



Skaggs School of Pharmacy

Doctor of Pharmacy Program Student Handbook



**2026-2027
Academic Year**

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Please be aware that policies and procedures within the SSOP Student Handbook are subject to change due to changes including but not exclusive to ACPE standards, university, college, department, and program curriculum and administrative policies and procedures. Notifications of major changes will be communicated by email.

GREETINGS FROM THE DEAN

To our incoming P1 class, welcome to the University of Montana Skaggs School of Pharmacy (SSOP) and to our returning students, we are glad you are back and hope you had a fun and relaxing summer! Please take the time to read through and familiarize yourself with the information in the Student Handbook. It is provided to you as an important resource on policies and procedures expected in the Doctor of Pharmacy Program and is a supplement to the University of Montana Student Conduct Code. Use it as a guide and a reference. This document contains the answers to many of the questions you may have about the Pharm.D. program requirements, curriculum, co-curriculum, scholarships, and more. Of course, if you have any questions about the Handbook, please ask us for assistance.

Our program is student-centered and delivered by qualified and dedicated faculty, staff and administrators, a program small enough to get to know you personally and substantial enough to ensure you are amongst the best prepared pharmacists in the country. Throughout your time at the SSOP I would like to ask you for three things. First, please know that you are always encouraged to share your ideas, thoughts and feedback about your experiences at the SSOP. You can do this through your academic advisor, student representatives of the Student Leadership Committee, or you can contact me directly in SB 340 or email me at matt.fete@mso.umt.edu. Second, and more generally, as you think about your future, I want to encourage you to keep an open mind. The pharmacy profession is ever changing, creating new opportunities and careers, and there are so many options ahead of you. Challenge yourself to remain open to new possibilities and you may find opportunities in places you never expected. Lastly, join a student organization (or more). Get involved in their activities, community outreach and philanthropy. Our program is rigorous but find time to connect with classmates. Together let's cultivate a culture of connection.

As a Pharm.D. student in the SSOP 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.

Matthew G. Fete, Ph.D.
Dean, Skaggs School of Pharmacy

ACADEMIC YEAR CALENDAR

Autumn Semester 2026

Aug 24	(M)	Instruction begins
Sept 7	(M)	Labor Day, Holiday
Oct 12	(M)	Indigenous People's Day, No Classes
TBA (late Oct)	(M)	Health Professions Career Fair
Nov 11	(W)	Veterans Day, Holiday
Nov 25-27	(W-F)	Travel Day and Thanksgiving Holiday
Dec 7-11	(M-F)	Final exams

Spring Semester 2027

Jan 13	(W)	Instruction begins
Jan 18	(M)	Martin Luther King, Jr. Day, Holiday
Feb 15	(M)	Presidents' Day, Holiday
Mar 15-19	(M-F)	Spring break
May 3-7	(M-F)	Final exams
May 8	(Sat)	Commencement

DIRECTORY

DEAN'S OFFICE – Skaggs Building, suite 340

Telephone #: 406-243-4621 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>
Matt Fete, Ph.D., Dean (SSOP & College of Health)	SB 340	matt.fete@umontana.edu
David Fuentes, Ed.D., Pharm.D., Associate Dean	SB 340	david.fuentes@umontana.edu
Jen Geist-Quigley, Director of Finance and Operation	SB 340	jennifer.geistquigley@umontana.edu
Janet Mizner, Operations & Finance	SB 340	janet.mizner@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 Pharm.D. program admissions and recruitment.

	<u>Room #</u>	<u>Tel. #</u>	<u>E-mail</u>
Elizabeth Putnam, Ph.D., Director of Student Services	SB 341	243-4794	elizabeth.putnam@umontana.edu
Erika Claxton, Program Coordinator	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 ensure 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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Peggy Griffin, Senior Operations Manager	SB 335	243-4226	peggy.griffin@mso.umt.edu
Staci Hemmer, Pharm.D., Coordinator of Health Systems Pharmacy IPPE	SB 320	243-2364	staci.hemmer@umontana.edu
Jenner Minto, Pharm.D. Coordinator of Community Pharmacy IPPE	SB 330	243-4547	jenner.minto@umontana.edu

Native American Center of Excellence-NACOE

	<u>Room #</u>	<u>Tel. #</u>	<u>E-mail</u>
Brittney Hunter, Project Director	SB 482	243-4573	brittney.hunter@mso.umt.edu
Paige Johnson, Administrative Associate	SB 482	243-4571	paige.johnson@mso.umt.edu
Willow Kipp, Student Outreach & Recruitment	SB 482	243-4574	willow.kipp@mso.umt.edu

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; break hours as posted

Ken Chatriand, Pharm.D., Pharmacy Manager and Drew Pryne, Pharm.D., Pharmacist

DEPARTMENT OF PHARMACY PRACTICE - Skaggs Building, room 316

	<u>Room #</u>	<u>Tel. #</u>	<u>E-mail</u>
Sherrill Brown, Pharm.D., Chair	SB 318	243-5299	sherrill.brown@umontana.edu
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Faculty

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Emily Alsbury, Pharm.D.	SB 328	243-4640	emily.alsbury@umontana.edu
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A complete list of Pharmacy Practice faculty is available on the [website](#).

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

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Faculty

Lilian Calderon-Garciduenas, Ph.D., M.D.	SB 287	243-4785	lilian.calderon@umontana.edu
Yoon Hee Cho, Ph.D. (sabbatical '26-'27)	SB 283	243-4529	yoonee.cho@mso.umt.edu
Philippe Diaz, Ph.D.	SB 155	243-4362	philippe.diaz@umontana.edu
Andrij Holian, Ph.D.	SB 280	243-4018	andrij.holian@umontana.edu
Katie Holick, Ph.D.	SB 395C	243-4767	katie1.holick@umontana.edu
Travis Hughes, Ph.D.	SB 391	243-2750	travis.hughes@umontana.edu
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Elizabeth Putnam, Ph.D.	SB 341	243-4794	liz.putnam@mso.umt.edu
Kevan Roberts, Ph.D.	SB 285	243-4034	kevan.roberts@umontana.edu
David Shepherd, Ph.D.	SB 284	243-2224	david.shepherd@umontana.edu
Erica Woodahl, Ph.D.	SB 480	243-4129	erica.woodahl@umontana.edu

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

Pharm.D. Curriculum

PHARMACY FIRST PROFESSIONAL YEAR				Total Credits Start with 64
Autumn Semester	Cr.	Spring Semester	Cr.	
PHAR 300 Pharmacy Practice I	4	PHAR 310 Pharmacy Practice II	2	
PHAR 341 Pathophysiology I	4	PHAR 311 Healthy People	1	
PHAR 350 Intro to Drug Info	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 Pathophysiology 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 Medicinal Chemistry I	3	PHAR 412 Pharmacy Practice III	2	
PHAR 432 Clinical Pharmacokinetics	3	PHAR 422 Medicinal Chemistry II	3	
PHAR 443 Pharmacology/Toxicology I	4	PHAR 444 Pharmacology/Toxicology 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	
Total	15	Total	14	129
Summer (register in autumn)				
PHAR 481 Hospital Introductory Pharmacy Practice Experience (IPPE)			3	132
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	161
PHAR, AHHS, or Dual Degree Electives -check with advisor for approval of other electives (can be taken any semester during PharmD First-Third years)			3	164
PHARM D FOURTH PROFESSIONAL YEAR				
APPE-Advanced Pharmacy Practice Experience –Nine Months (42 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 (SSOP) adheres to rigorous standards of academic and professional performance in view of its responsibility to the public and the profession of pharmacy. To ensure that high academic and professional standards are maintained, SSOP has established the Progression Committee as the oversight body responsible for reviewing student academic and professional performance, evaluating progression eligibility, and making recommendations regarding student advancement, remediation, probation, or dismissal in accordance with School policies.

The Dean of the School appoints the members of the Progression Committee. It is comprised of faculty from the Departments of Pharmacy Practice and Pharmaceutical & Biomedical Sciences as well as the Director of Experiential Education. The Director of Student Services or designee serves as an ad hoc member. The Progression Committee's processes and procedures align with those of the University. The Progression 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 or technical standard progress;
- Referring students to formal counseling, mentoring or academic advising services;
- Dismissal of students who fail to meet academic, technical, or professional standards.

Progression Requirements: For a student to make uninterrupted progress in the pharmacy program, the student must:

1. Earn a C- or better in traditionally graded courses or Credit (Cr) in credit/no credit courses in all pharmacy courses AND maintain a GPA of > 2.0 in the Pharm.D. curriculum (calculated based upon required and elective courses taken after matriculation into the Pharm.D. program);
2. Obtain a Montana Pharmacy Intern license prior to completing P1 year;
3. Successfully pass the Calculation Competency Exam before entering the P2 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-" or "NCR" (see Academic Remediation Section below);
6. Complete all IPPE requirements within the designated time frame;
7. Meet the technical standards 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 Progression Committee will notify the student after the semester with the recommendations of the Committee. Recommendations can include, but are 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. While this would increase the course load for the respective 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 Progression Committee believes that the student could be successful despite an increased course load. Often the course schedule precludes the student from attending some or all 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 Progression Committee, the student may enroll in an equivalent online 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 will not always be possible.
3. If a student earns an "F" in a PHAR course or if the student earns a grade of D+, D, D-, F, WF or NCR in a course and minimally succeeds in other courses during the semester, the Progression Committee will mandate that their schedule be 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.

In addition to the above remediation steps under the purview of the Progression Committee, students should note that a course coordinator has the academic privilege to remediate as they consider appropriate (e.g., comprehensive exams, oral exams).

A student may petition the Progression Committee for approval to extend the PharmD program beyond the standard curriculum timeline due to documented extenuating circumstances. Such requests may be considered even if the student is in good academic standing and has not earned a grade of D or F. If approved, the Committee may authorize a reduced academic course load, including enrollment in fewer than 12 credit hours per semester, as appropriate to the student's approved progression plan.

Academic Dismissal: Students who have earned nine or more credits of D+, D, D-, F, WF 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 Progression Committee and the Dean of the School. Repeating a professional course because of a grade of D, F, WF, or NCR in the original attempt and failing to achieve a grade of C- or better, or CR if applicable, in the second attempt can also be grounds for dismissal from the program.

Due Process and Right to Appeal: The SSOP extends the right of due process to all students. Students who appeal 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.umat.edu/provost/students/concerns/>). Students appealing a Progression Committee decision must notify the Dean of the School in writing or via email of the intent to appeal with a formal written statement within two (2) weeks of the Progression Committee decision. After receipt of the 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, the Dean or designee, and at least one faculty member not on the Progression Committee. The student has the option of bringing one support person if 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 at the School level. Students appealing the Dean's decision may petition through the University of Montana. The University process is outlined on the Office of the Executive Vice President and Provost website under student concerns. (See also Professionalism Policy, Appendix VIII)

ADVISING

Pharmacy program faculty serve as academic advisors, providing guidance on academic planning, course selection, and registration. Faculty advisors are available to provide guidance and support with academic planning, course registration, and progression through the PharmD curriculum. However, students are ultimately responsible for understanding and fulfilling all academic and graduation requirements.

Each student is assigned a faculty advisor and is required to meet with their advisor at least once each semester. During the final year of the program, students will work with the Experiential Education team for advising related to their Advanced Pharmacy Practice Experiences (APPEs).

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 = 132*

End of P3 Year = 164*

*3 IPPE credits included (Student should average 19 credits during the two semesters of 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 punctual and regularly attend classes and assigned clinical experience sites (IPPE/APPE), and to actively participate in those classes. Attendance is particularly important when guest instructors are teaching class. Students 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. 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 may be considered excusable absences from learning activities. However, students must notify the course instructor in advance whenever

possible, and the absence must be approved by the instructor. Missing class for work or to study for an exam are examples of absences not considered excusable. 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 (see Appendix III - Examination Policy).

Repeated absences and/or tardiness from required classes or learning activities may result in a professionalism concern and/or failure of the course, as determined by the course coordinator. Students are expected to attend and arrive on time for all required classes, clinical and experiential learning activities, meetings, and other professional responsibilities (e.g., participation in extracurricular activities, student professional organizations, interprofessional education events, and research projects). Absences and tardiness are inconsistent with the professional standards expected of pharmacy students and may result in a professionalism concern. Repeated unprofessional behaviors will be addressed in accordance with SSOP's Professionalism Policy.

While many classes are delivered in a lecture format, faculty encourage students to ask questions and actively participate in the learning process. With the instructor's permission, students may use personal computers, tablets, or smartphones as learning tools during class. These devices may be used only for course-related purposes and must not be used for non-course-related activities, including playing games, browsing the internet, sending emails or text messages, engaging with social media, or studying for another course during class time. Use of electronic devices for non-course-related activities during class is considered unprofessional conduct and may result in a professionalism concern.

Students must obtain the instructor's permission before recording any class session and must be obtained for *each* class session unless otherwise specified by the instructor.

BACKGROUND CHECKS & DRUG SCREENINGS

A background check is required for all students prior to admission to the Pharm.D. program. In addition, students may be required to undergo additional background checks and drug screenings before participating in certain experiential education activities, as required by affiliated clinical sites.

Information disclosed through a background check or drug screening may affect a student's eligibility for pharmacy licensure and/or participation in required experiential education. Results are evaluated on a case-by-case basis in accordance with University, School, and experiential site requirements. Certain findings may limit access to experiential sites and, if program requirements cannot be met, may result in dismissal from the Pharm.D. program.

CALCULATIONS COMPETENCY EXAM

Students enrolled in the Pharm.D. program must successfully complete a pharmaceutical calculations competency requirement during the first professional (P1) year. **A minimum score of**

80% is required to pass the comprehensive competency examination. Examination content is based on material covered in professional pharmacy courses during the P1 year.

The competency examination will be administered during the spring semester of the P1 year, typically in April, with a second opportunity provided in early May for students who do not achieve a passing score on the initial attempt. If necessary, a third and final examination will be administered following completion of spring semester final examinations.

Students who do not achieve a score of 80% or higher on the third competency examination will not be permitted to progress to the P2 year and will be dismissed from the Pharm.D. program.

CO-CURRICULAR / INTERPROFESSIONAL REFLECTIONS REQUIREMENT

Students in the didactic years (P1-P3 years) are required to complete three reflections each academic year based on co-curricular and interprofessional activities. At least one reflection must be based on a co-curricular activity, and at least one reflection must be based on an interprofessional activity. The third reflection may be completed for either a co-curricular or interprofessional activity. See [Appendix V](#) or link on Current Student/Documents & Links webpage for more details. Refer questions about this requirement to your academic advisor or to Professor David Allen (david3.allen@umontana.edu).

COMMITTEES

Pharmacy students play an important role in contributing to the governance and continuous improvement of SSOP. Students are appointed to various School committees that support the operations and activities of the Pharmacy Program. Participation in committee service provides students with an opportunity to contribute to the SSOP community, represent their peers, and develop skills in leadership, collaboration, and professional service.

1. **Student Leadership Committee.** Two students from each professional class, along with one representative from each student organization, meet regularly with the Dean and/or Director of Student Services to provide student perspectives, discuss program-related topics, and identify opportunities for program enhancement.
2. **Student Evaluation Committee.** Each academic department within SSOP—the Department of Pharmacy Practice and the Department of Pharmaceutical & Biomedical Sciences—has a Student Evaluation Committee. Student members are appointed by the respective Student Evaluation Committee faculty advisors from a list of interested student volunteers.
3. **Curriculum Committee.** The Curriculum Committee monitors and evaluates the Pre-Pharmacy and Professional Pharmacy curricula and makes recommendations to the faculty for revision. Student perspectives on the curriculum are vital to the Committee's work. Student members are appointed by the Committee from a list of interested student volunteers.
4. **Other School Committees.** Additional SSOP committees, such as the Recruitment Committee, benefit from active student participation. Students are invited to serve on these committees as opportunities arise.

DISABILITY

The Office for Disability Equity (ODE) ensures that programs of the University of Montana are as accessible and usable by students with disabilities as they are for any student. ODE determines the student's [eligibility](#) to request [reasonable modifications](#) and coordinates accommodations for students registered with their office. ODE (located on 1st floor in Aber Hall) coordinates and provides a variety of academic and support services to students. Students who are registered with ODE and have been approved for academic accommodations (e.g., note-taking assistance, extended examination time) are responsible for communicating with each course instructor at the beginning of the semester to ensure that appropriate arrangements are in place to support implementation of their approved accommodations.

ELECTIVES

Beginning with the Class of 2030, students are required to complete three elective credits prior to beginning Advanced Pharmacy Practice Experiences (APPEs) in the final year of the program. Elective credits may be fulfilled through approved courses offered by Pharmacy (PHAR), Allied Health Sciences (AHHS), or approved dual-degree programs (MBA, MPH, or M.S. in Pharmaceutical Sciences and Drug Design). Students must consult with their advisor and obtain approval before registering for elective courses outside of these options.

EDUCATIONAL OUTCOMES

The SSOP faculty have established educational outcomes that define the knowledge, skills, and professional attitudes expected of Pharm.D. graduates. These outcomes, presented in [Appendix II](#), serve as a guide for students throughout their pharmacy education and describe the competencies required for pharmacists to fulfill their roles as healthcare practitioners and engaged members of their communities.

E-MAIL

All pharmacy students are required to use their University of Montana email account (firstname.lastname@umontana.edu) for all School-related communication. Students may maintain an additional personal email account; however, official School communications will be sent exclusively to the student's UM email address.

Students should refer to the Information Technology website for instructions on accessing and managing their UM email account: <http://www.umn.edu/it/support/email/studentemail.php>.

Students are expected to check their UM email account regularly, as email is the primary method of communication for important program-related information.

EXAMINATIONS

The faculty have established a policy governing early and make-up examinations. This policy applies to all students enrolled in the program. The policy and corresponding procedures are found in [Appendix III](#) of this handbook.

FEES

In addition to standard University tuition and fees, students enrolled in the professional pharmacy curriculum are assessed a program fee. This fee is billed in equal installments each semester. Students enrolled in the program on a part-time basis are also responsible for the program fee. Additional fees may apply to specific courses and will be identified during the registration process in GrizPortal.

During the final year of the Pharm.D. program (P4 year), students are also assessed an Experiential Education Fee of \$3,600 per year.

FINANCIAL AID

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

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

Long term Loans:

Long-term loans from Burroughs-Wellcome Pharmaceutical Company are available. These loans are paid back AFTER graduation. You must have unmet financial aid need to qualify; If you have questions or want to see if you qualify, contact the Director of Student Services.

Scholarships:

Each year, the pharmacy program offers scholarships to students enrolled in the professional program who meet the eligibility requirements established for each award. Selection criteria may include academic achievement, financial need, and other criteria established by the scholarship benefactor. Pharmacy students may apply for scholarships available through the School through the [UM Scholarship Portal](#). The application typically opens in mid-December and is due in early March.

Scholarships awarded for 2026-2027 are listed in [Appendix IV](#).

Students are also encouraged to apply for campus-wide financial aid and scholarships. The financial aid application is due early in the spring semester. Visit <https://www.umt.edu/financial-education/fafsa/> for more information. Pay attention to all posted notices and information on deadlines.

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. Complete all required pharmacy coursework 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., reflection 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 or ACPE-accredited 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

Required Immunizations, Screenings, and Certifications

As students enrolled in a health professions program, you will participate in experiential education that includes direct patient care. Therefore, documentation demonstrating compliance with all required immunization and healthcare personnel screening requirements must be submitted before participating in experiential education activities. Experiential education begins in the fall semester of the first professional (P1) year and continues throughout the Pharm.D. curriculum, culminating in the fourth professional (P4) year.

Documentation to meet these requirements can originate from a laboratory, the student's medical records, or personal immunization records. All documentation must include the student's name, date of birth, date dose given or testing performed, and any results as applicable. Records housed at Curry Health Center (CHC) or Health Service Pharmacy (HSP) are not shared with the SSOP. Students with records at CHC or HSP must request and retrieve physical documentation directly from CHC or HSP.

Students are given specific instructions for uploading documentation into the SSOP secure CORE ELMS system during the first week of classes for incoming first-year pharmacy students and throughout 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.

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

MMR (Measles, Mumps, Rubella) – Two (2) doses of MMR vaccine OR two (2) doses of Measles, two (2) doses of Mumps and (1) dose of Rubella; OR serologic proof of immunity (titer) for Measles, Mumps, Rubella. Choose only one option. NOTE: This is a LIVE vaccine. LIVE vaccines interfere with Tuberculosis Skin Tests (TSTs). If you are due for MMR and TSTs, TSTs must be administered on the same day or before LIVE vaccines are administered to prevent a one-month delay in scheduling TSTs.				Mark Box if Supporting Documents Attached
Option 1	Vaccine	Date		
MMR 2 doses of vaccine	MMR Dose #1			☐
	MMR Dose #2			
Option 2	Vaccine or Titer	Date		
Measles 2 doses of vaccine OR positive titer	Measles Vaccine Dose #1		Serologic Lab Results	
	Measles Vaccine Dose #2		Qualitative Titer Results	☐ Positive ☐ Negative
	OR Serologic Immunity (IgG antibody titer)		Quantitative Titer Results	_____ IU/ml
Mumps 2 doses of vaccine OR positive titer	Mumps Vaccine Dose #1		Serologic Lab Results	
	Mumps Vaccine Dose #2		Qualitative Titer Results	☐ Positive ☐ Negative
	OR Serologic Immunity (IgG antibody titer)		Quantitative Titer Results	_____ IU/ml
Rubella 1 dose of vaccine OR positive titer	Rubella Vaccine		Qualitative Titer Results	☐ Positive ☐ Negative
	OR Serologic Immunity (IgG antibody titer)		Quantitative Titer Results	_____ IU/ml
Tetanus-diphtheria-pertussis – One (1) dose of adult Tdap. If last Tdap is more than 10 years old, obtain one (1) dose of Tdap booster NOW .				
	Tdap Vaccine (Adacel, Boostrix, etc)			
	Tdap Booster Vaccine (if more than 10 years since last adult Tdap)			
Varicella (Chicken Pox) – two (2) doses of vaccine separated by 4-8 weeks OR serologic proof of immunity (titer). NOTE: This is a LIVE vaccine. LIVE vaccines interfere with TST results. If you are due for Varicella and TSTs, TSTs must be administered on the same day or before LIVE vaccines are administered to prevent a one-month delay in scheduling TSTs.				
	Varicella Vaccine #1		Serologic Lab Results	
	Varicella Vaccine #2		Qualitative Titer Results	☐ Positive ☐ Negative
	OR Serologic Immunity (IgG antibody titer)		Quantitative Titer Results	_____ IU/ml
Influenza Vaccine – one (1) dose annually each fall by October 15 th (typically an on-campus flu vaccine clinic is offered in the fall)				

Date of last dose		Date		☐
	Flu Vaccine			

Hepatitis B Vaccination – Three (3) doses of Engerix-B, PreHevbrio, Recombivax HB or Twinrix vaccine administered over a six month dosing schedule OR two (2) doses of Heplisav-B vaccine administered four weeks apart (NOTE: the 2-dose Heplisav-B vaccine series is the only product that can be completed in one month). AND Postvaccination serologic testing by a QUANTITATIVE Hepatitis B Surface Antibody test (titer) drawn 4 weeks after the last dose of a completed vaccine series is required to prove immunity; a titer >10mIU/mL is positive for immunity. If the test result is negative, CDC guidance recommends that healthcare personnel receive one or more additional doses of Hepatitis B vaccine up to completion of a second series, followed by a repeat titer 4 weeks after the last vaccine dose. If a single additional vaccine dose does not result in a positive titer, administer additional vaccine doses to complete the second series using the schedule approved by the manufacturer of the primary series of a given product (NOTE: Heplisav-B vaccine is the most rapid vaccine schedule to meet this requirement). If the Hepatitis B Surface Antibody test is negative (<10 mIU/mL) after receipt of 2 complete vaccine series, a “non-responder” status is assigned. NOTE: Make sure you request the correct test; a Hepatitis B Surface Antibody test. Unacceptable titer types include: • HepB surface antigen (HBsAg) - UNACCEPTABLE • Total antibody to HepB core antigen (Anti-HBc) - UNACCEPTABLE • IgM antibody to HepB core antigen (IgM anti-HBc) - UNACCEPTABLE • Hepatitis B e-antigen (HBeAg) - UNACCEPTABLE See: https://www.immunize.org/wp-content/uploads/catg.d/p2109.pdf for additional information. DO NOT WAIT! Documentation of immunity or non-responder status is required to participate in Autumn semester direct- patient care curriculum where there is a risk for occupational blood or body fluid exposure. Contact Cherith Smith, Director of Experiential Education, at cherith.smith@mso.umn.edu, for Time Sensitive instructions if you are unable to show proof of immunity or non-responder status by Day 1 of classes.					Mark Box if Supporting Documents Attached
Primary Hepatitis B Series (Heplisav-B only requires two doses of vaccine) Followed by antibody testing 3-dose vaccines (Engerix-B, PreHevbrio, Recombivax HB, Twinrix) or 2-dose vaccine (Heplisav-B) Hepatitis B Vaccine Dose #1 Hepatitis B Vaccine Dose #2 Hepatitis B Vaccine Dose #3 QUANTITATIVE Hep B Surface Antibody Test (titer) 3 Dose Series 2 Dose Series _____ mIU/ml	☐				
Additional doses of Hepatitis B Vaccine <i>Only If no response to primary series</i> (Heplisav-B only requires two doses of vaccine) Followed by antibody testing Hepatitis B Vaccine Dose #4 Hepatitis B Vaccine Dose #5 Hepatitis B Vaccine Dose #6 QUANTITATIVE Hep B Surface Antibody Test (titer) 3 Dose Series 2 Dose Series _____ mIU/ml	☐				

Hepatitis B Vaccine Non-responder	Healthcare personnel who are non-responders have a Hepatitis B Surface Antibody test that is negative (titer <10 mIU/mL) after completion of a primary and a repeat vaccine series. Vaccine non-responders should be considered susceptible to Hepatitis B virus (HBV), evaluated, and counseled by their healthcare provider. Additional screening is recommended for Hepatitis B surface antigen to rule out active HBV infection. If no active HBV infection, non-responders should be counseled by their healthcare provider on precautions to prevent occupational blood or body fluid exposure and informed of the need to obtain HBIG prophylaxis for any exposures or suspected exposures. Attach documentation of non-responder. Some clinical sites may also request signing an “acknowledgement of non-responder status” document before clinical placements in their site.	<input style="width: 50px; height: 50px; border: 1px solid black;" type="checkbox"/>
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TUBERCULOSIS (TB) SCREENING – All incoming P1 students must complete pre-placement Baseline TB screening as recommended by CDC for all U.S. healthcare personnel. Two kinds of tests are used to screen for TB bacteria (*Mycobacterium tuberculosis*) infection: the 2-step TB skin test (TST) and the IGRA blood test (Quantiferon or T-Spot). If an individual has previously received the Bacille Calmette-Guerin (BCG) vaccine for tuberculosis, an IGRA blood test is required. For all other students, if the 2-step TST method is used, record four dates for the 2-step TST; TST #1 placed and results read, then TST #2 placed, and results read. This requires four separate provider visits to complete two separate TSTs spaced 1 to 3 weeks apart; timing is critical for valid results. Baseline TB screening must be completed prior to the first day of class regardless of whether the 2-step TST or IGRA blood test is completed, and the test must be completed in the U.S. If you have a history of a positive TST (PPD) >10mm or a positive IGRA blood test, please supply information regarding any evaluation and/or treatment below. You only need to complete ONE section, A or B. Baseline TB screening expires one year from the date of completion. TB screening must be repeated annually with a single TST or IGRA blood test.

NOTE: LIVE vaccines interfere with TST results. If you are due for **LIVE** vaccine(s) and TSTs, schedule **LIVE** vaccine(s) on the same day or after completion of TST #2. If you receive a **LIVE** vaccine first, you must wait one month before a TST can be placed.

Tuberculosis Screening History						
Complete only one section: A or B (based on your history)						
Section A		Date Placed	Date Read	Result	Interpretation	Mark Box if Supporting Documents Attached <input style="width: 50px; height: 50px; border: 1px solid black;" type="checkbox"/>
If no History of Positive TST or IGRA Blood Test, Complete Section A only	TST #1			_____ mm	☐ Pos ☐ Neg ☐ Equiv	
	TST #2 (completed 1-3 weeks later)			_____ mm	☐ Pos ☐ Neg ☐ Equiv	
	2-Step TST		Date	Result		
	OR IGRA Blood Test		QuantIFERON TB Gold or T-Spot (Interferon Gamma Releasing Assay)		☐ Positive ☐ Negative ☐ Indeterminate	
Section B		Date Placed	Date Read	Result		
If History of Positive Skin Test or Positive Blood Test, Complete Section B only	Positive TST			_____ Mm		
	2-Step TST		Date	Result		
	OR IGRA Blood Test		QuantIFERON TB Gold or T-Spot (Interferon Gamma Releasing Assay)		☐ Positive ☐ Negative ☐ Indeterminate	
	Chest X-ray*				*Provide documentation or result	
	Treated for latent TB infection (LTBI)?				☐ Yes ☐ No	
Date of Last Annual TB Symptom Questionnaire						

For individuals requesting any exemptions, please refer to the Request for accommodation (exemption) to vaccine policy for the University of Montana (UM) on the following link (please attach documentation): <https://www.umt.edu/curry-health-center/forms/>

NOTE: Clinical placement sites may have site dependent exemptions or waiver processes required.

Questions? Contact Cherith Smith, Director of Experiential Education, at cherith.smith@mso.umt.edu.

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

BLS Provider Certification is a mandatory component to complete the immunization certification program and for the Montana Board of Pharmacy immunization endorsement and must be kept current throughout the pharmacy program. The certification course must be instructor-led and include both a written knowledge assessment AND a hands-on skills evaluation. Online BLS courses without these testing components are NOT accepted.

Students must submit a copy of their current BLS Provider certification card for School records. BLS Provider Certification must be maintained throughout the program and renewed as required by the certifying organization (typically every one or two years). A current Advanced Cardiovascular Life Support (ACLS) certification may be accepted in lieu of BLS Provider certification.

Other Requirements

A background check is required to enter the professional program and a Montana State background check must be completed in the spring semester of the second professional year. Site-dependent background checks and drug testing may also be required of students during the program.

Proof of health insurance coverage is also required and must be maintained for the duration of the program.

Additional immunizations, screenings, testing and background checks may be required as students participate in introductory and advanced pharmacy practice experiences throughout the professional program. Maintaining appropriate records is the responsibility of the student. This is a component of the SSOP Standards for Professional Conduct Policy and students are subject to a professionalism concern for failure to comply.

IMMUNIZATION CERTIFICATE PROGRAM

The SSOP 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 and demonstrate vaccine administration, followed by successfully passing an online exam.

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 from the Experiential Programs Office. Students will need to maintain health insurance during any IPPE or APPE courses.

INTERPROFESSIONAL EDUCATION (IPE)

To prepare graduates for practice within the complex U.S. healthcare system, pharmacy students must develop the knowledge, skills, and abilities needed to collaborate effectively with other healthcare professionals. Interprofessional (IP) education and training experiences are integrated throughout the curriculum to provide students with opportunities to learn alongside other health professions students and professionals, preparing them to contribute effectively as members of collaborative healthcare teams.

The SSOP partners with programs within the College of Health (Physical Therapy, Public Health, Social Work, Speech Language, Hearing and Occupational Sciences including Occupational Therapy, Integrative Physiology and Athletic Training, and Family Medicine Residency) and across campus (Psychology and Counselor Education), as well as with 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.

Interprofessional (IP) education and training experiences are integrated throughout the curriculum through classroom activities, simulations, co-curricular events, elective opportunities, and Introductory and Advanced Pharmacy Practice Experiences (IPPEs/APPEs). The goals and content of the IPE curriculum are designed around the four core competency domains established by the Interprofessional Education Collaborative (IPEC): Roles and Responsibilities, Teams and Teamwork, Interprofessional Communication, and Values and Ethics.

LOCKERS

Lockers located on the second floor of the Skaggs Building are available to students on a first-come, first-served basis. Students are responsible for providing their own lock and should secure any personal belongings stored in the locker. SSOP is not responsible for lost or stolen items. At the end of each academic year, students must remove all personal items from their assigned locker and remove the lock. Any items or locks remaining after the designated period may be removed by the School.

Please e-mail your locker combination to Erika (erika.claxton@umontana.edu) in the event you forget the combination or forget to remove your lock.

MISSION

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

PHARMACY INTERNSHIP & LICENSING REQUIREMENTS

The State of Montana requires completion of 1,500 internship hours prior to pharmacist licensure.

Students must obtain an intern license from the Montana Board of Pharmacy before any internship hours may be counted toward the licensure requirement. Students become eligible to apply for an intern license on the first day of classes in the Pharm.D. program. Internship hours must be completed under the direct supervision of a licensed pharmacist, who is responsible for validating the hours worked. Students are responsible for accurately documenting and maintaining records of their internship hours. Up to 1,500 internship hours may be earned in conjunction with completion of the

Pharm.D. program. Students wishing to complete an internship outside of Montana should contact the Board of Pharmacy in the state where the internship will occur prior to beginning training to ensure compliance with that state's requirements.

Upon graduation, students are eligible to sit for the North American Pharmacist Licensure Examination (NAPLEX) and the Uniform Multi-State Pharmacy Jurisprudence Examination (UMPJE). Upon successful completion of the required licensure examinations and fulfillment of all internship requirements, graduates may apply for pharmacist licensure.

Montana participates in the NAPLEX Score Transfer Program, which allows students to take the NAPLEX examination in Montana and transfer their scores to another participating state.

Information on licensure in Montana may be obtained from:

Montana State Board of Pharmacy
P.O. Box 200513
Helena, MT 59620-0513
Telephone: (406) 444-6880 Website: <https://boards.bsd.dli.mt.gov/pharmacy/>

PHARMACY STUDENT STUDY ROOMS

The 2nd and 3rd floor lobbies are designated for study-use. In addition, all unoccupied classrooms and conference rooms are made available for students to study. Classrooms include Skaggs Building 114, 117, 174, 169, and 336. Conference rooms include Skaggs Building 270, 275, 337, 387, and 473. Please note that this does not include space that is occupied by the Department of Psychology. Students must vacate rooms that are needed for scheduled classes or meetings. Students must dispose of trash properly and clean the room after use.

Copy and printing services are not provided by the School. Students may use the printers at the Mansfield Library or in the Skaggs third floor breezeway.

Study rooms are also available in the Mansfield Library.

PROFESSIONALISM REQUIREMENTS

Students are expected to always demonstrate professional behavior. This handbook contains several policies and guidelines that address professionalism and outline the standards of conduct expected of pharmacy students:

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

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. The mission of this association is to be the collective voice of student pharmacists, to provide opportunities for professional growth, to improve patient care, and to envision and advance the future of pharmacy. ASP sponsors a variety of professional service functions as well as organizes school social events. The faculty advisor is Jenner Minto.
2. **American College of Clinical Pharmacy (ACCP).** The mission of the ACCP is to improve human health by extending the frontiers of clinical pharmacy. The organization delivers on this by providing leadership, professional development, advocacy, and resources that enable clinical pharmacists to achieve excellence in practice, research, and education. Membership in this student organization provides 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 Ian McGrane.
3. **Kappa Epsilon.** Kappa Epsilon is a professional fraternity for male and female pharmacy students. Its mission is to empower its members to achieve personal and professional competence, to develop leaders within the profession and community, and to provide professional and philanthropic services. The 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 Logo-wear sales, and nametag sales. The faculty advisor is Sherrill Brown.
4. **Kappa Psi.** The Gamma Eta Chapter of the Kappa Psi Pharmaceutical Fraternity was re-chartered at the University of Montana (UM) in April 1990. Membership in this professional fraternity is open to both male and female pharmacy students. The organization's mission is to develop leaders with a passion for community service while fostering lifelong personal and professional connections. The faculty advisor is Erica Woodahl.
5. **National Community Pharmacists Association (NCPA).** The chapter was started in Fall 2008. Their mission is to ensure the ability of independent community pharmacists to compete in a free and fair marketplace while protecting and promoting their interests. The faculty advisor is Rachael Zins.
6. **Phi Lambda Sigma (PLS).** PLS is the National Pharmacy Leadership Society, and its mission is to support pharmacy leadership commitment by recognizing leaders and fostering leadership development. Members are selected by peer recognition in their second year of pharmacy school. The faculty advisor is Sherrill Brown.

7. **Rho Chi.** Rho Chi is the scholastic honor society of pharmacy schools and the Beta Rho Chapter resides at UM. Its mission is to encourage and recognize intellectual achievement, stimulate critical inquiry to advance pharmacy, contribute to the development of intellectual leaders, promote highest ethical standards, and foster collaboration. At the end of the 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 to foster scholarship as well as an internship packet to facilitate internship licensure. The faculty advisors are David Allen and Emily Alsbury.

8. **Students are invited to join the Montana Pharmacy Association (MPA).** The regional mission of MPA is to advance public health and maximize positive patient outcomes by providing innovation and leadership, and advocating for the professional interests of pharmacists, pharmacy technicians, students, and ancillary pharmacy personnel. If students join APhA-ASP, they also become members of MPA. Currently, the Board of Directors includes student directors Brooke Stillson and Sophie Loveless.

STUDENT LOUNGE

Room 224 in the Skaggs Building has been set aside for student use with refrigerators and microwave ovens available. 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 for students to stay informed of upcoming events. All students must regularly check their University of Montana e-mail address for this electronic communication.

Items that are newsworthy for students should be submitted directly to Erika Claxton (Erika.claxton@umontana.edu) in the Office of Student Services (SB 341) for publication.

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, golf, intramural sports, outdoors, and youth camps.

Career Services

The [Office of Experiential Learning and Career Success](#) 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, an urgent care clinic, a dental clinic, a prescription pharmacy (the Health Services Pharmacy), a counseling and behavioral health center, and health education/wellness programming. Pharmacy students are encouraged to take advantage of these services. The Health Services Pharmacy serves as a training site for APPE rotations in the Pharm.D. program with a one-credit elective course also available.

All registered students who pay the health fee are eligible to be seen at Curry Health Center.

Students do not need to have the student health insurance plan (SHIP) to access services. Curry Health Center is here to support all health and wellness needs of UM students. Call 406-243-4330 for any questions or to make an appointment.

Curry Health Center Counseling

Curry Health Center Counseling addresses the personal, behavioral, and mental health needs of UM students. Licensed counselors and psychologists, as well as advanced graduate students, are available. Call to make an appointment: 406-243-2122.

For crisis or after-hours care, call the National Suicide Lifeline at 988, contact the Crisis Text Line: text HOME to 741741, or contact the Emergency Rooms at either St. Patrick Hospital or Community Medical Center.

Dean of Students Office

The [Dean of Students Office](#) promotes student success through resource connection, upholding community standards, and providing intentional interventions and supports. Students can use an easy online form to refer themselves or others to receive help with physical/mental health, basic needs, navigating interpersonal issues, requesting religious accommodations, concerns around free speech, and any other general campus life concerns.

Office for Disability Equity (ODE)

[Office for Disability Equity](#), located in Aber Hall 1st Floor, 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 Services 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 laptop 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 their 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 is in the Curry Health Center (east entrance, upstairs in room 112) and available for walk-in support year-round, Monday-Friday 12-3 pm (no appointment needed).

After Hours Support – If you need to talk with an advocate after office hours, please reach out to the Missoula YWCA Support Line at 406-542-1944.

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 SSOP 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 with 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 Progression Committee, and they may be remanded for review and disposition. In these cases, the School may require monitoring for the student to continue as a student in the SSOP.

If you are experiencing a substance use disorder or are concerned about your own or someone else's use of alcohol or other drugs, it is important to seek help. Effective treatment and support are available.

Students are encouraged to contact their faculty advisor, any School faculty member with whom they feel comfortable, or the Curry Health Center. These individuals can help connect students with appropriate support services and treatment resources. The faculty and administration of the University are committed to supporting students in accessing the care they need. Requests for assistance will be handled with respect for student privacy and confidentiality, consistent with applicable laws, University policies, and professional responsibilities.

The [Behavioral Health Options](#) program 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 and is tailored to the individual's needs, often targeting risky substance use. The program is coordinated by a licensed addictions counselor and can be utilized to satisfy the requirements for court-mandated or university-mandated sanctions. Services are 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 VIII](#)) and the University of Montana Student Code of Conduct <https://www.umt.edu/campus-life/dean-of-students/community-standards/> which outlines policies and procedures for both general and academic misconduct. **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 Expectations and Handbook Acknowledgement.**

To the extent that a student's conduct violates the Pharmacy Student Conduct Code and [the University of Montana Student Code of Conduct](#), disciplinary sanctions may be imposed by both Code's procedures. The School of Pharmacy and Office of Community Standards will work closely together to coordinate in these cases. The student disciplinary procedures as outlined in the Student Conduct Code will be followed to determine if such violations have occurred.

Students found in violation of the UM Student Code of Conduct may be subject to disciplinary probation, suspension or expulsion from the University of Montana, in addition to an academic sanction (if the violation was academic misconduct). Students found in violation of the Pharmacy Student Conduct Code may be subject to failure or dismissal from an academic course, and suspension or dismissal from the Pharm.D. program.

TECHNICAL STANDARDS

Technical standards are based on the abilities and characteristics required for safe and effective practice in the pharmacy profession, with patient safety serving as a primary consideration in their development. These standards describe the physical, cognitive, professional, behavioral, and emotional abilities essential for students to develop into competent, practice-ready pharmacists. The technical standards also establish the expectations necessary for students to successfully meet the academic requirements of the Pharm.D. program and the essential functions required in experiential education and pharmacy practice. The technical standards and how they are applied are available in [Appendix VI](#).

TEXT MESSAGES

The Office of Student Services and the Experiential Education Program may occasionally communicate with students by text message. Official text messages will be sent from 406-501-4300

UNIVERSITY ALCOHOL & DRUG POLICIES

The University's policies on alcohol and drugs are available on the University website: <https://www.umt.edu/campus-life/drugalcohol-policies-and-reports/>.

WELL-BEING SUPPORT

Well-Being Support Coordinators are available to provide one-on-one support sessions addressing non-acute mental health concerns, lead wellness programming and outreach within their college, and offer faculty and staff training on promoting student mental health and well-being. Shortly after the semester starts, the College of Health wellbeing support coach will have office hours in the Skaggs Building room 212. The coach will also have office hours in the Education Building, room 324. Here is [information about wellbeing support coach locations](#) across campus. Students can meet with any coach by visiting this [centralized booking page](#).

NON-DISCRIMINATION & TITLE IX STATEMENT

The University of Montana is committed to providing a learning and working environment that promotes respect, dignity, and equity for all individuals. In accordance with federal and state law, the University does not discriminate—and prohibits discrimination—on the basis of race, religion, color, national or ethnic origin, ancestry, creed, sex (including pregnancy, childbirth, lactation or related medical conditions), gender (including gender identity, gender expression, and gender transition), sexual orientation, physical or mental disability (including having a history of a disability or being regarded as having a disability), marital or family status, genetic characteristics or information, age, veteran or military status, political ideas, or any other legally protected classification in its educational programs and activities, including admission and employment.

To review the University of Montana's Non-Discrimination & Title IX Statement in its entirety or to learn more about UM's equal opportunity and Title IX resources and processes, please visit <https://www.umt.edu/equal-opportunity-title-IX/default.php>.

APPENDIX I
Strategic Plan for 2021-2026
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

University of Montana - College of Health - Skaggs School of Pharmacy

Doctor of Pharmacy Program Competencies and Outcomes
Reviewed October 2025

Doctor of Pharmacy Professional Competencies and Outcomes (from [AACP's COEPA 2022](#))

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

#	Sub-Domain and Description
<u>1.1</u>	Scientific Thinking (Learner): Seek, analyze, integrate, and apply foundational knowledge of medications and pharmacy practice (biomedical; pharmaceutical; social, behavioral, administrative; and clinical sciences; drug classes; and digital health).
<u>2.1</u>	Problem-solving Process (Problem-solver): Use problem-solving and critical thinking skills, along with an innovative mindset, to address challenges and to promote positive change.
<u>2.2</u>	Communication (Communicator): Actively engage, listen, and communicate verbally, nonverbally, and in writing when interacting with or educating an individual, group, or organization.
<u>2.3</u>	Cultural and Structural Humility (Ally): Mitigate health disparities by considering, recognizing, and navigating cultural and structural factors (e.g., social determinants of health, diversity, equity, inclusion, and accessibility) to improve access and health outcomes.
<u>2.4</u>	Person-centered Care (Provider): Provide whole person care to individuals as the medication specialist using the Pharmacists' Patient Care Process.
<u>2.5</u>	Advocacy (Advocate): Promote the best interests of patients and/or the pharmacy profession within healthcare settings and at the community, state, or national level.
<u>2.6</u>	Medication-use Process Stewardship (Steward): Optimize patient healthcare outcomes using human, financial, technological, and physical resources to improve the safety, efficacy, and environmental impact of medication use systems.
<u>2.7</u>	Interprofessional Collaboration (Collaborator): Actively engage and contribute as a healthcare team member by demonstrating core interprofessional competencies.
<u>2.8</u>	Population Health and Wellness (Promoter): Assess factors that influence the health and wellness of a population and develop strategies to address those factors.
<u>2.9</u>	Leadership (Leader): Demonstrate the ability to influence and support the achievement of shared goals on a team, regardless of one's role.
<u>3.1</u>	Self-awareness (Self-aware): Examine, reflect on, and address personal and professional attributes (e.g., knowledge, metacognition, skills, abilities, beliefs, biases, motivation, help-seeking strategies, and emotional intelligence that could enhance or limit growth, development, & professional identity formation.
<u>3.2</u>	Professionalism (Professional): Exhibit attitudes and behaviors that embody a commitment to building and maintaining trust with patients, colleagues, other health care professionals, and society.

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 Services, 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 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 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 agreement will be forwarded to the Director of Student Services, who will retain these agreements and use them to monitor 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 is 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 2026-2027

Roger E. Ackerly Scholarship
Albertsons Community Pharmacy Scholarships
Alkire - Rutherford Scholarship
Allan C. Anderson Scholarship
Brian James Bachmeier Memorial Scholarship
Deane & Laurie Mutch Bell Scholarship
Tom and JoAnne Booth Scholarships
Buck Family Pharmacy Scholarships
Arthur and Clare Carlson
-Pfizer Company Scholarship
-Warner Lambert Scholarship
Sidney J. Coffee Scholarships
Community Hospital of Anaconda
Nathan Dague Memorial Scholarship
Rebecca Deschamps Memorial Scholarship
Dean Forbes Scholarship
Rosanne Gantz Memorial Scholarship
Lyle and Shirley Glascock Scholarship in Pharmacy
Chris and Terri Halko Pharmacy Scholarship
David Hartwig Pharmacy Scholarship
Hultgren Equitably Excellence Scholarship
Grace and John Lawler Pharmacy Scholarship
Montana Pharmacy Association
-Bartlett/Bennett Scholarship
-Stuart Doggett
-Grants-In-Aid Scholarships
-Lori Morin Recognition Scholarship
Frank and Marjorie Pettinato Honorary Scholarship in Pharmacy
Plentywood Drug Independent Pharmacy Scholarship
Poe Family Scholarships in Pharmacy
L.D. (Lud) Polich Scholarship
Stanley Reinhaus Foundation Scholarships
Shaffer Family Scholarship
Skaggs Scholarships - Skaggs Scholars
Carl J. Snyder Scholarship
John F. Stoick Scholarship
Stoll Family Scholarship in Memory of Rudy (Skip) Stoll
William and Helen Sullivan Scholarship
Utterback Independent Pharmacy Scholarship
Marcia Vollmer Pharmacy Scholarship
John Wailes Scholarship
Walgreens Pharmacy Champion Scholarship
Walgreens Multilingual Scholarship
James Wedum Endowment Scholarships

APPENDIX V
Explanation of Required Reflections for P1-P3 Students
(Updated July 2026)

Academic Year (P1-P3) Requirements for Required Reflections

- Due each year by April 30th.
- P1-P3 students are required to complete three (3) reflections each academic year.
 - One (1) reflection must be on a Co-Curricular activity
 - One (1) reflection must be on an interprofessional education (IPE) activity
 - The third reflection can be on either

What are co-curricular activities?

1. Co-curricular activities are activities outside the classroom/curriculum and are not for course credit.
2. They can be planned/organized by the School, school-based organization, groups, individuals, or the community.
3. Try to pick activities in which you are actively participating and not just ones where you are an audience member. The school wants you to have the best chance to develop your professional skills and knowledge.
4. These examples are not co-curricular activities: service-learning projects, extra credit activities, or any paid activities.

What are Interprofessional Education (IPE) activities?

1. IPE activities are when students work/learn with students/professionals from other health professions, like; nursing, occupational therapy, psychology, medicine, public health, etc.
2. Any IPE activity counts for reflections, both within and outside a class.
3. Look for IPE activities in your normal classes for a quick reflection!

One-time exception for paid internships:

A reflection on paid internship experiences may be submitted once during P1-P3 year as a co-curricular experience for students with internship positions. When reporting the submission, indicate it is a “co-curricular” experience.

Location of Required Reflection information:

Lists of potential activities are posted on the School's Current Students webpage under Documents & Links. There are also copies of the information in SharePoint folders that students have access. Please submit your reflections using the following Qualtrics Survey: SSOP Required Reflections Submission Survey. Please note, the Required Reflection information is usually updated by the end of July each year, so it is a good idea to review the information early in the Fall semester. Some edits will occur when necessary, but the general idea of Required Reflections will remain the same.

What's new this year?

P2 and P3 students will see the reflection form has been moved to Qualtrics since last year. The change was completed to make submission easier for students and to make review easier for advisors. Another change involved adjusting the level of entrustment with professional activities to better mirror AACP's COEPA 2022, making the form easier for students.

Why does the School have this requirement?

1. It allows School to record the co-curricular and IPE activities the students participate in each year.
2. It provides a way to plan future activities to develop the skills listed in the ACPE's Standards 2025: 2.1 such as Leadership, Advocacy, and Professionalism. These skills are related to AACP's COEPA 2022.
3. It allows students to discuss their reflections with their advisor during their meetings as part of student professional development.
4. It facilitates self-awareness through reflection on skills students want to enhance and develop further.

Still have questions?

Please contact Dr. David Allen via email (david3.allen@umontana.edu). He is happy to meet with you to review your Required Reflections, or to provide additional information where needed.

Erika Claxton (erika.claxton@umontana.edu) can also assist with questions if Dr. Allen is not available.

Co-Curricular Activities – Main Categories with Examples

(Updated August 2026)

1. School and Campus Committees or Service Groups that Involve Students

Committee or Group	Chair or Contact Person	Length of Service
Admissions Committee	Sherrill Brown	Appointment for one year
Assessment Committee	Staci Hemmer	Appointment runs P1-P4 years
Curriculum Committee	Katie Holick	Appointment runs P1-P4 years
Student Leadership Group	Mate Fete	Appointment runs P1-P4 years
Student Evaluation Committee	David Shepherd (BMED) Kendra Procacci (Practice)	Appointment runs P1-P3 years
Faculty Evaluation Committee	Watch for requests via email	Appointment for one year
Faculty Search Committees	Watch for requests via email	Appointment for one search (<1yr)
Montana Pharmacy Association Representative	Current MPA President	Varies – usually P1-P3

2. Activities that support the School

Activity or Event	Contact Person	Length of Service
Recruitment events	Erika Claxton or Rachael Zins	One day per event
Admissions Zoom Interviews	Sherrill Brown / Erika Claxton	One day plus training
School Tutoring programs	Respond to requests for tutors	Variable
Mentor/advice P1 students	Erika Claxton	One year, during P3 year
Fundraising events	Various	Per event
Assist with graduation ceremony	Erika Claxton	May
Assist with Accreditation Self-Study (every 6-8 years, next AY:26/27)	David Allen	One year
Participate in student panels for external visitors or evaluators	Respond to requests for participation	Per event (e.g., External Advisory Board, ACPE Site visit)

3. Community events offered through the School (appropriate preparation or training may be required)

Event	Contact Person	Length of Service
IPHARM health screening event (look for requests from Haley Cote)	Haley Cote	Per event plus training
American Indian Health & Wellness Events	Cherith Smith	Per event
Vaccination events (Flu, COVID)	Respond to requests for help	Usually Fall semester for flu shots: other shots could be at other times
PHAR 506: Guest Lectures on Pharmacy Management Topics (Option for P1 and P2 students. P3s are not allowed to use these for reflections.)	David Allen	80 minutes (Mon/Thur 8-9:20 in the Spring semester)

4. Co-Curricular Activities Offered through Student Organizations
(examples of possible events – note: some events may not be offered every year)

Group (Faculty Advisor)	Co-Curricular Activity	Fall	Spring
ACCP			
ACCP (Ian McGrane)	Clinical Practitioners round table		X
	Clinical Pharmacist presentations	X	X
APhA ASP			
APhA-ASP (Jenner Minto)	Operations Events	X	X
	Regional Meetings planning and hosting	X	
	Fundraising Events	X	X
Kappa Epsilon			
Kappa Epsilon (Sherrill Brown)			
	Breast Brunch and CE program		X
	Breakthrough Type 1 Diabetes fundraiser		X
	Fundraising Events	X	X
Kappa Psi			
Kappa Psi (Erica Woodahl)	Boys and Girls Club (Dodgeball)	X	X
	Highway Cleanup (varies by year)	X	X
	Community Health Fair	X	
	American Cancer Society Relay-for-Life		X
	Trick-or-Eat for Poverello Center (Donate Food at Halloween)	X	
	Adopt-a-Family (Thanksgiving, Christmas)	X	
	Make-a-Wish Foundation	X	
	Breakthrough Type 1 Diabetes Pint Night (fundraiser)		X
	Breakthrough Type 1 Diabetes Walk		X
	Bingo at the Village Senior Center	X	X
	Poverello Center clothing and toiletries drive		
	Faculty Appreciation Breakfast		X
NCPA			
NCPA (Rachael Zins)			
	Pharmacy Cookie Distribution to Community Pharmacies	X	
	Mental Health First Aid Training/QPR		X
Rho Chi Honor Society			
Rho Chi (David Allen)	Fundraising Events	X	X
	Tutoring / study JAM for pharmacy students	X	X
	Red Cross Blood Drive	X	

Interprofessional Education Activities (IPEs) for P1 – P3 Students

(Updated August 2026)

We are identifying IPE experiences that are embedded in required courses as well as those that occur in elective courses or as optional activities. The items in the list may change, but we will seek to provide at least one embedded IPE experience each semester within a required course. Fourth-year students will meet the IPE requirements through their APPE experiences.

REQUIRED IPE activities embedded into required courses			
Activity	P1 Year	P2 Year	P3 Year
PHAR 300: Interprofessional lecture (Minto)	Fall		
MTGEC IPE Fall Seminar for P1 Students (PHAR 371, Katie Holick)	Friday, TBA 1-4pm		
PHAR 310: Health Professions guest speakers (Rachael Zins)	Spring		
PHAR 311: Teams and Interprofessional Teams (David Allen)	Spring		
PHAR 324 Naturopathic Medicine Guest Speakers (David Shepherd)	Fall		
PHAR 480: if part of Community IPPE Rotation* (Jenner Minto)	Summer	Summer	
PHAR 412: PT/Pharm IPPE Activity (Cherith Smith)		Spring	
PHAR 460: Assistive Devices with PT (Rachael Zins)		Fall	
PHAR 460: Aphasia Communication with SLP (Rachael Zins)		Fall	
PHAR 481: if part of Hospital IPPE Rotation* (Staci Hemmer)		Summer	Summer
PHAR 505: Interprofessional guest speakers (Kim Madson)			Fall
PHAR 506: Behavioral Health guest speaker (David Allen)			Early Spring
PHAR 563: SIMS lab (Kim Madson and Jenner Minto)			Possibly in Spring
MTGEC IPE Spring Seminar for P3s (PHAR 563, Kim Madson)			Friday, TBA 1-4pm

OPTIONAL Interprofessional education activities offered outside of the classroom or in elective courses		
	Fall	Spring
AHHS 470 (Friday Morning Medical Conference)	X	X
Simulations (invitations from other programs)	X	X
Screening clinics in the lobby with PT	X	X
AHHS 389 (Recent Updates in Clinical Medicine)		X

*NOTE: Students may claim time spent in interprofessional patient care activities during their Community IPPEs (PHAR 480) and Hospital IPPEs (PHAR 481). The hours should represent only those hours of interprofessional work. Because these are also part of the experiential program, all students will have to complete reporting requirements for the experiential program regardless of whether they claim an interprofessional activity time.

APPENDIX VI TECHNICAL STANDARDS

Technical Standards for Admission to and Continuation in the University of Montana Skaggs School of Pharmacy Doctor of Pharmacy Program

The mission of the Skaggs School of Pharmacy (SSOP) is to prepare graduates to be highly skilled scientists, educators, and patient-centered health care providers. The following technical standards describe the non-academic qualifications required in addition to academic performance that the school considers essential for admission to, and continuation in, the Doctor of Pharmacy (Pharm.D.) program to ensure our students/graduates are practice-ready upon graduation.

Role of Technical Standard

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

How Technical Standards Are Applied at the University of Montana Skaggs School of Pharmacy

1. *Request for accommodation*

The University of Montana (UM) SSOP is committed to helping students by reasonable means or accommodations to complete the course of study leading to the Pharm.D. 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. Applicants and continuing students must have a documented disabling condition in order to request reasonable accommodation. Accommodation requests can be made through the Office for Disability Equity. (<https://www.umt.edu/disability/>).

2. *Expectation to maintain and demonstrate technical standards*

Throughout the Doctor of 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 introductory and advanced pharmacy practice experiences (IPPEs/APPEs). Students who fail to demonstrate the technical standards while in the program will be evaluated by the SSOP Progression Committee 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 to the program 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. Progression toward graduation requires successful performance of the academic requirements as described in the Student Handbook. The SSOP reserves the right to refuse admission to any applicant who cannot meet the SSOP Technical Standards with or without reasonable accommodations. This right to rescind admission applies in cases where reasonable accommodations cannot be provided, would result in a fundamental alteration to the technical standards, or would compromise patient care or the safety of the prospective and/or currently enrolled students.

Technical Standards

Candidates for the Pharm.D. degree program as well as continuing Doctor of Pharmacy students must be able to perform the essential functions in each of the following categories: Observation, Communication, Motor, Intellectual, and Professional/Behavioral/Social. The term “students” refers to both candidates and continuing students.

Observation:

Observation necessitates the effective use of visual, auditory, and somatic senses. Candidates and students must have sufficient abilities to be able to observe and participate in lectures, demonstrations, experiments, laboratory exercises, practice-based activities, and written or practical examinations/assessments. They must be able to observe a patient accurately at a distance and close at hand, including performing physical assessments.

Communication:

Communication includes speech, reading, writing, hearing, and computer literacy. All candidates and students must be able to communicate effectively and sensitively with faculty and staff, patients, their caregivers and/or partners, and members of the healthcare team. As appropriate for each stage of their education, student pharmacists must communicate effectively and efficiently in oral and written English; and have the proper use and recognition of implicit information and be able to distinguish it from explicit. They must be capable of completing professional communication activities in a timely manner and adjusting spoken or written communication approaches to match the needs of the recipient (person or audience). They must also apply cultural humility in conversation in a way that genuinely attempts to understand a person's identities related to race and ethnicity, gender, sexual orientation, socioeconomic status, beliefs and values, education, social needs, and others utilizing the ongoing process of self-exploration, self-reflection and critique.

Motor Skills:

A student must have sufficient motor function to perform basic tasks involved in the training for and practice of pharmacy, including, but not limited to, executing all aspects of processing drug orders such as operating a keyboard, dispensing all types of dosage forms, and safe and aseptic handling as well as accurate dosing of sterile preparations. They must have the skills to draw up

medication in syringes and administer injections (e.g., immunizations, insulins, monoclonal antibodies), perform point of care testing, and perform physical assessment (e.g., blood pressure, heart rate, diabetic foot exam). A student must also 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.

Intellectual, Conceptual, Integrative, and Quantitative Abilities:

As appropriate for each stage of their education, student pharmacists must have the cognitive ability to be able to learn and process large volumes of information through a variety of modalities and must be able to perform successfully in a variety learning environments (didactic, laboratory, simulation and experiential). Students must be able to process information and demonstrate the ability to read, reason, comprehend, recall, measure, calculate, integrate, analyze, memorize, organize, synthesize and evaluate complex material and accurately report information. In order to appreciate experiences in the laboratory, classroom, and practice settings, the student must perceive and understand visual-spatial relationship structures and three-dimensional relationships. Additionally, students must be able to develop and employ critical thinking, problem-solving, and evidence-based decision-making skills and appropriately apply these skills to pharmacy practice demonstrating good judgment in patient care and assessment and possess effective and efficient learning techniques and habits that allow mastery of the pharmacy curriculum. Lastly, they should be committed to life-long learning.

Professional, Behavioral and Social Attributes:

Students must understand the legal and ethical aspects of the practice of pharmacy and function within the guidelines established by the law and by the ethical standards of the pharmacy profession. Students must exhibit behaviors and attitudes appropriate for a healthcare professional and demonstrate the social skills required to function effectively in the classroom, laboratories, and clinical settings as well as in activities that are part of the curriculum and co-curriculum. Students must demonstrate professional demeanor and behavior; empathy, integrity, honesty, concern for others, kindness, patience, interest and motivation are all personal qualities that are required. They should have the ability to give and receive constructive criticism and work in teams. Students must also be of sufficient emotional and mental health to utilize fully their intellectual ability, exercise good judgment, relate to others, and utilize appropriate coping skills in managing the stress of a rigorous academic and professional career. In the event of deteriorating function, students must be willing to acknowledge the situation and seek professional help before it poses danger to themselves or others.

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 (PharmD) students in the Skaggs School of Pharmacy (SSOP). Society expects that all health care professionals will provide a high level of professional care, and this policy establishes demonstrated professionalism as an academic graduation requirement for the PharmD 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 PharmD 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 communication.
 - 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 SSOP 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 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. Ensure appropriate use of prescription drugs, nonprescription drugs or other substances.
 - 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 the abilities of conflict resolution.
 - b. Formulate constructive evaluation of others' performance.
 - c. Display a 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 SSOP.
 - b. Maintain dress appropriate and functional for classroom, laboratory, clinical and professional settings.
 - c. Maintain personal hygiene and grooming appropriate to the academic or professional environment.
- 14. SSOP 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 PharmD program. Failure to meet these standards will result in disciplinary action up to, and including, dismissal.

Professionalism and Professional Conduct Procedures

These procedures establish guidelines 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 to both 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 SSOP has a Progression Committee that is responsible for investigating alleged breaches of professional behavior and recommending appropriate corrective measures. If the alleged behavior may violate the UM Student Code of Conduct (including both general misconduct and academic misconduct), then those matters would be adjudicated as outlined in the UM Student Code of Conduct.

Faculty observation

When a faculty member observes a student's 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 and will notify the Progression Committee as well as the Director of Student Services.

If the faculty member is unwilling or unable to contact the student directly, the matter should be referred directly to the Progression Committee. If the faculty member observing the inappropriate behavior believes that a student has committed a serious 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.

Alternatively, if after discussing the issue with the student the faculty member feels that a satisfactory resolution has not been reached, he or she will notify the Progression Committee 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 Progression Committee may require remedial action for the student, e.g. probationary status, mandated counseling, or the development of a corrective plan by the appropriate offices.

Prior to instituting remedial action, the Progression Committee will notify the Director of Student Services and the Dean in writing of the nature of the incident and the corrective steps recommended. The Director and Dean will review the incident and the steps recommended by the Progression Committee to ensure that policies have been followed and that the rights and due process of all parties involved have been preserved. The Progression Committee'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 Progression Committee's recommendation, the Dean shall discuss the issue with the Progression Committee to determine an appropriate course of action. The determination of the Dean shall be final within the School of Pharmacy.

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 Progression Committee or the Director of 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 to report any observations related to professional conduct.

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 SSOP 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 of 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 of Student Services or the Dean. Any complaint against a faculty member will be addressed in accordance with the Collective Bargaining Agreement Student Complaint Procedure (<https://www.umont.edu/provost/students/concerns/MUSComplaintProcess.php>).

Right of appeal

Students who feel that a disciplinary action taken against them by the SSOP is not warranted or appropriate may appeal that decision to the Dean. The Dean shall make the final decision at the School level regarding the disciplinary action.

Students who feel that the appeal decision of the Dean is not warranted or appropriate have the right to 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 oneself

- 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 student 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.

Developed and adopted by the American Pharmacists Association Academy of Students of Pharmacy

APPENDIX X

Basic Reference Format

*****NOTE: 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 (Skaggs 219). There are, however, some exceptions. *This document takes precedence over the AMA Manual of Style, 11th ed.*

- **Do not italicize the titles of journals or books.**

References are listed in the order in which 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 (i.e., after the period). 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 a 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."

Journal Articles:

****NOTE: Use the Cite button on PubMed for easy citation formatting. Just make sure you use the AMA Format (dropdown box for format styles) then Copy.**

****NOTE: The period after the journal abbreviation is optional. But do not use periods inside the journal abbreviation (for example: Br J Cancer. but NOT Br. J. Cancer.)**

1. List all authors unless there are more than six. If there are more than six authors, list the first three, then use “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.

Stratta P, de Cataldo S, Bonanni R, Valenti M, Masedu F, Rossi A. Mental health in L'Aquila after the earthquake. Ann Ist Super Sanita. 2012;48(2):132-137.

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

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.

4. 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.

5. 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

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

Example:

Travlos DV, Baumgartner JL, Rouse M, Wadelin JW, Vlasses PH. Forty Years of ACPE CPE Accreditation. Am J Pharm Educ 2017;81(9):5998.

7. 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

8. 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 BOOK:** 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 web address.**

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

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 web address, right-click, and select "Remove Hyperlink." This will make the web address appear (and print) in black without underlining.

Example:

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

5. Break a web address that goes to another line after a slash or before a period. Do not insert (or allow your computer 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 web address 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® and UpToDate® Lexidrug™, use the following format to cite the entire database (if use multiple monographs):**

Name of database. Name of main database (either UpToDate Lexidrug or Facts and Comparisons). Publisher name. Website. Accessed [date].

*****Please make sure you use the correct database title!! Database titles are on the Search Results page for UpToDate® Lexidrug™ (in bold above the links).***

Examples:

Drug Facts and Comparisons. Facts and Comparisons. UpToDate Inc. <https://fco.factsandcomparisons.com>. Accessed April 16, 2024.

Geriatric Lexi-Drugs. UpToDate Inc. <https://online.lexi.com>. Accessed April 16, 2024.

For an individual monograph, use this format:

Name of monograph. *Name of database.* UpToDate Lexidrug. UpToDate, Inc. <https://online.lexi.com>. Accessed [date].

Examples:

Minoxidil Oral. *Drug Facts and Comparisons.* Facts and Comparisons. UpToDate Inc. <https://fco.factsandcomparisons.com>. Accessed March 28, 2024.

Amoxicillin. *Lexi-Drugs.* UpToDate Lexidrug. UpToDate Inc. <https://online.lexi.com>. Accessed March 28, 2024.

- 2. For NatMed Pro (formerly Natural Medicines), use this format (do not use entire web address):**

Therapeutic Research Center. Name of document. [NatMed website]. (publication date). Available at: <https://naturalmedicines.therapeuticresearch.com/>. Accessed [date].

****NOTE:** The publication date is at the bottom of the monograph. Use the date of the last update.

Example:

Therapeutic Research Center. Cannabis. [NatMed website]. May 13, 2026. NatMed website. Accessed May 13, 2026. <https://naturalmedicines.therapeuticresearch.com/>

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

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

Example:

Managing Beta-Lactam Allergies. Pharmacist's Letter 2023 May. Clinical Resource #390503. Accessed May 23, 2023. <https://pharmacist.therapeuticresearch.com/>

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

Merative Micromedex. Merative. Ann Arbor, MI. Accessed [date].
<https://www.micromedexsolutions.com/>

For an individual monograph, use this format:

Name of Monograph. Merative Micromedex. Merative. Ann Arbor, MI. Accessed [date].
<https://www.micromedexsolutions.com/>

Example:

Entanercept. Merative Micromedex. Merative. Ann Arbor, MI. Accessed August 24, 2016.
<http://www.micromedexsolutions.com>

5. For Clinical Pharmacology, refer to this website: <https://tinyurl.com/2p8pxw5z>

For the entire database, use this format:

Clinical Pharmacology powered by ClinicalKey. Philadelphia (PA): Elsevier. insert current year of copyright- [insert cited date]. Available from: <http://www.clinicalkey.com>.

Example:

Clinical Pharmacology powered by ClinicalKey. Philadelphia (PA): Elsevier. c2021- [cited 2021 April 4]. Available from: <http://www.clinicalkey.com>.

6. For UpToDate, use the following format:

Author. Title of Article. In: UpToDate, Connor RF (Ed), Wolters Kluwer. (Accessed [date]).

Example:

Friedman LS. Approach to the patient with abnormal liver biochemical and function tests. In: UpToDate, Connor RF (Ed), Wolters Kluwer. (Accessed March 8, 2023.)

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.

Examples:

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

UpToDate Lexidrug/Amoxicillin. UpToDate Lexidrug app. UpToDate Inc. Version 8.2.0. Accessed March 28, 2024.

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:

Good Neighbor Pharmacy and COVID-19. Pharmacy Focus podcast. Pharmacy Times. July 10, 2020. <https://www.pharmacytimes.com/view/pharmacy-focus-episode-1-good-neighbor-pharmacy-and-covid-19>

5. AI program format: Name of program. Version. Publisher. Accessed date. Web address
*** Note:** Version is the date used for that entry. Different reference entries are required for prompts used on different days (can cite once for multiple prompts on same day).

Example:

ChatGPT. Version March 14. OpenAI. Accessed March 14, 2023. <https://chat.openai.com/>

APPENDIX XI

PHARMACY STUDENT EXPECTATIONS & 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, manufacture, 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 regardless of setting.
5. Violate the 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) The Director of Student Services, or his/her appointee, shall investigate the allegations and will meet with the student about the allegations.
- (3) 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, Progression Committee, Dean)
- (4) If the student is not satisfied with the action, he/she may appeal the decision. Written notice of intent to appeal must be submitted to the appropriate committee/person within 10 working days of receiving the decision.
- (5) 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 they have read and understand the Pharmacy Student Conduct Code. These signed acknowledgements will be submitted to the Office of Student Services.

I have read and understand the Pharmacy Student Expectations.
I have read and understand the current (2026-2027) Student Handbook.

Name (print)

Signature

Date