 553 Therapeutics III	4	PHAR 554 Therapeutics IV	4	
PHAR 559 Public Health/Pharmacoecon	3	PHAR 563 Pharm Care Lab V	1	
PHAR 560 Pharm Care Lab IV	1	PHAR 565 Capstone APPE Prep	3	
PHAR 571 Integrated Studies V	1	PHAR 572 Integrated Studies VI	1	
Total	14	Total	15	164
PHARM D FOURTH PROFESSIONAL YEAR				
APPE-Advanced Pharmacy Practice Experience –Nine Months (36 credits required)				
PHAR 579 Community APPE	6	Must be completed in Montana.		
PHAR 580 Hospital APPE	6			
PHAR 581 Inpatient APPE	6			
PHAR 582 Ambulatory Care APPE	6			
PHAR 58_ Elective APPE	6	May be completed in Montana or another state.		
PHAR 58_ Elective APPE	6			
PHAR 58_ Elective APPE	6			
Total	42			206

The requirements for graduation, including curriculum, are subject to revision. Students will be required to complete the coursework required for their cohort.

ACADEMIC PROGRESSION

The Skaggs School of Pharmacy adheres to rigorous standards of academic and professional performance in view of its responsibility to the public and to the profession of pharmacy. The Academic Standards (ASC) and the Professionalism (PC) Committees have been established within the School to ensure high academic and professional standards are maintained.

The Dean of the School appoints the members of the ASC. It is comprised of faculty from the Departments of Pharmacy Practice and Biomedical and Pharmaceutical Sciences as well as the Director of Experiential Education. The Director of Student Services serves as an ad hoc member. The Committee is charged with monitoring student progress and its authority includes, but is not limited to, the following:

- Reviewing student competency to determine advancement to the next semester/academic year;
- Determining/approving remediation plans for students showing unsatisfactory academic progress;
- Referring students to formal counseling, mentoring or academic advising services;
- Dismissal of students meeting criteria to not progress in the Program.

Progression Requirements: In order for a student to make uninterrupted progress in the pharmacy program, the student must:

1. Earn a C- or better and Pass (Cr) in Cr/NCR in all pharmacy courses AND maintain a pharmacy GPA of > 2.0 in the PharmD curriculum (calculated based upon required and elective courses taken after matriculation into the PharmD program);
2. Successfully pass the Calculation Competency Exam before entering the P2 year;
3. Obtain a Montana Pharmacy Intern license prior to completing P1 year;
4. Successfully pass all didactic courses during designated year prior to entering IPPE rotations (e.g, All P1 courses must be successfully completed prior to Community Pharmacy IPPE and P2 courses prior to Health Systems IPPE)
5. Successfully remediate course grades lower than a "C-" (see Academic Remediation Section);
6. Complete all IPPE requirements within the designated time frame;
7. Meet the student conduct and professionalism requirements of the School;
8. Not have been dismissed from an experiential site.

Academic Remediation: Students enrolled in the professional pharmacy program must maintain satisfactory academic progress. Students in the professional program who receive a grade of D+, D, D-, F, WF or NCR in any required course in the professional curriculum will be placed on academic probation. The Academic Standards Committee will notify the student after the semester with the recommendations of the Committee. Recommendations can include, but not limited to remediation, split schedule or dismissal. Remediation for a single course can include, but is not limited to:

1. Repeating the course the next time it is offered. This would "add on" to the semester. The student, if successful would graduate with the class with which they entered the program. This strategy is used when a student has difficulty with only one course and the ASC believes that the student could be successful despite an increased course load. Often the course schedule precludes the student from attending some or all of the sessions of the repeated class, making success of this strategy more difficult for the student.
2. With the approval of the course coordinator and the ASC, the student may enroll in an equivalent on-line course at a different institution during the summer. It is the student's responsibility to find an equivalent course and have it vetted by the course coordinator. Note that for some courses, finding an online course that is equivalent is difficult or even impossible. If a student earns an "F" in a PHAR course or if the student earns a grade of D+, D, D-, F, or NCR in a course and minimally succeeds in other courses during the semester, the ASC will mandate that he/she will have their schedule altered to enhance academic success. This will require an

additional year in the program. This strategy will also be recommended to students who are on academic probation.

3. A course coordinator has the academic privilege to remediate as he/she considers appropriate (e.g. comprehensive exams, oral exams.).

A request by a student to take an extra year to complete the program, thus lightening the load taken each semester, due to extenuating circumstances in that student's life and even if the student has not yet made a D or F, will be entertained by ASC.

Academic Dismissal: Students who have earned nine or more credits of D, F, or NCR grades in required professional coursework (despite remediation) or who fail to progress in the expected manner will be dismissed from the Pharm.D. program. A student will also be dismissed from the professional pharmacy program if he/she is on probation for a total of three semesters, not necessarily consecutive. Dismissal is subject to review by the ASC and the Dean for the School. Repeating a professional course because of a grade of D or F in the original attempt and failing to achieve a grade of C- or better in the second attempt can also be grounds for dismissal from the program.

Due Process and Right to Appeal: The School of Pharmacy extends the right of due process to all students. Students appealing a course grade should follow the University of Montana process. This is outlined on the Office of the Executive Vice President and Provost website under Student Concerns. (<http://www.umt.edu/provost/students/concerns/>) Students appealing an Academic Standards Committee decision must file their appeal with the ASC in writing within 14 days of the ASC decision. The student is encouraged to meet with the Committee to discuss their case. If the decision of the ASC remains and the student feels that the decision is un-satisfactory, the student may appeal to the Dean of the School. The Dean must be notified in writing or via email of a student's intent to appeal within two (2) weeks of the ASC decision or the student's meeting with the ASC, whichever is later. After receipt of a formal written statement from the student, the Dean or designee will set a date for a hearing to discuss the situation. The Dean or designee shall chair and conduct the hearing and keep a written record of it. The hearing shall include the student, College of Pharmacy 2021/2022 Pharmacy Student Handbook, the Dean or designee, and at least one Department Chair or faculty member not on the ASC. The student has the option of bringing one support person as long as the Dean is notified of the support person's role and attendance at least three (3) days prior to the hearing. The support person does not participate in the hearing, but may speak directly to the student. The student may read their formal written statement, but may not present new evidence at that time. The student may be asked questions to clarify any potential misunderstandings. Within ten (10) business days following the hearing, the Dean or designee shall issue a final determination in writing. The decision of the Dean or designee is final. Students appealing the Dean's decision may petition through the Director of Student Services of the COH and then the University of Montana process. The timeline and process are identical if appealing to the Director of Student Services of COH. The University process is outlined on the Office of the Executive Vice President and Provost website under student concerns.

ADVISING

The pharmacy program faculty serve as academic advisors to assist students with academic planning and registration. **Although faculty advisors are here to help, it is important for students to realize that the ultimate responsibility for meeting academic and graduation requirements is their own.** Each student is assigned a professional advisor and must meet with their advisor at least once a semester. Students in the final year will meet with the experiential program team.

Credits - Students should average 16 credits per semester. **It is the student's responsibility to stay on track and earn a minimum of 206 credits to graduate.** The following list shows how many credits the student should have at the end of each professional year to stay on track.

Pre-pharmacy = 64
End of P1 Year = 97
End of P2 Year = 135*
End of P3 Year = 164*

*3 IPPE credits included (Student should average 19 credits during the two semesters he or she does their Community or Hospital Introductory Pharmacy Practice Experience.)

ATTENDANCE

Professionals are involved in their own education. Students in a professional program are expected to be present during scheduled classes (face to face and via zoom) and to actively participate in those classes. Attendance is particularly important when guest instructors are teaching/zooming class. Instructors have the right to enforce attendance requirements as stated on syllabi and adjust grades accordingly. Illnesses, attendance at national or regional professional meetings, and University commitments (e.g. student athletes) are considered excusable absences from learning experiences where attendance is required, but instructors must be properly notified. Skipping class to go to work or to study for an exam are examples of absences not considered excusable. During this COVID-19 pandemic, students must stay home if they experience symptoms (fever or chills, cough, shortness of breath or difficulty breathing, fatigue, new loss of taste or smell, sore throat, etc.) or if they have been exposed to a positive COVID-19 case. Please notify Donna Beall, Director of Student Services and she will communicate with your professors.

Students are expected to be punctual and regularly attend classes and assigned clinical experience sites (IPPE/APPE). They are required to notify instructors or preceptors, in advance whenever possible, if they do not expect to be present. It is the student's responsibility to take the initiative in making up any missed work. Students who fail to appear for an examination without previous permission for the absence from the instructor may not be allowed to make up the examination. (Refer to Exam Policy)

Repeated absences/tardiness for classes is grounds for receiving a professionalism violation and/or not passing a course as determined by the course coordinator. Absences and tardiness are not acceptable behavior for class, clinical experiences, meetings, and other agreed upon responsibilities (e.g., participating in activities outside of class, student professional group activities, Interprofessional education events, research projects). Refer to the professionalism policy with regard to repeated unprofessional behaviors.

While many classes will follow "lecture" format, faculty encourage students to ask questions and actively participate. If students feel a need to use personal computers/smart phones as learning aids during class, they are welcome to do so. Personal computers/smart phones are not to be used to play games, "web surf," send emails, send text messages, engage with social media or for other non-course-related activities. Likewise, students should not use technology to study for another class or exam during class time. Use of devices for other than course-related activities during class time is considered unprofessional conduct and will likely result in a professionalism violation. The lecturer prior to each session should approve recording lectures.

BACKGROUND CHECKS

A background check is required for all students before admission to the Pharm.D. program. Students may be required to complete additional background checks before entering certain experiential rotations. Certain activities reported on a background check may restrict a student's ability to gain licensure and to access experiential sites. These activities are examined on a case by case basis. Certain disclosures may result in dismissal from the program.

CALCULATIONS COMPETENCY EXAM

Students in the PharmD program must pass a competency exam in pharmaceutical calculations as a required component of the first professional (P1) year. A score of **80% or better** is required on the comprehensive competency exam. Material for the exam is from professional pharmacy courses in the P1 year. The exam will be given during spring semester of the P1 year, typically in April, and again in early May if necessary. A third exam will be given, if necessary, *following* spring semester final exams. **Students who do not achieve a score of 80% or better on the *third* competency exam will not be permitted to enter the P2 year and will be dismissed from the pharmacy program.**

CO-CURRICULAR / INTERPROFESSIONAL REFLECTIONS REQUIREMENT

Students in the didactic years must submit three reflections to E*Value each academic year for co-curricular and interprofessional activities. At least one activity must be co-curricular and at least one other activity must be interprofessional. The third activity may be either. See [Appendix V](#) or link on Current Student/Documents & Links webpage for more details. Refer questions about this requirement to Jean Carter (jean.carter@umontana.edu).

COMMITTEES

Pharmacy students serve an important role on many School committees. Students are appointed to many committees that conduct business for the Pharmacy Program. Participation in this service to your School and fellow students is encouraged.

1. **Student Leadership Committee.** Two students from each class and one from each student organization meet with the Dean and/or Director of Student Services regularly to dialog about the program and how it can be enhanced.
2. **Student Evaluation Committee.** There are Student Evaluation Committees for each of the two academic departments in the School; Pharmacy Practice and Biomedical & Pharmaceutical Sciences. Student members are appointed by SEC Faculty Advisors from a list of volunteers.
3. **Pharmacy Curriculum Committee.** The Pharmacy Curriculum Committee monitors and evaluates the Pre-Pharmacy and Professional Pharmacy curriculum and makes recommendations to the faculty for revision of the curriculum. Student perspective on the curriculum is vital to the committee's work. Student members are appointed by the Dean from a list of volunteers.
4. **Other School Committees.** Other school committees, such as the Recruitment Committee, require active student participation. Students are solicited for committee participation as needed.

DISABILITY

The Office for Disability Equity ensures that programs of the University of Montana are as accessible and usable by students with disabilities as they are for any student. DSS determines the student's [eligibility](#) to request [reasonable modifications](#) and coordinates modifications for those who are registered with their office. DSS (located in Lommasson 154) coordinates and provides a variety of academic and support services to students. Any student who has registered with the Office for Disability Equity ensures and been granted an accommodation (e.g., notetaker, extra time for examinations) must speak

with each of his/her instructors at the beginning of a semester to assure that a plan is in place to meet that accommodation.

E-MAIL

All pharmacy students will need to use their University of Montana e-mail address account (firstname.lastname@umontana.edu). Many of you may wish to retain another email address but all School related information will be sent to your official UM e-mail account. Please refer to the Information Technology office website for information about accessing your e-mail: <http://www.umt.edu/it/support/email/studentemail.php>, <https://umt.teamdynamix.com/TDClient/KB/ArticleDet?ID=45894>. Please make it a habit to check your e-mail account regularly as most of our communication is conducted using e-mail.

EXAMINATIONS

The faculty adopted a policy on taking early and make-up examinations, which affects all students. The policy and corresponding procedures are found in [Appendix III](#) of this handbook.

FEES

In addition to the normal University tuition and fees, students enrolled in the professional pharmacy curriculum are assessed a program fee. The fee appears on the semester bills in equal installments. Students studying in the program on a part-time basis will still be assessed a program fee. Other fees are associated with specific courses and will be listed when registering in CyberBear.

FINANCIAL AID

To apply for financial aid at UM a student must submit the Admission Application and become a regularly admitted student in an eligible degree or certificate program, and they must complete the [Free Application for Federal Student Aid \(FAFSA\)](#). The FAFSA is returned to the federal processor with accurate tax information, as soon as possible after January 1.

Financial Aid for pharmacy students is available in the form of loans and scholarships.

1. **Short Term Loans:**
90-day loans with a maximum of \$1,000 are available through the Office of Student Services (SB 341). These funds are derived from donations made by the Burroughs-Welcome Pharmaceutical Company. See Donna Beall in SB 341 for more information.
2. **Long term Loans:**
 - a. For this academic year, the School was awarded funding from HRSA in the form of Loans for Disadvantage students. You must have unmet FA need to qualify. If you have questions or to see if you qualify, contact Donna Beall
 - b. Long-term loans from Burroughs-Welcome Pharmaceutical Company are also available. These loans are paid back AFTER graduation. You must have unmet FA need to qualify. Again, If you have questions or to see if you qualify, contact Donna Beall
3. **Scholarships:**
Each year the pharmacy program has scholarships for which students who have entered into the professional program can compete. The criteria used in the selection process include scholastic achievement, need, and other criteria as

dictated by the scholarship benefactor. Pharmacy students may apply for scholarships available through the School with the [UM Scholarship Portal](#). The application is typically open from mid-December and due in mid-March.

In order to prevent a scholarship from being cancelled, the scholarship recipient must attend the School's Scholarship Recognition, and write a thank you letter to the donor.

Scholarships awarded for 2021-2022 are listed in [Appendix IV](#).

Students are also encouraged to apply for campus-wide financial aid and scholarships. Applications for general scholarships are usually due in February, and forms may be obtained on the Financial Aid Office website: <http://www.umt.edu/finaid/scholar.htm>. The financial aid paperwork is due early in spring semester. The form is available online at: <http://www.fafsa.ed.gov/>. Pay attention to all posted notices and information on deadlines. Deadlines for scholarships may vary so contact the Financial Aid Office for more information.

GRADUATION REQUIREMENTS

Candidates for the Pharm.D. degree must:

1. Earn a Grade Point Average of 2.0 or higher in each of the following areas:
 - a. all courses attempted at The University of Montana (cumulative GPA).
 - b. all required courses in the Pharm.D. Curriculum (Professional GPA).
 - c. all courses with a PHAR prefix, both required and elective (Pharmacy GPA).
2. Required pharmacy coursework must be completed with a grade of C- or better.
3. Complete at least six full academic years, including pre-pharmacy instruction, and a minimum of eight semesters of professional instruction as a full-time student registered for a minimum of twelve credits per semester.
4. Complete a minimum of 206 credits of coursework.
5. Other activities as required (e.g., co-curricular or interprofessional requirements). See [Current Students, Documents & Links](#) for current requirements.

GRIEVANCE

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

IMMUNIZATION REQUIREMENTS, BASIC LIFE SUPPORT CERTIFICATION & IMMUNIZATION CERTIFICATION PROGRAM

Immunization and testing requirements:

As students entering a professional health care program where you will engage in patient contact, documentation demonstrating compliance with **immunization and testing requirements** specific to health care personnel must be provided prior to participation in experiential programming which begins autumn semester of the first professional year. Documentation can come from a laboratory, the student's medical records or personal immunization records. All documentation must include student name, date of birth, date dose given or testing performed, and any results as applicable.

Please note records housed at Curry Health Center (CHC) or Health Service Pharmacy (HSP) are not shared with the Skaggs School of Pharmacy. Students who have records at CHC or HSP will need to request and retrieve physical documentation directly from CHC or HSP.

Students are given specific instructions for uploading documentation into the Skaggs School of Pharmacy E-Value system at the beginning of the first week of classes for incoming first year pharmacy students and over the course of the professional program as needed. Requirements may be updated periodically when immunization or testing guidelines change. Changes are communicated directly by the Experiential Program as necessary.

Maintaining appropriate records is the responsibility of the student and a component of the Skaggs School of Pharmacy Standards for Professional Conduct subject to the Policy for Violation of Professional Standards for failure to comply.

Please ensure the following documentation is submitted and maintained throughout the program:

Tuberculosis (TB) Screening:

Two types of tests are used to screen for TB; tuberculin skin test (TST), also known as a purified protein derivative (PPD) skin test, and QuantiFERON blood test. ALL students need **baseline** TB screening, then TB screening annually. **Baseline** TB screening requires a **Two-step TST** or a **QuantiFERON blood test**. Incoming first year pharmacy students are required to have **baseline** TB screening completed prior to the first day of classes. **Baseline** screening must be completed **prior to August 26th, 2021. The Two-Step Tuberculin Skin Test should be started early enough to complete both steps before orientation.** **NOTE:** Vaccines with **LIVE** virus (e.g. **Varicella**, MMR) can interfere with the test, delaying completion beyond the due date. If you need a live virus vaccine make sure to let your health care provider know to ensure timing of the screening and live virus vaccine do not interfere with results.

- **Two-Step Tuberculin Skin Test Documentation must include:**
 - Step One:
 - Date of baseline PPD skin test **placed**
 - Date of baseline PPD skin test **read**
 - Result in millimeters
 - Step Two: (must be between **7-21 days from Step One**)
 - Date baseline skin test **placed**
 - Date baseline skin test **read**

- Result in millimeters
- If tuberculin skin testing cannot be done due to previous positive skin tests or BCG vaccination, a **Quantiferon TB Gold blood test** is required to substitute for the two step PPD screening above.
 - Quantiferon TB Gold blood test documentation must include:
 - Laboratory results with:
 - Date of Quantiferon TB Gold blood test
 - Results Positive? or Negative?
- **If any of the above tests return with a positive result, you must contact Curry Health Center at (406)243-2122 prior to the first day of class for further instructions.**

Hepatitis B (Hep B):

Evidence of a complete Hep B vaccine series AND hepatitis B surface antibody (anti-HBs) serologic testing demonstrating immunity (anti-HBs \geq 10 mIU/mL). Students unable to provide documentation will need the following:

- **(a) 2-dose series of Heplisav-B at 0 and 1 month (*preferred due to timeline of IPPE activities*) or (b) 3-dose series of Engerix-B or Recombivax HB at 0, 1, and 6-month intervals or (c) case by case provider expedited series (must be approved by our office)**
- **AND** laboratory results of serologic immunity (anti-HBs titer results \geq 10 mIU/mL)
 - **IF** serologic testing does not show immunity, contact **Cherith Smith, Director of Experiential Education**, at cherith.smith@mso.umt.edu, for further instructions.

Start or complete the series **NOW**, if you do not meet the requirements:

- **While Heplisav-B may be completed in 1 month**, a 3-dose vaccine series takes 6 months. Upon completion of the series, you will still need to schedule serologic testing.
- Serologic testing cannot be completed earlier than 1 month after the final dose of a Hep B vaccine series.

Plan accordingly to ensure you are able to participate in required patient care activities that begin within the first semester of the professional program.

Varicella (Chickenpox): *LIVE VACCINE-PLEASE REFER TO TB SCREENING NOTE*****

Evidence requires **(a)** documentation of 2 doses of varicella vaccine given at least 28 days apart **OR (b)** laboratory confirmation of disease or immunity. Physician confirmation of disease or medical history of “chicken pox” is **NOT** acceptable documentation.

Measles, Mumps, and Rubella (MMR): *LIVE VACCINE-PLEASE REFER TO TB SCREENING NOTE*****

Health Care Personnel (HCP) born in 1957 or later can be considered immune to measles, mumps, or rubella only if they have documentation of **(a)** laboratory confirmation of disease or immunity or **(b)** appropriate vaccination against measles, mumps, and rubella (i.e., 2 doses of live measles

and mumps vaccines given on or after the first birthday, separated by 28 days or more, and at least 1 dose of live rubella vaccine).

- **Measles:** 2 doses **or** laboratory results of serologic immunity (titer)
- **Mumps:** 2 doses **or** laboratory results of serologic immunity (titer)
- **Rubella:** at least 1 dose **or** laboratory results of serologic immunity (titer)

Tetanus-Diphtheria-acellular Pertussis antigen (Tdap):

Evidence of a single dose of Tdap, then Tdap booster every 10 years. **NOTE: Dtap and Tdap are NOT the same thing.** Dtap is the vaccine you receive as a child and Tdap is a booster you receive as an adolescent or adult. **Td and Tdap are not the same.** Tdap includes acellular pertussis antigen. Some immunization records list Td/Tdap together, not specifying which vaccine was actually given. You must have documentation showing **Tdap**. If your documentation does not differentiate which vaccine was given then you must get a one-time dose of Tdap to be in compliance.

Influenza (Flu): One dose of influenza vaccine in the fall of every year of the professional program.

- **Influenza:** 1 dose annually

COVID-19 Vaccine is strongly recommended by the Skaggs School of Pharmacy and may be required by experiential sites. COVID-19 vaccine is offered at Curry Health Center. If you have COVID-19 vaccine records, please include them with other vaccine documentation in E*Value.

Basic Life Support (BLS) Provider (or Healthcare Provider) Certification

BLS Provider Certification is a mandatory component to complete the immunization program and throughout the pharmacy program. The instructor-based certification course must include both a written test of knowledge as well as an evaluation of your actual skills. On-line BLS courses without these testing components are **NOT** accepted. Students have to demonstrate technical skills and complete a written test to receive the Healthcare Provider recertification. **We will need a copy of your BLS Provider card for our files.** BLS Provider Certification will need to be renewed annually or biennially depending on your provider. A valid Advanced Cardiovascular Life Support (ACLS) certification is an acceptable substitution for of BLS Provider certification.

Immunization Certificate Program

The Skaggs School of Pharmacy is authorized to deliver the American Pharmacists Association's (APhA) immunization certificate program, and this program will be delivered at the beginning of the first year of pharmacy school. Two main components of the APhA immunization program are: (1) twelve hours of online self-study, including successfully passing an online exam, and (2) about eight hours of in-class lecture/activities where students learn & demonstrate vaccine administration, followed by successfully passing an online exam.

INFORMATION TECHNOLOGY

If you need computer assistance from the College's IT staff, please use the following website:

<http://health.umt.edu/it/>.

INSURANCE REQUIREMENTS

The Montana University System requires all students taking 6 or more state supported, on campus credits to have and maintain major medical insurance. Medical insurance plans vary. It is the student's responsibility to make sure that the health coverage plan covers them for medical services while attending classes at the University of Montana.

The pharmacy program provides students with professional liability insurance. A copy of the certificate may be obtained in the Experiential Programs Office. Students will need to maintain health insurance during any IPPE or APPE courses.

INTERPROFESSIONAL EDUCATION

To be prepared for practice in the complex U.S. medical system, it is imperative graduates of Pharmacy programs are trained with other health care students and professionals. Interprofessional (IP) training experiences are offered throughout the curriculum to prepare students to work collaboratively and contribute effectively as new pharmacist practitioners on health care teams.

The Skaggs School of Pharmacy partners with programs within the College of Health (Physical Therapy, Public Health, Social Work, Speech Language, Hearing and Occupational Sciences, Integrative Physiology and Athletic Training, and Family Medicine Residency), across campus (Psychology and Counselor Education) and Nursing programs at Montana State University, Missoula College, Salish Kootenai College, and Montana Tech to create interprofessional training experiences for students enrolled in these areas of study.

Currently, IP training occurs in didactics, class activities, simulations, co-curricular events, elective options and IPPE/APPE rotations. The goals and content of the IP curriculum is designed based on the Interprofessional Education Collaborative (IPEC) four core competency domains; Roles/Responsibilities, Teams/Teamwork, Communication Skills, and Values/Ethics.

LEARNING SUPPORT SERVICES/DRUG INFORMATION SERVICE

The LSS/DIS, located in SB 216/219, provides computers with access to specialized healthcare databases, as well as journal and print resources. Students can make an appointment with the Director of Drug Information, Sherrill Brown, Pharm.D. to access materials.

All LSS/DIS print resources may be used by COH students; however, books and journals may not be removed from the LSS/DIS without permission of the DIS staff. Books and other holdings are audited daily. If losses occur, LSS/DIS use may be restricted.

Copy and printing services are not provided in the LIS/DIS. Students may use the printers at the Mansfield Library.

LOCKERS

Lockers on the second floor of the Skaggs Building are on a first come, first served basis. Students must purchase their own lock before leaving valuables in the locker. Lockers must be cleaned out and the lock must be removed at the end of each school year. Please e-mail your locker combination to Erika (erika.claxton@umontana.edu) if you would like her to keep a record of it in the event you forget the combination.

MISSION

The Mission of the University and the Skaggs School of Pharmacy along with the School's core values, educational philosophy, goals and objectives are described in the Strategic Plan in [Appendix I](#).

OUTCOMES

The Skaggs School of Pharmacy faculty has prepared a set of educational outcomes expected of its Pharm.D. graduates. These outcomes, presented in [Appendix II](#), provide students with a guideline for their pharmacy education. These outcomes portray the knowledge, skills, and professional attitudes expected of pharmacists in their role as health care practitioners and community citizens.

PETITIONS

Students may petition the Academic Standards Committee for exceptions to normal School academic policy and requirements. Petition forms are available in the Office of Student Services. **Petitions must be submitted by the end of the third week of class.**

Students are encouraged to consult with the Director of Student Affairs in preparation of petitions.

PHARMACY INTERNSHIP & LICENSING REQUIREMENTS

The State of Montana requires the completion of 1,500 hours of internship before licensure as a pharmacist.

An intern must have an intern license from the State Board of Pharmacy before any hours can be counted. A student becomes eligible for an intern license on the first day of class.

Interns must work under the direct supervision of a registered pharmacist who must validate the hours worked. **It is the student's responsibility to document hours.** The student may acquire up to 1500 hours in conjunction with the Pharm.D. program.

Upon graduation, students will become eligible to take the North American Pharmacist Licensure Examination (NAPLEX). As well as the Multi-state Pharmacy Jurisprudence Exam (MPJE). After successfully completing the licensing exams and all internship requirements, students will receive their registered pharmacist's license. Montana participates in the Score Transfer Program making it possible for a student to sit for the NAPLEX examination in Montana while having the scores transferred to another state.

A student desiring to do an out-of-state internship should contact that state's Board prior to commencing training.

Information on licensure in Montana may be obtained from:

Montana State Board of Pharmacy
P.O. Box 200513
Helena, MT 59620-0513
Telephone: (406) 841-2355
FAX: (406) 841-2305

PHARMACY STUDENT STUDY ROOMS

The following rooms are designated as study-use rooms and, as noted, contain some reference materials, etc. **No food is allowed in these rooms and drinks must be in a covered container.**

- **SB 216/219** Learning Support Services - some journals, Drugdex, hard-bound books of reference.
- **SB 102, 111, 270, 337, 2nd & 3rd floor lobbies**, are also available for study.
- Please consult the schedules posted on door for availability of these rooms for study.

Reference materials in SB 216/219 are for faculty and student use alike **and are not to be checked out for any period of time.**

All unoccupied classrooms and conference rooms are made available for student use to study. Classrooms include Skaggs Building 114, 117, 169, 174, and 336. Conference rooms include Skaggs Building 102, 111, 270, 275, 337, 343, 387, and 473. Please note that this does not include space that is controlled by the Department of Psychology. Students must vacate rooms that are needed for scheduled classes or meetings.

PROFESSIONALISM

Students are expected to act as professionally. Several documents are contained in this handbook that refer to professionalism.

- The *Greetings from the Dean* on page 1 emphasizes the importance of a professional attitude in your training and practice as a pharmacist.
- Pledge of Professionalism, developed and adopted by the American Pharmacists Association Academy of Students of Pharmacy, [Appendix IX](#).
- The Skaggs School of Pharmacy Professionalism Policy is [Appendix VIII](#).

REFERENCE FORMAT

The School has adopted the basic referencing format described by the American Medical Association (AMA) Manual of Style, 11th ed. With the exceptions noted in [Appendix X](#), students will be expected to use this format for referencing in all work submitted in the School. The basic format is described in [Appendix X](#), and a copy of the AMA Manual of Style is located in the LSS.

STUDENT ACTIVITIES

Organizations in which students can and should become active include:

1. **American Pharmacists Association - Academy of Students of Pharmacy (APhA-ASP)**. This student chapter of the national professional association of pharmacists is open for membership to all pharmacy students. ASP sponsors a variety of professional service functions as well as organizes school social events. The faculty advisors are Professors Donna Beall and Jenner Minto and the current president is Mackenzie Smith.
2. **American College of Clinical Pharmacy (ACCP)**. Membership in this student organization provides you a forum to explore the vast array of career opportunities in clinical pharmacy and offers programs and services designed to help you achieve your professional goals. The faculty advisor is Hayley Blackburn and current president is McKenzie Schneider.

3. **Kappa Epsilon.** Kappa Epsilon is a professional fraternity for pharmacy students. Delta Chapter at UM is the fourth oldest chapter in the country. The group's activities include organizing Cancer Awareness Weeks, the Skaggs School of Pharmacy Logowear, nametag sales, and assisting with the Spring Student Faculty and Staff Recognition. The faculty advisor is Professor Sherrill Brown and the current president is Christine Fisher.
4. **Kappa Psi.** The Gamma Eta Chapter of Kappa Psi Pharmaceutical Fraternity was re-chartered at UM in April, 1990. It is a professional fraternity with membership open to both male and female pharmacy students. The faculty advisor is Erica Woodahl and the current regent is Madison Rauser.
5. **National Community Pharmacists Association (NCPA)** The chapter was started in Fall 2008. One goal of this new chapter is to recruit members who have an interest in independent community pharmacy, pharmacy ownership, and giving back to the community in general. The faculty advisor is Rachael Zins and the current president is Jason Shooshtari.
6. **Phi Lambda Sigma** is the National Pharmacy Leadership Society. Members are selected by peer recognition in their second and third year of pharmacy school. Such recognition instills and enhances self-confidence, encourages the less active student to a more active role and promote greater effort toward the advancement of pharmacy. The faculty advisor is Sherrill Brown.
7. **Rho Chi.** Rho Chi is the scholastic honor society of pharmacy. Beta Rho Chapter resides at UM. At the end of fall semester of the second professional year, students are elected to membership in Rho Chi based on scholarship, character, and conduct. Election is limited to students with at least a 3.0 GPA in the top 20 percent of the class. The society sponsors speakers in order to foster scholarship as well as an internship packet to facilitate internship licensure. The faculty advisors are Lisa Venuti and Kim Madson, and the current president is Brennan Kappes.

Students are invited to join the **Montana Pharmacy Association (MPA)**. If students join APhA-ASP, they also become members of MPA. Currently Donna Beall serves on the board of directors along with student directors Daniel Stockton and Jenna Schabacker.

STUDENT LOUNGE

Room 224 in the Skaggs Building has been set aside for student use. Refrigerators and microwave ovens are available for student use. It is the students' responsibility to keep the room clean for all to enjoy.

STUDENT NEWSLETTER – Pharmacy Phacts

A student newsletter is e-mailed weekly during the semester to help students stay informed of coming events. Items that are newsworthy for students should be submitted directly to the Erika Claxton in the Office of Student Services (SB 341) for publication. All students will need to check their University of Montana e-mail address for electronic communication.

STUDENT SERVICES ON CAMPUS

Campus Recreation

Campus Recreation enriches the academic experiences of University of Montana students and provides all members with exceptional health, fitness and recreational opportunities. In addition to helpful staff and state-of-the-art facilities, Campus Recreation offers services, events and innovative programs. Program areas include aquatics, fitness programs, golf, intramural sports, outdoor programs and youth camps.

Career Services

The Office of Experiential Learning and Career Success (located in Lommasson 154) assists students with clarifying career goals and developing skills to conduct a job search. Workshops are offered on topics such as computerized career planning and occupational information, how to research careers and employers, job search strategies, resume and cover letter writing, and interview preparation techniques.

Curry Health Center

The Curry Health Center is a full service out-patient clinic. Services include a medical clinic, Urgent Care clinic, a dental clinic, a prescription pharmacy, a counseling and behavioral health center, and health education/wellness programming. Pharmacy students are encouraged to take advantage of these services. The Curry Health Center Pharmacy serves as a training site for APPE rotations in the Pharm.D. program. A one credit elective is also available at the Curry Health Center Pharmacy.

Curry Health Center Counseling

Curry Health Center Counseling addresses the personal, behavioral, and mental health needs of UM students. They have licensed counselors and psychologists, as well as advanced graduate students. Call to make an appointment: 406-243-4711.

For crisis, after-hours care, call the National Suicide Lifeline: **1-800-273-8255**, contact the Crisis Text line: text **MT to 741-741**, or contact the Emergency Room at St. Patrick Hospital or Community Medical Center.

Office for Disability Equity

Office for Disability Equity ensures (located in Lommasson 154) provides and coordinates direct support services for students with disabilities to ensure access to the campus environment. Reasonable accommodations will be made for those students registered properly with disability services. Please seek assistance from the faculty or director of student affairs as needed.

The Maureen and Mike Mansfield Library

The Mansfield library is a full-service resource facility for students. Please visit the website <https://www.lib.umt.edu/default.php> for hours, scheduling study space and more information. Students may check out lap top computers and other technology to assist in remote learning.

Student Advocacy Resource Center (SARC)

The Student Advocacy Resource Center celebrates diversity, supports the right of all students to pursue success in our academic community, openly respects and cares for everyone, and is committed to a campus free from discrimination and unwelcome physical, sexual, emotional or social coercion. It is our goal that every interaction and every communication be respectful, considerate, professional, and supportive. SARC provides free and confidential peer counseling and crisis intervention to survivors of sexual assault, rape, relationship violence, stalking, sexual harassment, and other forms of harassment. Services are available to the entire UM student community (students and their friends, partners, and family.)

SARC services are available 24-hours a day, seven days a week during fall and spring semesters by calling the support line at 406-243-6559. SARC is located in the Curry Health Center, (east entrance, upstairs in room 108) and available for walk-in support year-round, Monday-Friday 9 am- 4 pm (no appointment needed).

SUBSTANCE ABUSE AND ADDICTION

The pharmacy program is committed to providing an environment that is safe, healthy and conducive to the academic achievement of all. Abuse of drugs and alcohol is a disruption to this environment and poses significant health and emotional problems that can jeopardize campus safety, patient safety and the personal and professional development of students.

The School of Pharmacy recognizes its obligations to be supportive of students who are chemically impaired. Students are strongly encouraged to self-report to the Director of Student Services any problems with substance abuse and to seek help voluntarily for their issues. The Director of Student Services can offer information about resources for the student as they seek assistance. If a student is determined to be impaired while in class or during professional practice experiences, their case will be reviewed by the Director of Student Services and the Professional Affairs Committee and they may be remanded for review and disposition. In these cases, the school may require monitoring in order for the student to continue as a student in the School of Pharmacy.

If you (or someone you know) is chemically addicted, it is essential that you seek help. **EFFECTIVE TREATMENT IS AVAILABLE.** On campus you may contact your faculty advisor or any professor of your choosing. You may also contact the Curry Health Center. Either of these two routes will help get you into the needed treatment program. All conversations will remain confidential. The faculty and administration of the University are interested in getting you the needed treatment.

The Behavioral Health Options Program (formally SOS) works with students to address behaviors that are making it difficult for them to reach their goals or behaviors that are negatively affecting those around them. Their mission is to educate and motivate students to address these high-risk behaviors. They design group programs targeting risky substance use behavior for students. These programs are led by trained interns or professionals and satisfy the requirements for many court mandated or university-mandated sanctions. They also offer formal behavioral assessments. Services are located in Curry Health Center Counseling through the West entrance, downstairs. To schedule an appointment, call 406-243-2290.

STUDENT CONDUCT

All students in the pharmacy program are also considered members of the pharmacy profession. As such, they must adhere to the professional, ethical and legal standards prescribed for the practice of pharmacy.

Students in the professional pharmacy program are expected to be fully aware of the requirements of the Pharmacy Student Conduct Code ([Appendix XI](#)) and the University of Montana Student Conduct Code. **As a condition of admission into the Pharm.D. program, students are required to acknowledge by signature that they have read and understand the Pharmacy Student Conduct Code.**

Students who are found to be in violation of the Pharmacy Student Conduct Code or the University of Montana Student Conduct Code are subject to failure or dismissal from an academic course, and suspension or dismissal from the Pharm.D. program and University.

The University of Montana's student disciplinary procedures as outlined in the [Student Conduct Code](#) will be followed to determine if such violations have occurred.

TECHNICAL STANDARDS

Technical standards are established for both admission and progression in the pharmacy program. They are based on the physical and mental attributes required of students to be able to function competently

as a pharmacist upon graduation. The technical standards are thus professional in nature. These standards need to be met upon admission and then throughout the four years of the pharmacy program. Students who fail to meet the standards risk dismissal from the program. The technical standards are available in [Appendix VI](#).

UNIVERSITY ALCOHOL & DRUG POLICIES

The University's policies on alcohol and drugs are available on the University website: <http://www.umt.edu/student-affairs/Drug%20and%20Alcohol/default.php> .

APPENDIX I

Strategic Plan for 2011-2026 Skaggs School of Pharmacy University of Montana

Goal 1: Recruit, admit and educate professional, undergraduate and graduate students who are prepared to shape the future of pharmacy practice and pharmaceutical sciences/biomedical research in a variety of settings

- 1.1. Enhance the School's organizational structure and involvement in recruitment and marketing and build a close collaboration and partnership with University services
- 1.2. Enhance recruitment of in-state students for pre-pharmacy and Pharm.D. programs to increase the qualified applicant pool
- 1.3. Enhance recruitment of out-of-state students for the Pharm.D. program to increase the qualified applicant pool
- 1.4. Enhance recruitment of students enrolled in graduate programs in the Department of Biomedical and Pharmaceutical Sciences to increase the qualified applicant pool
- 1.5. Increase the diversity of the student population enrolled in professional, undergraduate and graduate programs
- 1.6. Increase engagement of students and faculty in regional, national, and global learning; teaching; research; and service activities
- 1.7. Sustain the number of students successfully obtaining post-graduate employment, training positions in pharmacy residencies, or post-doctoral fellowships

Goal 2: Expand professional, undergraduate and graduate education to increase student enrollment and revenues to the School of Pharmacy

- 2.1. Expand the funded-research capacity to provide for sustainability and growth of graduate and undergraduate programs and training
- 2.2. Maximize and concentrate resources for graduate program sustainability and enhancement
- 2.3. Offer new degree programs and educational opportunities for emerging and untapped careers in pharmacy, research, pharmaceutical companies, and government

Goal 3: Enhance educational opportunities for student learning, service, and scholarship/research in the professional and graduate degree programs

- 3.1. Deliver a dynamic, integrated and synergistic Pharm.D. curriculum that emphasizes life-long learning, problem solving, current and future needs of pharmacy, and professional competencies
- 3.2. Revise curriculum and teaching methods, as needed, to ensure students are prepared for current and future clinical and research roles
- 3.3. Grow and refine external partnerships for unique direct patient care opportunities
- 3.4. Grow and refine educational opportunities in dual degree programs
- 3.5. Sustain and, as needed, expand interprofessional training/education and patient care opportunities for professional students, in collaboration with the College, to ensure compliance with accreditation standards and needs of the current pharmacy profession
- 3.6. Increase continuous, quality-improvement assessments and efforts for monitoring the professional and graduate programs in order to measure

learning competencies and effectiveness

- 3.7. Expand interdisciplinary scholarship/research opportunities for graduate students
- 3.8. Increase international IPPE/APPE placements and scholarship/research experiences for professional and graduate students
- 3.9. Develop, or collaborate on development, of professional and graduate student events promoting service and outreach involvement

Goal 4: Improve the health of Montana residents through service and research

- 4.1. Secure contracts from government and private healthcare payers to provide patient care/services to Montanans, especially those in rural and underserved areas
- 4.2. Increase collaborations with community and other partners to study and serve target populations in the State
- 4.3. Increase research and services that focus on health issues in the State or indirectly contribute to the health of residents in Montana
- 4.4. Sustain participation in and recognition of volunteer, charitable, or community activities not part of curricular or work expectations

Goal 5: Grow faculty scholarly/research activities

- 5.1. Increase the School's all-sources extramural funding across both departments
- 5.2. Increase the School's AACP ranking for NIH extramural funding
- 5.3. Increase development of new products based on pharmaceutical and translational research
- 5.4. Support development of scholarly skills for faculty
- 5.5. Increase dissemination of scholarly publications and presentations at state, national, and international meetings

Goal 6 Recruit, develop and retain high-quality and diverse faculty and staff members

- 6.1. Foster diversity, equity, and inclusion
- 6.2. Ensure accreditation-related faculty and staff criteria are met
- 6.3. Improve administrative structure of the School
- 6.4. Provide mentorship and educational opportunities for career advancement and continuous professional development
- 6.5. Promote a safe and positive environment for working and learning

Goal 7: Rebrand the School of Pharmacy identity and improve operating efficiency to ensure sustainability and to invest in strategic areas to fulfill the School's mission, vision and goals

- 7.1. Rebrand the School and Doctor of Pharmacy program
- 7.2. Optimize cost and create resource allocation for all expenses
- 7.3. Maximize and align existing resources for the needs and priorities of the School and programs
- 7.3. Implement strategic fundraising efforts to support key School priorities
- 7.4. Create new partnerships across the College and University and with external stakeholders supporting School initiatives

Revised April 15, 2021; Approved April 23, 2021 by the faculty vote

APPENDIX II
Educational Outcomes of the Pharm.D. Program

The University of Montana
College of Health
Skaggs School of Pharmacy

Doctor of Pharmacy Program Competencies and Outcome
Reviewed December, 2017

Doctor of Pharmacy Professional Competencies and Outcomes

In achieving the mission of the Doctor of Pharmacy Program, graduates will have the ability* (knowledge, skills, attitudes and values) to:

I. Provide patient-centered care

- A. Integrate and apply biomedical, pharmaceutical, social/behavioral/administrative, and clinical sciences
- B. Ensure optimal pharmacotherapy for patients

II. Communicate effectively with patients, families, caregivers, and health care professionals

III. Use critical thinking and problem-solving skills to enhance patient care

IV. Work effectively within an interprofessional team

V. Manage and utilize resources of the health care system for the benefit of individual and public health.

- A. Promote patient and public safety
- B. Perform quality assurance techniques to improve the medication use system
- C. Seek to reduce health care disparities.

VI. Efficiently utilize information resources and technology

- A. Identify, retrieve and interpret relevant professional literature
- B. Communicate evidence-based information to other health care providers, patients, and the public

VII. Promote public health

- A. Promote health improvement, wellness, and disease prevention
- B. Solve, or contribute to, solutions to public health problems

VIII. Practice professionally

- A. Apply ethical, social, legal and economic principles to practice
- B. Respond to patients' needs in a culturally sensitive manner
- C. Apply practice standards to optimize patient care

D. Maintain professional competence by becoming a self-directed learner

IX. Be a good citizen, demonstrate leadership and contribute to the community

X. Engage in scholarly activity

A. Use a scholarly approach to become an agent of change to advance pharmacy practice

B. Demonstrate a commitment to life-long learning

**APPENDIX III
EXAMINATION POLICY**

University of Montana – Missoula
College of Health
Skaggs School of Pharmacy

POLICY: The ultimate decision regarding student requests to take exams before or after the published examination date lies with the faculty Course Coordinator. Should a Course Coordinator agree to allow a student to take an examination before or after the published examination date, the procedures below must be followed. The names of students granted permission to take exams before or after the published examination date will be forwarded to the Director for Student Services so the Dean's Office may track trends in these requests

REQUIRED PROCEDURES:

A. Early Exams

1. A single student wishing to take an exam before the published examination date must request this of the Course Coordinator as soon as the student becomes aware of the need for such accommodation. The Course Coordinator may deny the request at the Course Coordinator's discretion based upon the circumstances surrounding the request.
2. A group of students wishing to take an exam before the published examination date (e.g., to attend a professional meeting) must make this request of the Course Coordinator as soon as the students become aware of the need for such accommodation. The Course Coordinator may deny the request at the Course Coordinator's discretion based upon the circumstances surrounding the request.
3. If the request for accommodation is granted, the Course Coordinator/Examining Instructor will arrange for a room and time for the examination.
4. Each student taking an early exam will sign an agreement that they will not discuss the exam with classmates (even those with whom the student took the exam if more than one student is involved in the early exam) until after the entire class has taken the exam. Failure of the student to uphold this agreement will result in the student receiving a score of zero (0) on the exam. Further academic disciplinary action may also be taken against the student such as receiving a failing grade in the course and /or dismissal from the pharmacy program.
5. The signed student agreement will be forwarded to the Director of Student Affairs, who will retain these agreements and use them to monitor for patterns in requests for early/late exams.
6. Rumors/allegations of violations of Procedure #4 above will be investigated by the Course Coordinator/Examining Instructor in conjunction with the Director of Student Services.

B. Late Exams

1. A student or students wishing to take an exam after the published examination date must request this of the Course Coordinator as soon as the student become aware of the need for such accommodation. The Course Coordinator may deny the request at the Course Coordinator's discretion based upon the circumstances upon which the request is based.
2. If the request for accommodation is granted, the Course Coordinator/Examining Instructor will arrange for a room and time for the examination.
3. Each student taking a late exam will sign an affidavit that they have not discussed the exam with classmates or others (except the Course Coordinator/Instructor) prior to taking the exam. If it is later demonstrated that the student signed a false affidavit, the student involved shall receive a score of zero (0) on the exam. Further academic disciplinary action may also be taken against the student such as receiving a failing grade in the course and/or dismissal from the pharmacy program.
4. The signed student affidavit will be forwarded to the Director of Student Services, who will retain these affidavits and use them to monitor for patterns in requests for early/late exams.
5. Rumors/allegations of violations of Procedure #3 above will be investigated by the Course Coordinator/Examining Instructor in conjunction with the Director of Student Services.

OPTIONAL INSTRUCTOR GUIDELINES:

1. Course Coordinators are encouraged to accommodate student requests when attendance at professional meetings are involved, consistent with the COH goal to encourage students to participate in professional association activities.
2. If unforeseen circumstances (e.g., student illness or death in the family) prevent a student from requesting accommodation for a late examination in a timely fashion prior to the published examination time, the Course Coordinator is encouraged to accommodate the student's request to take the examination after the published examination date.
3. If a student misses an examination without notifying the Course Coordinator prior to the examination time, the Course Coordinator may decide whether to allow the student to take the examination late or receive a zero (0) for that examination.

Appendix IV
SKAGGS SCHOOL OF PHARMACY Scholarships Awarded 2021-2022

Academy of Past Presidents Scholarships
 Roger E. Ackerly Scholarship
Albertsons Safeway Scholarships
 Alkire - Rutherford Scholarship
 Apothecary Scholarship
 Brian James Bachmeier
 Memorial Scholarship
Deane & Laurie Mutch Bell Scholarship
Buck Family Pharmacy Scholarships
 Arthur and Clare Carlson
 -Pfizer Company Scholarship
 -Warner Lambert Scholarship
 Sidney J. Coffee Scholarships
 Community Hospital of
 Anaconda Scholarship
Nathan Dague Memorial Scholarship
 Rebecca Deschamps
 Memorial Scholarship
Beda Mattson and Charles E. Eck
 Family Scholarship
 Dean Forbes Scholarship
Carl L. Franklin Memorial Scholarship
Rosanne Gantz Memorial Scholarship
 Lyle and Shirley Glascock
 Scholarship in Pharmacy
 Chris and Terri Halko
 Pharmacy Scholarship
David Hartwig Pharmacy Scholarship
 Health Careers Opportunity
 Program (HCOP) Scholarships
Craig Johnston Memorial Scholarship
 Montana Pharmacy Association
 -Barlett/Bennett Scholarship
 -Rebecca Deschamps Scholarship
 -Grants-In-Aid Scholarships
 -Lori Morin Recognition Scholarship

Frank and Marjorie Pettinato Honorary Scholarship in Pharmacy
Poe Family Scholarships in Pharmacy
Stanley Reinhaus
Foundation Scholarships
Rosauers Scholarships
School of Pharmacy External Advisory Board Scholarship
Skaggs Scholarships - Skaggs Scholars
Carl J. Snyder Scholarship
John F. Stoick Scholarship
William and Helen Sullivan Scholarship
John Wailes Scholarship
Walgreens
-Diversity Scholarship & Inclusion Excellence Scholarship
-Multilingual Scholarship
James Wedum Endowment Scholarships

APPENDIX V

List & Requirements for P1-P3 Co-Curricular & Interprofessional Activities for AY21-22 (Updated August 2, 2021)

AY 2021-22 REQUIREMENT:

By the end of April 2022, a P1-P3 student should have at least **three (3) experiences** for which they can submit three reflection forms in E*Value. These experiences should include a combination of co-curricular and interprofessional experiences. There should be at least one co-curricular activity and one interprofessional experience in the mix. The requirements and lists of activities are posted on the School's CURRENT STUDENT webpage under DOCUMENTS AND LINKS.

NEW THIS YEAR:

1. **INTERNSHIPS:** Students may use their pharmacy internship experience for one of the reflections one time during their didactic years (P1-P3). See instructions for how to list it in the E*Value form.
2. **NEW FORM:** New format for E*Value form will impact how students report the dimensions the experience provided. See the WORD document that contains the form fields.
3. **RECORDED INFO:** A recorded overview of the requirement and reflection report fields will be available for review throughout the year with a link to it posted with the other materials on the CURRENT STUDENT webpage.
4. **ADVISING:** During your fall academic advising session, P2 and P3 students will review their activities, dimensions, and reflections from the previous year with their advisor and make plans for experiences for upcoming academic year to further increase professional development.

The requirement includes at least one reflection on a co-curricular activity and at least one reflection for interprofessional activity. Review the definitions of each type of activity.

What is a co-curricular activity?

Co-curricular activities are activities that are done outside the classroom, not for credit, and are planned and organized by the school, school-based organization, group or individual, or the community.

These are NOT co-curricular: *Service-learning projects, extra credit activities, other paid activities.*

NEW one-time exception: a reflection of internship experiences may be submitted once at some time during P1-P3 year as a co-curricular experience for students with internship positions. When reporting it, indicate it is a "co-curricular" experience.

A list of categories of co-curricular activities with many examples are provided on the next pages. Try to pick activities in which you are actively participating and not just ones where you are sitting in an audience.

What is an Interprofessional Education (IPE) or collaborative activity?

Interprofessional experiences may be either for credit or not (i.e., part of a co-curricular activity). Pharmacy students should work with health professionals and students from one or more other disciplines in a team-based, structured activity for patient care or patient care

education. A table that shows when these occur in the P1-P3 curriculum is provided on a later page.

The required curriculum contains sufficient IPEs for each student to experience at least one each didactic (P1-P3) year. These are embedded in courses and often have reflection assignments students must complete for points. Students can prepare a separate reflection for this requirement and submit it to the E*Value form.

Please do not confuse “IPE” or interprofessional education with experiential “IPPE” courses or assignments. The four-letter IPPE refers to “Introductory Pharmacy Practice Experience”, which is a separate group of educational experiences managed by the Experiential Education Office. During P1-P3 years, students should not use embedded IPPE experiential activities for the IPE (interprofessional) reflections.

Recording link: To be sent later

Still have questions? Contact Jean Carter (jean.carter@umontana.edu) for help.

APPENDIX VI TECHNICAL STANDARDS

Technical Standards for Pharmacy School Admission and Graduation The University of Montana

Role of Technical Standards

Technical standards for pharmacy are the physical, intellectual, behavioral, and emotional characteristics required to be a competent pharmacist; they are based on the characteristics identified as necessary in the practice environment. These characteristics contribute to the overall ability of a person to perform successfully in both the academic setting as a pharmacy student and in the profession as a licensed practitioner. Patient safety is a major factor in establishing these requirements.

How Technical Standards are Used at UM Skaggs School of Pharmacy

1. *Request for accommodation*

The UM Skaggs School of Pharmacy is committed to helping students by reasonable means or accommodations to complete the course of study leading to the Doctor of Pharmacy degree. However, all applicants are held to the same academic and technical standards of admission and training, with reasonable accommodations as needed for students with disabilities.

2. *Expectation to maintain and demonstrate technical standards*

Throughout the pharmacy program, a student will be expected to maintain the technical standards and demonstrate them through their coursework, interaction with peers and faculty, and in their professional experiences. Students who fail to demonstrate the technical standards while in the program will be evaluated and appropriate action (e.g., remediation, counseling, or dismissal) will be taken. Because this expectation is separate from academic achievement, simply maintaining a passing GPA is not sufficient.

3. *Admission and progression towards graduation*

Admission and retention decisions are based not only on satisfactory academic factors but also on non-academic factors such as professional development, mature decision making, and responsible actions. Graduation also requires successful performance of the academic requirements as described by the *Doctor of Pharmacy Program Competencies and Outcome* document (Appendix II).

Technical Standards

Candidates for the Doctor of Pharmacy degree program must be able to perform the essential functions in each of the following categories: Observation, Communication, Motor, Intellectual, and Behavioral/Social. It is recognized that degrees of ability vary among individuals.

Observation: All candidates must be able to:

- Observe lectures, demonstrations, experiments, and practice-based activities, while simultaneously and progressively demonstrating the ability to acquire and improve skills associated with patient care.
- Observe classroom and laboratory demonstrations; observe microbiological cultures and microscopic studies of organisms and tissues in normal and pathological states; observe the characteristics and technical quality of chemical or biological compounds.

- Observe a person or situation accurately at a distance and close at hand, noting nonverbal as well as verbal signals.
- Observe the activities of technical staff operating under their supervision.
- Read information on a computer screen and small print on packages or package inserts.
- Observe visible physical signs and symptoms for the purposes of monitoring drug therapy.
- Use not only visual, but also auditory and somatic cues, to perform the above when these other senses are necessary for full observation of a situation.
- Distinguish shapes, colors, markings, and other characteristics of small objects (eg. Different dosage forms).

Communication: All candidates must be able to:

- Communicate effectively, sensitively and in a timely, efficient manner with a variety of individuals about technical or complex topics.
- Promote collaboration with others through effective communication to optimize shared goals.
- Speak, listen, read and write fluently, effectively and efficiently in the English language, including telephone communication.
- Effectively communicate with instructors, staff, and peers while in school; with superiors, support staff, subordinates, and patients while working.
- Elicit and verify information from others through questions and active listening skills.
- Interpret nonverbal communication cues including changes in mood, activity, or posture and respond appropriately.
- Adjust spoken or written communication approach to match the needs of the recipient (person or audience).
- Infer implicit information and be able to distinguish it from explicitly stated information.

Motor Skills: All candidates must be able to:

- Have the sufficient fine and gross motor function and coordination needed to manipulate small objects, perform complex tasks, and manipulate large or heavy objects safely.
- Reproduce the actions or steps in a technique as described or demonstrated by others.
- Engage in tasks in a manner that maintains personal safety as well as the safety of others.
- Safely and effectively operate equipment commonly found in laboratories, offices, and clinical sites including pharmacies (e.g., microscope, computer keyboard and mouse, glucose monitors, peak flow meters).
- Move and position another person in a manner that will facilitate physical assessment or other diagnostic lab testing.
- Exhibit physical and mental stamina, including standing or sitting for prolonged periods of time to withstand sometimes taxing workloads while maintaining a high level of function.
- Stand and work on their feet for prolonged periods of time.

Intellect: All candidates must be able to:

- Comprehend three-dimensional relationships and understand the spatial relationships of structures.
- Solve problems involving measurement, calculation, reasoning, analysis, synthesis, and evaluation rapidly in a multi-tasking setting.
- Memorize and recall facts.

- Synthesize knowledge and integrate the relevant aspects of a specific topic.
- Acquire, comprehend, assimilate, and transform knowledge in order to apply it to a specific problem or issue.
- Have effective and efficient learning techniques and habits that allow mastery of the pharmacy curriculum.
- Learn through a variety of modalities including classroom instruction, small group activities, individual study, preparation and presentation of reports, and use of computer technology.
- Remain fully alert and attentive at all times in educational and clinical settings.

Behavioral and Social Attributes: All candidates must be able to:

- Possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, and the prompt and safe completion of all responsibilities.
- Adapt to change, display flexibility and learn to function in the face of uncertainties and stressful situations.
- Possess courtesy, compassion, integrity, interpersonal skills, motivation, empathy, and concern for others.
- Demonstrate ethical and professional behavior and function within regulatory and institutional limits, regardless of environment.
- Function effectively in situations of physical and emotional stress.
- Accept appropriate suggestions and criticism and, if necessary, respond by modification.
- Provide constructive suggestions for the improvement of a specific task or endeavor.
- Exercise good judgment and prompt completion of all assigned responsibilities or tasks.
- Have the capacity to develop mature, sensitive, and effective relationships with others, including respect for their dignity.
- Perform self-examination of personal attitudes, perceptions, and stereotypes in order to avoid potential negative impacts on professional relationships with others.
- Recognize multiple points of view and integrate these appropriately into clinical decision making.
- When placed in a position of power, understand and use the inherent power, special privileges, and trust to the benefit of those with less power and avoid misuse of power.
- Work effectively as a team member.
- Commit to life-long learning.

**APPENDIX VII
STATEMENT ON PROFESSIONALISM**

**University of Montana
College of Health**

Fundamental Attributes of Professionalism

Professionalism in health care is based upon values that reflect the very special nature of the healing encounter between a health care provider and a patient, client, or family. Individuals confronting illness, social disruption or other life-changing challenges are vulnerable, and hence they rely upon professionals to address their needs in an expert, professional manner.

While professionalism within each of the COH disciplines is defined respective to the unique nature of work within that discipline, there are fundamental values of professionalism that are universal and apply to each discipline. These include moral values such as honesty, integrity and trustworthiness; values that are specific to one's profession (e.g., confidentiality, self-determination), to society (e.g., commitment to excellence), or to oneself (e.g., self-reflection); and humanistic values such as empathy and compassion.

Standards for Professional Behavior

Because professional behaviors and professionalism are critical to effective education and practice, all students in all schools and programs of the COH are expected to demonstrate high standards of professional behavior in both educational settings, such as classrooms and laboratories, practicum and clinical sites, and in non-educational settings.

Students in the College of Health are expected to:

1. Maintain the high ethical standards expected of health professionals.
2. Act with honesty and integrity in academic matters and professional relationships.
3. Demonstrate trustworthiness in their dealings with students, faculty, patients and clients.
4. Communicate effectively with students, faculty, patients, clients, and other professionals.
5. Demonstrate effective practices of negotiation, compromise, and conflict resolution.
6. Adopt behaviors that reflect empathy for others and respect for social and cultural diversity.
7. Exhibit fitting behavior when involved in professional activities within and outside the College.
8. Take responsibility for their decisions and actions.
9. Maintain a professional appearance.
10. Develop a commitment to lifelong improvement of professional competence.

APPENDIX VIII
Policy on Professionalism and Professional Conduct
Doctor of Pharmacy Program
Skaggs School of Pharmacy
University of Montana

Purposes of Policy

Professional conduct and professionalism are of critical importance in the health and human services professions. Individuals seeking care and service, as well as other professionals, must be able to rely on those who work in today's complex health care environment of science and practice.

This policy establishes standards of professionalism and professional behavior for Doctor of Pharmacy students in the Skaggs School of Pharmacy. Because society expects that all health care professionals will provide a high level of professional care, this policy establishes demonstrated professionalism as an academic graduation requirement for the Doctor of Pharmacy degree.

The policy is meant to be consonant with University-wide policies regarding student conduct. It does not supersede any policy established by the University of Montana or the College of Health (COH).

Fundamental Attributes of Professionalism

Professionalism in health care is based upon values that reflect the very special nature of the healing encounter between a provider and a patient, client, or family. Individuals confronting illness, social disruption or other life-changing challenges are vulnerable, and hence they rely upon professionals to address their needs in an expert, professional manner.

There are fundamental values of professionalism that are universal and apply to each health care discipline. These include, but are not limited to, moral values such as honesty, integrity and trustworthiness; values that are specific to one's profession (e.g., confidentiality, self-determination), to society (e.g., commitment to excellence), or to oneself (e.g., self-reflection); and humanistic values such as empathy and compassion.

Standards for Professional Conduct

Professional behaviors and professionalism are critical to the effective education of pharmacy students and the practice of pharmacy. All students in the Doctor of Pharmacy program are expected to demonstrate high standards of professional behavior in all educational settings, including classrooms and laboratories, professional and clinical sites, and in non-educational settings. Examples of such behavior include, but are not limited to, the following:

1. Honesty and integrity:
 - a. Act with honesty and integrity in academic matters and professional relationships.
2. Trustworthiness:
 - a. Demonstrate dependability to carry out responsibilities.
3. Empathy and cultural diversity:
 - a. Demonstrate appropriate interpersonal interaction with respect to culture, race, religion, ethnic origin, gender, and sexual orientation.
 - b. Demonstrate regard for differing values and abilities among peers, other health care professionals, and patients.
4. Communication:
 - a. Communicate effectively with faculty, staff, students, patients, and other professionals.
 - b. Demonstrate confidence in actions and communications.
 - c. Formulate written communications with professional content and tone.
5. Punctuality:
 - a. Demonstrate punctuality in academic and professional environments.
 - b. Adhere to established times for classes, laboratories, professional experiences, and meetings.
 - c. Comply with established verbal and written deadlines.
 - d. Respond to requests (written, verbal, e-mail, telephone) in a timely fashion.
 - e. Perform pharmaceutical care responsibilities in a timely manner.
6. Professional behavior:
 - a. Display professional behavior toward faculty, staff, students, patients, and other health professionals in the classroom, laboratory, and professional settings.
 - b. Show regard for persons in authority in classroom, laboratory, and professional settings.
 - c. Exhibit fitting behavior when representing the Skaggs School of Pharmacy in extracurricular activities and professional meetings.
7. Ethical standards:
 - a. Demonstrate high ethical standards related to pharmacy education and practice.
8. Social contracts:
 - a. Demonstrate professional interactions with patients.
 - b. Relate to patients in a caring and compassionate manner.
 - c. Recognize instances when one's values and motivation are in conflict with those of the patient.
 - d. Demonstrate an attitude of service by putting others' needs above one's own.

- e. Comply with federal, state, university, school and institutional requirements regarding confidentiality of information.
9. Promote appropriate drug-taking and drug use:
- a. Recommend medications only when appropriate.
 - b. Do not abuse/misuse prescription drugs, nonprescription drugs or alcohol.
 - c. Do not use illegal drugs/substances.
 - d. Seek treatment for potential substance abuse problems.
 - e. Refer others for substance abuse problems.
10. Negotiation, compromise, and conflict resolution:
- a. Demonstrate abilities of conflict resolution.
 - b. Formulate constructive evaluation of others' performance.
 - c. Display positive attitude when receiving constructive criticism.
11. Lifelong improvement and professional competence:
- a. Produce quality work in academic and professional settings.
 - b. Demonstrate a desire to exceed expectations.
 - c. Demonstrate characteristics of lifelong learning.
12. Time management and decision-making:
- a. Utilize time efficiently.
 - b. Demonstrate self-direction in completing assignments.
 - c. Demonstrate accountability for decisions.
13. Appearance:
- a. Maintain a professional appearance when representing the Skaggs School of Pharmacy.
 - b. Maintain dress appropriate to classroom, laboratory, clinical and professional settings.
 - c. Maintain personal hygiene and grooming appropriate to the academic or professional environment.
14. Skaggs School of Pharmacy requirements:
- a. Comply with student health requirements for working with patients in various health care environments.
 - b. Maintain appropriate records (e.g., intern license, CPR certification, immunizations, insurance) to demonstrate professional competence.

Demonstration of professional standards is an academic requirement for graduation from the Doctor of Pharmacy program. Failure to meet these standards will result in disciplinary action up to, and possibly including, dismissal.

Policy for Violation of Professional Standards

This policy establishes guidelines and procedures for addressing alleged failures to maintain the standards of professional behavior identified in the preceding section. These procedures shall be transmitted to the COH Dean and communicated clearly to the students. All procedures adopted by the School must conform both to University and COH policies and procedures. In addition, all procedures must be written in a manner that protects the rights and interests of students, faculty members, the COH and the University.

The Skaggs School of Pharmacy shall establish a Professional Standards Committee (PSC) that shall be responsible for investigating alleged breaches of professional behavior and recommend appropriate corrective measures. This committee can be an extension of an existing committee, such as the Academic Standards Committee, or can be an entirely new committee.

Faculty observation

When a faculty member observes a student action that represents a possible violation of expected professional standards, he or she will contact the student directly to discuss the issue. If the faculty member feels that an effective resolution results from meeting with the student, no further action is required, except that the faculty member shall document the incident in the student's file and will notify the PSC.

If, after discussing the issue with the student, the faculty feels that a satisfactory resolution has not been reached, he or she will notify the PSC of the incident, the alleged breach of professional conduct, and the failure to obtain resolution. The committee will interview the student to discuss the nature of the incident and the student's perception of that event, the faculty member involved, and other students or faculty as appropriate to determine a course of action. The PSC may require remedial action, such as (for example) probationary status, mandated counseling, or the development of a corrective plan.

Prior to instituting remedial action, the PSC will notify the Director for Student Services in writing of the nature of the incident and the corrective steps recommended. The Director will review the incident and the steps recommended by the PSC to ensure that policies have been followed and that the rights and due process of all parties involved have been preserved. The PSC's findings and actions shall be recorded in the student's permanent academic file.

All disciplinary actions are subject to review by the Dean. In the event that the Dean does not concur with the PSC's recommendation, the Dean shall respect the decision of the committee unless it is in violation of COH or University policies, or unless it may violate the rights of the student or the faculty member involved. In these cases, the Dean shall discuss the issue with the PSC and the Department Chairs to determine an appropriate course of action. The determination of the Dean shall be final within the School of Pharmacy.

If the faculty member is unwilling or unable to contact the student directly, the matter should be referred directly to the PSC. If the faculty member observing the inappropriate behavior believes that a student has committed a serious enough breach of professional conduct, one

that may place the School, COH, or a clinical site in jeopardy, he or she may refer the matter directly to the Director of Student Services.

In the event that a student fails on three occasions to meet the expected standards of professional conduct (even when those incidents would not, individually, merit consideration for dismissal), the School's Professional Standards Committee or the Director for Student Services may initiate a formal review of the student's pattern of professional behavior to determine whether further remedial action or dismissal may be warranted. This review will be designed to preserve the rights and due process of all parties involved.

Student observation

Professionals are expected to uphold the standards of their profession and to hold accountable their professional colleagues and peers. For that reason, students who observe a breach of professional conduct are expected actively to address the issue.

When a student observes a failure of professional conduct by another student, that student should attempt to discuss the incident in a constructive manner with the person in question. The Skaggs School of Pharmacy recognizes that this can be very difficult for students; hence, students may also report the observed behavior to a trusted faculty member, such as the faculty adviser, the department chair or the Director for Student Services. In this instance, the student must agree to report the offender by name and, in turn, to be identified as the individual filing the complaint. Anonymous complaints cannot be acted upon. All parties must recognize the need for confidentiality to protect the rights of all parties.

Once an alleged breach has been identified, the process for addressing the concern follows the same guidelines and procedures as when a faculty member observes the conduct.

Students who believe that a faculty member has behaved in an unprofessional manner are encouraged to discuss their concerns directly with that faculty member. Alternatively, a student may elect to discuss his or her concern with his or her faculty advisor, another faculty member, the department chair, the Director for Student Services or the Dean. Any complaint against a faculty member will be addressed in accordance with the Collective Bargaining Agreement Student Complaint Procedure. (See <http://www.umt.edu/provost/pdf/CBA.pdf>, Section 21:000, page 60.)

Right of appeal

Students who feel that some disciplinary action taken against them by the Skaggs School of Pharmacy is not warranted or appropriate may appeal that decision to the Director for Student Services. The Director shall review the facts of the case, the procedures followed by the School and the recommended action, in order to ensure that School and COH policies have been followed and that the rights of all parties have been preserved. The Director shall transmit a written report of his or her review to the student, to the School's Professional Standards Committee, to the Department chair(s), and to the Dean. The Dean shall make the final decision regarding the disciplinary action.

Students who feel that the appeal decision is not correct have the right of appeal to The University of Montana, in accordance with the policies and procedures of the university.

Responsibilities of the COH

The Dean shall be responsible for ensuring that any procedures adopted to address breaches of professional conduct shall conform to COH and University policies. Within this framework, each school within COH shall have the prerogative and the responsibility to establish and maintain policies and procedures that meet the specific needs of its students, faculty and educational program.

Attributes of Professionalism

The following attributes are meant to be representative, not inclusive.

Humanistic values

- respect
- empathy
- compassion
- confidentiality
- non-judgmental
- genuine concern
- subordinating self-interest
- accommodating needs of others

Moral values

- honesty
- integrity
- trustworthiness
- beneficence
- ethical conduct in both professional and research settings

Values directed to one's self

- self-awareness
- commitment to excellence

Values directed to one's profession

- autonomy and self-regulation
- commitment to excellence

Values directed to one's society

- commitment to social justice and equity in health care
- commitment to playing an active role in one's community

APPENDIX IX
Pledge of Professionalism

As a student of pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor. This development, a vital process in my education, will help ensure that I am true to the professional relationship I establish between myself and society as I become a member of the pharmacy community. Integrity must be an essential part of my everyday life and I will pursue all academic and professional endeavors with honesty and commitment to service.

To accomplish this goal of professional development, as a student of pharmacy I will:

Develop *a sense of loyalty and duty to the profession by contributing to the well-being of others and by enthusiastically accepting the responsibility and accountability for membership in the profession.*

Foster *professional competency through life-long learning. I will strive for high ideals, teamwork, and unity within the profession in order to provide optimal patient care.*

Support *my colleagues by actively encouraging personal commitment to the “Oath of a Pharmacist” and the “Code of Ethics for Pharmacists” as set forth by the profession.*

Dedicate *my life and practice to excellence. This will require an ongoing reassessment of personal and professional values.*

Maintain *the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical care giver.*

The profession of pharmacy is one that demands adherence to a set of ethical principles. These high ideals are necessary to ensure the quality of care extended to the patients I serve. As a students of pharmacy, I believe this does not start with graduation; rather, it begins with my membership in the professional college community. Therefore, I will strive to uphold this pledge as I advance toward full membership in the profession.

I voluntarily make this pledge of professionalism.

APPENDIX X Basic Reference Format

*****NOTE: This document has been updated, and many changes have been made to various referencing formats. Most changes involve electronic sources. Please double-check formats.*****

The following Referencing Format is adapted from the AMA Manual of Style, 11th edition.¹ If you have questions about referencing an item, please refer to the AMA Manual of Style, 11th ed., located in the DIS/LSS. There are, however, a couple notable exceptions. *This document takes precedence over the AMA Manual of Style, 11th ed.*

- **Do not use a period between the title of a journal and the year of publication.**
- **Do not italicize the titles of journal or books.**

References are listed in the order that they are first cited in the text. Each reference is assigned a consecutive Arabic number. **Each reference is listed once in the bibliography regardless of how many times it is cited in the document.** All citations from the same reference use the original reference number. Reference numbers in the text should be **superscripted** and located after the sentence that contains the fact being referenced. Sentences with multiple references should have the references listed at the end of the sentence or throughout the sentence if each part is from a separate reference. If the sentence mentions the authors' names, the reference number immediately follows the names.

Examples:

Drug X has been shown to cause green rash with purple spots.^{1,2}

Drug Y is used to treat hypertension, congestive heart failure, and arrhythmias.^{1,3-5}

Drug Z is compatible with normal saline⁶ and dextrose 5% in water.⁷

Smith and Jones¹¹ found that diet and exercise lead to weight loss.

General Rules:

1. Avoid using abstracts as references. Always use the primary source for your papers when possible.
2. Use authors'/editors' last name followed by initials. No periods after initials. No titles (ex. MD, PharmD). Do not use the word "and" between names. Separate names with commas.
3. List all authors/editors unless there are more than six. If there are more than six authors/editors, list the first three then use "et al."
4. Only capitalize the first word, acronyms, and proper nouns in titles of articles and book chapters.

5. Capitalize the first letter of major words (including “is”) in titles and subtitles of books.

Journal Articles:

1. List all authors unless there are more than six. If more than six authors, list first three then “et al.”

Examples:

Parkin DM, Clayton D, Black RJ, et al. Childhood leukaemia in Europe after Chernobyl: 5 year follow-up. Br J Cancer 1996;73:1006-1012.

Smith J, Canton EM. Weight-based administration of dalteparin in obese patients. Am J Health-Syst Pharm 2003;60:683-687.

2. The journal title is abbreviated according to the style used in the NCBI NLM Catalog database. Go to PubMed (pubmed.com), then click on the Journals on the right side of the screen (under Explore) and enter the journal name. If you are unsure of a journal's abbreviation, **ASK!**

Examples:

The Journal of the American Medical Association JAMA

The New England Journal of Medicine N Engl J Med

3. For journals with continuous pagination, use this format: year;volume:first page-last page. No spaces. Do not omit digits from page numbers. Use the issue number when available.

Examples:

2003;15:21-27. NOT: 2003; 15: 21-7.

2003;15(3):21-27. NOT: 2003; 15 (3): 21-27.

5. Identify abstracts, letters, and editorials as such at the end of the title.

Example:

Bartle WR, Walker SE. Effect of cimetidine on phenytoin metabolism [abstract]. Clin Pharmacol Ther 1982;31:202.

6. DOI numbers may be included in the citation. If the DOI is included, it goes at the end of the citation. The DOI is provided immediately after “doi:” with no space. Do **NOT** use a period after the DOI.

Example:

Fauci AS, Lane HC, Redfield RR. Covid-19 – navigating the uncharted. N Engl J Med 2020;382:1268-1269. doi:10.1056/NEJMe2002387

7. Online articles:

a. For **online journals** with no page information, use the following format: Author(s). Article title. Journal abbreviation year;volume:article#.

Example:

Rodger MA, Le Gal G, Anderson DR, et al.; REVERSE II Study Investigators. Validating the HERDOO2 rule to guide treatment duration for women with unprovoked venous thrombosis: multinational prospective cohort management study. *BMJ* 2017;356:j1065.

b. For articles published **online prior to print** publication (and have not yet been printed in an issue of the journal), use this format: Author(s). Article title. Journal abbreviation Year;volume (if known):page numbers or article number (if known). Epub [date].

Example:

Livingston E, Bucher K. Coronavirus Disease 2019 (COVID-19) in Italy. *JAMA*. 2020;10.1001/jama.2020.4344. Published online March 17, 2020. doi:10.1001/jama.2020.4344

c. For articles originally published **online prior to print publication, but which have been printed**, use the normal format. Do NOT include the Epub date.

Correct: Rose AJ, Park A, Gillespie C, et al. Results of a regional effort to improve warfarin management. *Ann Pharmacother* 2017;51(5):373-379.

NOT: Rose AJ, Park A, Gillespie C, et al. Results of a regional effort to improve warfarin management. *Ann Pharmacother* 2017;51(5):373-379. Published online Dec 17, 2016.

Books and Book Chapters:

1. FOR ENTIRE BOOKS: list author/editor information (if more than 6 authors/editors, list first 3 then “et al.”), then title of book, edition number (if applicable), name of publisher, and year of publication. **Do not include the location of the publisher.**

Example:

Adkinson NF Jr, Bochner BS, Burks W, et al., eds. Middleton’s Allergy: Principles and Practice. 8th ed. Saunders; 2014.

2. FOR BOOK CHAPTERS: list author information then title of chapter followed by the word “In:” and the book information. Add the page numbers for the **entire** chapter after the publication year.

Example:

Armstrong EP, Barton LL. Bone and joint infections. In: DiPiro JT, Talbert RL, Yee GC, Matzke GR, Wells BG, Posey LM, editors. *Pharmacotherapy. A Pathophysiologic Approach*. 6th ed. McGraw Hill;2005:2119-2127.

3. FOR ELECTRONIC BOOKS: use the same format for print books and chapters with the addition of the accessed date and URL.

Example:

Blake KV, Lang JE. Asthma. In: DiPiro JT, Yee GC, Posey L, Haines ST, Nolin TD, Ellingrod V, eds. *Pharmacotherapy: A Pathophysiologic Approach*. 11th ed. McGraw-Hill; 2019. Accessed April 21, 2020.

<http://accesspharmacy.mhmedical.com/content.aspx?bookid=2577§ionid=228901475>

Web documents:

1. When citing internet documents, provide enough information for others to find the document. The citation should include the author (if known), the title of the page, the date the page was written or updated (**or n.d. if the date is not given**), the name of the website, the date you accessed the information, and the web address. **Do NOT use a period after the URL.**

2. If the web page has an author and date listed, use this format: Author. Title (date). Website. Accessed [date]. [URL]

Example:

Allen Jr LV. Veterinary compounding (n.d.). Paddock Laboratories website. Accessed April 3, 2008. http://www.paddocklabs.com/forms/secundum/volume_7_2.pdf

3. If the document does not have an author/editor listed, then use the basic format: Name of web page (date). Host name Web site. Accessed [date]. [web address]

Example:

Is it time for chronotherapy? Compliance with antihypertensive therapy (5/18/2002). Medical Association Communications website. Accessed April 11, 2008.

http://www.cmecorner.com/macmcm/ash/ash2002_01.htm

4. Remove the hyperlink by highlighting the URL, right-click, and select “Remove Hyperlink.” This will make the URL appear (and print) in black without underlining.

Example:

<http://www.cdc.gov>

NOT: <http://www.cdc.gov>

5. Break a URL that goes to another line after a slash or before a period. Do not insert (or allow your word processing program to insert) a hyphen at the break.

Example:

GVU’s 8th WWW Survey Team. User survey (n.d.). Georgia Institute of Technology Web site. Accessed August 8, 2000. <http://www.cc.gatech.edu/gvu/usersurveys/survey1997-10/>.

6. Write out the date you accessed the page.

Examples:

Accessed August 6, 2007. **NOT:** Aug. 6, 2007 OR 8/6/07 OR August 6th, 2007

7. Use the URL of the **EXACT** page where the information was found:

Example:

Outbreak: polio, Ethiopia (4/4/05). Centers for Disease Control and Prevention Web site. Accessed June 28, 2005. http://www.cdc.gov/travel/other/polio_wafrica.htm.

NOT: <http://www.cdc.gov>

Online Drug Databases:

1. For both **Facts & Comparisons eAnswers** and **Lexicomp Online**, use the following format:
Name of database. Title of reference book. Hudson, Ohio: Wolters Kluwer Clinical Drug Information, Inc.; date updated. Accessed [date].

Examples:

Facts & Comparisons eAnswers, Drug Facts and Comparisons, Hudson, Ohio: Wolters Kluwer Clinical Drug Information, Inc.; March 2017. Accessed May 2, 2017.

Lexicomp Online, Pediatric and Neonatal Lexi-Drugs Online, Hudson, Ohio: Wolters Kluwer Clinical Drug Information, Inc.; 2013; April 15, 2013.

2. For **Lexi-Comp Mobile**, use the following format:

Name of company. (Title of database used). Wolters Kluwer Clinical Drug Information, Inc.; version and/or date accessed.

Example:

Wolters Kluwer Clinical Drug Information, Inc. (Lexi-Drugs). Wolters Kluwer Clinical Drug Information, Inc.; April 15, 2013.

3. For **Natural Medicines**, use this format (do not use entire web address):

Name of document (date). Natural Medicines website. Accessed [date].

<https://naturalmedicines.therapeuticresearch.com/>.

Example:

Jimson weed (12/5/2014). Natural Medicines website. Accessed April 30, 2015.

<https://naturalmedicines.therapeuticresearch.com/>

4. For **Pharmacist's Letter** articles accessed online, use the following format:

Project Leader(s). Title of Document. Pharmacist's Letter year month. Document No.: (insert number). Accessed [date]. <https://pharmacist.therapeuticresearch.com/>

Example:

Murray A. Managing seasonal allergies. Pharmacist's Letter 2020 April. Clinical Resource #3604040. Accessed April 21, 2020. <https://pharmacist.therapeuticresearch.com/>

5. For **Micromedex**, use the following format to cite the entire database:

Micromedex (electronic version). IBM Watson Health, Greenwood Village, Colorado. Available at: <http://www.micromedexsolutions.com/> Accessed [date].

For an individual monograph, use this format:

Name of Monograph. In: Name of database (electronic version). IBM Watson Health, Greenwood Village, Colorado. Available at: <http://www.micromedexsolutions.com/> Accessed [date].

Example:

Evening primrose oil. In: IBM Micromedex® DRUGDEX® System (electronic version). IBM Watson Health, Greenwood Village, Colorado. Available at: <http://www.micromedexsolutions.com/> Accessed January 23, 2013.

6. For **Clinical Pharmacology**, refer to this website:

http://www.clinicalpharmacology-ip.com/help/faq/citing_clinical_pharmacology.htm

7. For **UpToDate**, refer to this website:

<https://uptodate-communities.force.com/customers/s/article/How-do-I-cite-an-UpToDate-topic>

Other Documents/Sources of Information:

1. **Package inserts**, even if viewed on-line, should be cited in the following manner: Brand name of drug [package insert]. City, state: name of drug company; year month. The city and date are located at the end of the insert.

Example:

Accutane [package insert]. Nutley, NJ: Roche Laboratories;1982 May.

2. References to **personal communication** should be included in the text. Include the date of the communication, whether the communication was oral or written, and the affiliation of the person.

Example:

According to the manufacturer (L. Smith, Eli Lilly & Co., oral communication, April 30, 2015), the drug should not be used in pediatric patients.

3. **App** format: Name of App. Version number. Name of Publisher. Update date. Accessed date.

Example:

Davis's Drug Guide with updates & calculators app. Version 1.18. Unbound Medicine Inc. Updated September 25, 2015. Accessed October 12, 2015.

4. **Podcast** format: Speaker's name. Title of podcast episode. Name of podcast. Producer of podcast. Date of podcast. Web address (if available at a specific web address)

Example:

Miller D, host. Author Mohsin Hamid live at Literary Arts. Think Out Loud podcast. Oregon Public Broadcasting. April 5, 2018. <https://www.opb.org/radio/programs/thinkoutloud/segment/mohsin-hamid-pakistan-literary-arts-portland-think-out-loud/>

**APPENDIX XI
PHARMACY STUDENT CONDUCT CODE & HANDBOOK ACKNOWLEDGEMENT**

Academic misconduct, as defined in the University of Montana Student Conduct Code as all forms of academic dishonesty, also will not be tolerated in the professional pharmacy program, and a student found to have performed an act of academic misconduct risks receiving a failing grade in the course and/or suspension or dismissal from the professional pharmacy program, in accordance with the procedure of the University of Montana Student Conduct Code.

All students enrolled in The University of Montana's professional pharmacy program are also considered members of the pharmacy profession. As such, they must adhere to the professional, ethical and legal standards prescribed for the practice of pharmacy.

It will be considered a violation of professional and ethical practice standards and policies of the College of Health, Skaggs School of Pharmacy for any student enrolled in the professional pharmacy program to:

1. Engage in the synthesis, manufacturer, distribution, theft, sale or use of a substance of abuse for unlawful purposes, or to assist any individual or group in accomplishing this end;
2. Be under the influence of substances of abuse, including alcohol, during laboratory, IPPE, APPE, or any other situation under jurisdiction of the School in which professional conduct is expected or required;
3. Violate the confidentiality of any medical, personal, financial or business information obtained through the student's educational activities in any academic or professional practice setting.
4. Engage in behaviors that are either disrespectful or disruptive to other students, faculty or other health care professionals regard Professionalism and Professional Conduct less of setting.
5. Violation of the of Professionalism and Professional Conduct Policy.
6. Engage in plagiarism [See Student Conduct Code section of the University of Montana Catalog] and/or other types of academic dishonesty.

SOCIETY HAS PLACED A SPECIAL TRUST IN OUR PROFESSION AND THAT TRUST MUST BE HONORED FULLY. Any student found to have violated the School's conduct code risks failure or dismissal from the course and suspension or dismissal from the professional pharmacy program.

The following procedures will be used in cases of suspected violation of the School's policy on substance abuse and confidentiality.

- (1) Any concerned party, including faculty, students and staff, may report suspected violations of the Student Conduct Code to the Director of Student Services.
- (2) Director of Student Services, or her appointee, shall investigate the allegations, and will meet with the student about the allegations.
- (4) The Director of Student Services shall document her findings and forward to appropriate committee or person in authority (e.g. University of Montana Dean of Students, UM Legal Counsel, Professional Standards Committee, Dean)
- (5) If the student is not satisfied with the action, he/she may appeal to decision. Written notice of intent to appeal must be submitted to appropriate committee/person within 10 days of receiving the decision.
- (8) Further appeal will follow existing University procedures for student appeal of faculty and administrative actions.

Every student in the professional pharmacy program is required to acknowledge that he/she has read and understands the Pharmacy Student Conduct Code.

I have read and understand the Pharmacy Student Conduct Code.

I have read and understand the current (2021-2022) Student Handbook.

In accordance with CDC guidance on the use of universal face coverings for source control during the COVID-19 pandemic, I understand that the University of Montana recommends wearing a mask while indoors on campus. For classrooms and laboratory settings, I will wear a mask as required by the University of Montana and the Skaggs School of Pharmacy.

Name (print)

Signature

Date