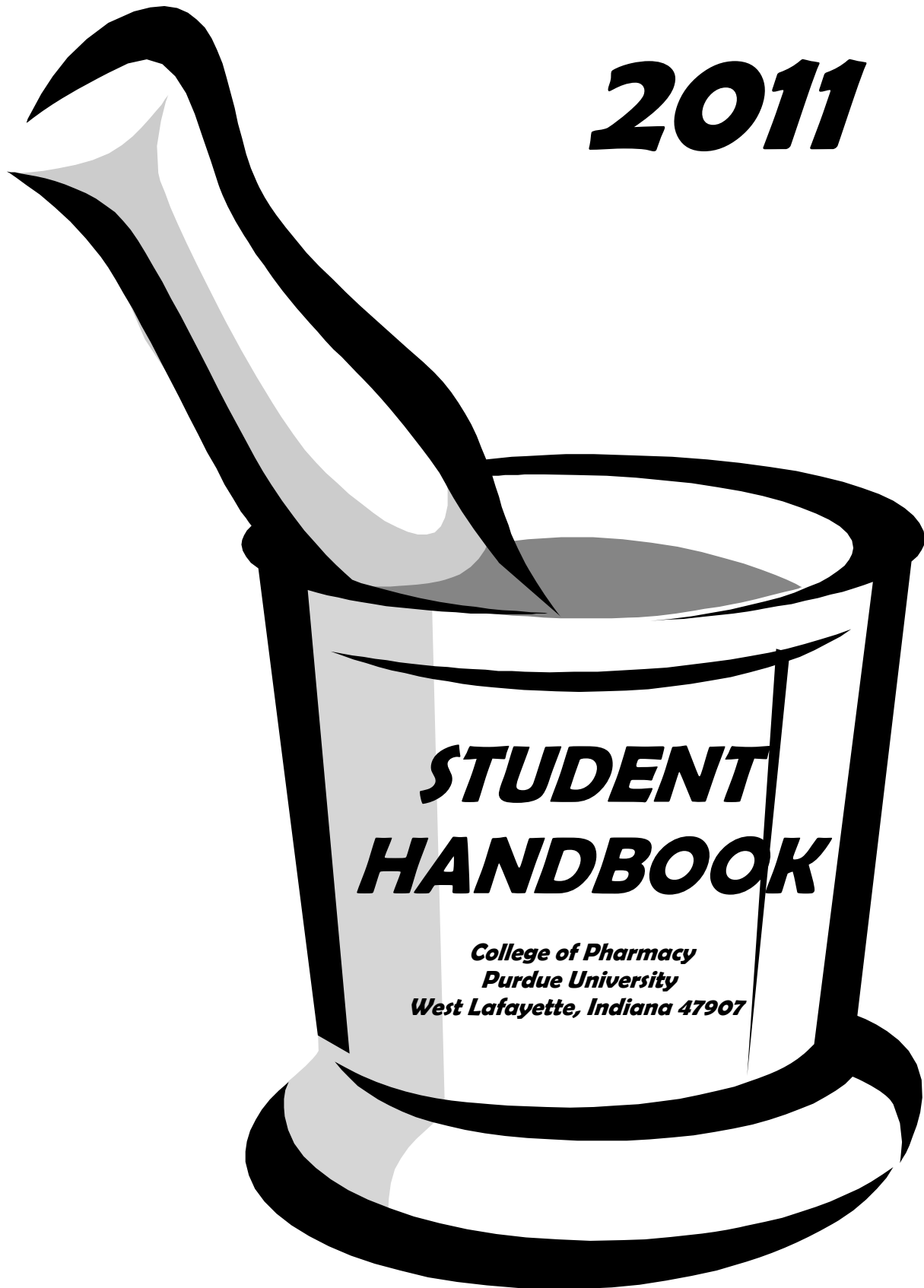


**2011**



***STUDENT  
HANDBOOK***

*College of Pharmacy  
Purdue University  
West Lafayette, Indiana 47907*

## **INTRODUCTION**

**The profession of pharmacy plays a vital role in serving the health needs of the American people. Pharmacists are the most accessible members of the health care team for the public and are authorities on drugs and their use. With authority comes responsibility, and the goal of our faculty is to help you become a responsible pharmacist. Students enrolled in the pharmaceutical sciences program are expected to demonstrate a similar level of personal responsibility.**

**This handbook is intended as a welcome to the College of Pharmacy for new students and as a source of information for the Student body about major policies and procedures within the College. It informs you of our philosophy and defines the rules that guide our actions. We ask your cooperation by becoming familiar with the contents of the handbook.**

**Faculty and students form a partnership. They work together in a structured program to produce a finished product that each partner wants - a competent, responsible, and caring pharmacist or pharmaceutical scientist. The Handbook contains guidelines for making this partnership optimally beneficial to you. We hope that you will use this book and benefit from it.**

**Holly L. Mason, Ph.D.  
Senior Associate Dean**

*The information contained in this handbook is subject to change as a result of action by federal and/or state governments, the trustees of Purdue University, and the administration of Purdue University. Questions concerning the contents of this document should be directed to Dr. Mason, the Senior Associate Dean.*



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## **STUDENT ETHICS AND CONDUCT\***

The faculty of our college has approved a number of outcome abilities which we expect each student to master as they proceed through our program. One of the most important is the responsible use of values and ethical principles. The student is expected to demonstrate sensitivity to and facility with personal values and ethical principles in professional and social contexts. Most students come into our program with a well developed value system that is further fine-tuned as they grow through their college experience in general and their professional education in particular. As a result, there is little emphasis on disciplinary procedures. However, there are certain behaviors, such as dishonesty and substance abuse, which cannot be tolerated and which do receive swift and decisive attention. These actions are not publicized and therefore not widely known because we expect growth and learning to occur so that these behaviors will not be repeated. So that there is no ambiguity with regard to unprofessional and unacceptable behaviors, our disciplinary policies with regard to specific problems are presented in some detail.

### **Professionalism Standards**

The foremost privilege and responsibility of the profession of pharmacy is to selflessly serve humanity and to promote the public health and welfare. Given such important privilege and responsibility, pharmacy students are expected to present and conduct themselves in a manner commensurate with a health care professional. Students in the professional program and pharmaceutical sciences must realize the standards for professional and ethical conduct are higher than for the student body, in general. Unprofessional conduct includes engaging in any activity that is disruptive or threatening to other students, that inhibits or diminishes the opportunity for other students to learn in the classroom, or that result in an unfair advantage/disadvantage for a student (i.e., academic dishonesty). Failure to adhere to and report unprofessional and unethical behaviors tarnishes the reputation of the entire student body, the College of Pharmacy, and the University. The Professional Activity Observation Report form is intended to document both outstanding and deficient professional behaviors (see p. 12 - 13).

Students in the professional program should not only demonstrate appropriate professional and ethical behaviors but should also expect such behaviors from fellow students. As it is the responsibility of pharmacists in practice to adhere to standards of practice, requirements of the law, and to report unprofessional, unethical, or unlawful behaviors, it is the responsibility of students in a professional program to report suspicious actions or behaviors to the proper course or college authorities. Students in the pharmaceutical sciences program are expected to adhere to these same standards. Students who observe unprofessional or unethical (cheating) behaviors or incidents are encouraged, if appropriate, to address the situation directly with the fellow student. If the student does not feel comfortable dealing with the situation personally, the student is encouraged to report the conduct or behavior to the course director or the Senior Associate Dean. These conversations are considered confidential with the student's identity remaining anonymous.

### **Classroom Conduct and Dress**

Professional conduct, dress, classroom behavior, and respect are expected in all courses in the curriculum. "Disruptive behavior" in the classroom is defined as repeated, continuous, or multiple student behaviors that prevent an instructor from teaching and/or prevent students from learning. Although situations of disruptive behavior are rare in the College of Pharmacy, situations do exist that can distract from the learning environment. Students are expected to be courteous, considerate, and respectful of others and in their seats and ready for class to begin at the appointed time.

Students should respect other students and faculty by not talking or engaging in other activities that might disrupt the class. Students arriving late to class or who must leave early often disrupt both faculty and fellow students. If space permits, the last row of seats in the lecture room will be reserved for those students who either arrive late to class or must leave early (adhering to this policy with help to minimize classroom disruptions). Any student under the influence of any intoxicating substance should not attend class as this condition has historically increased the risk of disruptive behaviors in the classroom and also places the student at great risk for severe punitive action. Any occurrence of unprofessional conduct will result in the student's immediate removal from the classroom and may result in additional penalties, up to a failing grade in the course, and referral to the Senior Associate Dean for further action.

Although acceptable dress for students in a classroom is much more casual than would be expected in a patient care environment, students are reminded the expectations are higher than those set for entering freshman. **This is especially the case when outside speakers are invited into the classroom (*business casual attire is suggested*)**. Students should use good judgment and when selecting attire to wear to class. Hats should NOT be worn during class and any clothing with printed material on it should be in good taste.

### **Abusive Criticism**

The manner in which students express criticisms, problems, or suggestions regarding the curriculum, individual courses, or instructors has sometimes been a concern. The expression of criticism or problems, either in person or via e-mail, through the use of abusive language or disruptive behavior directed toward a class or an instructor is inconsistent with the demeanor aspiring professionals should be seeking to develop. The faculty is open to receiving and responding to constructive suggestions and students are encouraged to bring up issues utilizing the appropriate channels. Concerns about aspects of a particular course should be directed to the appropriate faculty member at a mutually agreeable time and place. These matters should be addressed in person, not via e-mail. Students are encouraged to utilize their representatives to the Pharmacy Student Council to address those issues of interest to the entire class or student body. The Senior Associate Dean is also willing to meet with any student to discuss concerns about the curriculum, individual courses or instructors.

### **Awareness of and Respect for Diversity**

Purdue University's College of Pharmacy supports an environment wherein individuals (students, staff, faculty, guests) can work as partners in achieving goals. While in college for didactic learning or on experiential rotations, it is expected students will act in a manner that is guided by the respect for other students, faculty, patients, and health care professionals who may have differences that include (but are not limited to) the following: religious beliefs and practices, nontraditional medical beliefs and practices, socioeconomic status, sexual orientation, ethnicity, language, physical and emotional disabilities, racial background, intellectual capabilities, age, and cultural background.

Respect is demonstrated by being considerate, courteous, and professional, and by maintaining confidentiality of patient information.

### **Academic Dishonesty**

Academic honesty is an expectation of students in the College. Experience has shown that a few students in the College of Pharmacy display unprofessional behaviors and/or become involved in academic dishonesty, particularly on tests, but also in the preparation of various types of reports and homework assignments. **Dishonesty will not be tolerated and appropriate punitive actions will be enforced.** Dishonesty includes, but is not limited to, (1) plagiarism: using another's words, ideas,

or paraphrases and implying that they are your own [the exact duplication of printed material from journal or text, without the use of quotation marks and appropriate reference to the author]; (2) cheating; using hidden notes or examining another person's responses in order to answer questions on a quiz or test; (3) ringers: having another person fulfill your assignment (e.g., lab, quiz, or text); (4) using non-allowed references or aids during on-line quizzes.

Learning and understanding are facilitated by exploring subjects together. Several minds grappling with a difficult concept or complex material can often produce a deeper understanding in each of those minds. Students are encouraged to form study groups and ask each other questions. The assignments students turn in must be his/her own work and should reflect the problem-solving and written communications skills of the individual student. Students have a responsibility to help enforce honesty standards in the College. Students are urged to talk with their instructors and the Senior Associate Dean on a confidential basis regarding cases of suspected dishonesty.

Since the degree of academic dishonesty can vary from case to case, such as "wandering eyes" to the premeditated preparation and use of detailed crib notes, it is difficult to be specific about penalties imposed. In general, a first offense will result in actions ranging from failure of a particular examination or assignment to failure of the course. A second offense within the college will almost always result in dismissal from the college. All offenses will be reported to the Senior Associate Dean and typically to the University Office of the Dean of Students. Penalties are not imposed arbitrarily but only after a careful investigation, including a private hearing with the offender, of all the facts in the case. It is important for each student to understand the philosophy and current practices within the College to deal with academic dishonesty in a positive, clear and comprehensive manner. The underlying goal of this philosophy and the current practice is to encourage the very best learning and professional growth among each student in the College of Pharmacy. The following section outlines the specific academic dishonesty guidelines and procedures used within the College.

### **Academic Dishonesty Guidelines and Procedures Used Within the College of Pharmacy**

The philosophy, guidelines and procedures for deterring academic dishonesty and for dealing with alleged incidences of academic dishonesty within the College of Pharmacy follow very closely the Dean of Students brochure on this subject (prepared in 1994 by Assoc. Dean Stephen Akers). The College and Faculty subscribe to the principle that students come to Purdue University and apply for admission to the College of Pharmacy in order to acquire an education that involves growth in effectiveness and efficiency within their academic and personal development pursuits. The learning and assessment activities associated with courses in the curriculum are designed to foster this type of growth. Toward that end the faculty has adopted specific foundational abilities and professional abilities that represent goals of the Pharmacy curriculum. These outcome ability goals become the purposes of the learning and assessment assignments and activities within the curriculum

One proactive feature of this philosophy is to make a clear distinction for students between:

1. What constitutes appropriate collaboration activity and use of informational resources as strategies for learning and growth, and
2. What constitutes inappropriate collaboration and use of information resources as a means to circumvent the goals of a particular learning or assessment activity?

The Dean of Students Academic Dishonesty brochure spells out various types of inappropriate behavior in this regard, such as: copying, giving or receiving answers during an exam or quiz, altering answers on a scored test and submitting it for regrade, plagiarizing in written papers, collaborating on assignments when not allowed in the assignment procedure, fabricating data. These

are clear examples of academic dishonesty to be noted, prevented and dealt with decisively if they occur. As a guide to help students make sound judgments about their participating in the learning and assessment activities of courses (i.e. to deter overt and inadvertent academic dishonesty), each course syllabus spells out the policy of that course on academic dishonesty and how it will be dealt with in the course. Course instructors follow the guidelines in the Dean of Students Academic Dishonesty brochure as a means to prevent, to monitor for, and to deal proactively with suspected and confirmed incidences. Penalties, as outlined in the course syllabus, are levied for confirmed or admitted cases of academic dishonesty.

As a health profession program, the College of Pharmacy has a responsibility to attest to professional licensing boards in pharmacy concerning not only the professional preparedness, but also the professional character of each pharmacy graduate who applies for professional licensure. To help fulfill this responsibility, the College of Pharmacy has adopted a centralized process for monitoring and acting on cases of student unprofessional behavior. The procedure is designed to be instructive to students in the event of a first offense, but also to provide a significant deterrent to a second offense (i.e. being the basis for dismissal from the professional program). Specifically in the case of academic dishonesty, an incident in a given course is dealt with first at the course level and then is reported to the office of the Senior Associate Dean (who, in turn, may inform the University Dean of Students office). The Senior Associate Dean invites the student to meet personally with him/her. This is sometimes done in the company of a third person (generally the course instructor, but in some instances, the student's academic advisor). For the first offense the discussion with the Senior Associate Dean focuses on:

1. What led to the dishonest action?
2. The importance of accepting responsibility for the poor judgment and the course penalty
3. What has been learned by the student from the incident and follow-up process?
4. The reason for keeping a central, confidential record of the incident in the Senior Associate Dean's file.

The discussion emphasizes that the first indiscretion is now behind the student and the penalty paid. The student is not marked as a cheater, but rather is given a second opportunity to move forward in the curriculum and in his/her personal growth. The student is informed, however, that an added incentive not to succumb to the temptation of a second incident of academic dishonesty is the confidential record of the first incident kept in the Senior Associate Dean's files. This confidential record is not part of the student's academic file. If no further incidents are reported to the Senior Associate Dean, then upon graduation this confidential file on the student is destroyed. The meeting concludes with the Senior Associate Dean being assured the student understands the positive purposes of these procedures for the student's growth and for the College's responsibility in being able to attest to student's professional character.

*A document of current philosophy and practices - Prepared by Robert Chalmers, June 15, 1998; reaffirmed as modified by Senior Associate Dean Holly L. Mason, July 2007.*

### **Misuse of Controlled Drug Substances**

Perhaps the most serious offense with which pharmacy students may be tempted is the misuse of controlled drugs. The faculty views the admitted or proven personal misuse of such drugs and/or their transmittal or sale to other individuals, as cause for immediate dismissal from the professional program. Since it would obviously be impossible for us to certify such individuals as being morally and ethically competent to practice the profession, no reason exists for such students to continue in the pharmacy program. While it may be possible for the offender to continue at Purdue or to be readmitted to the

University following suspension for one or more terms, depending upon the exact nature of the offense, he/she will not be permitted to continue the course of study in this College (see policy on chemically dependent students). Thus abuse of drugs in any form must also be totally avoided by those desirous of becoming pharmacists.

### **Misuse of Alcohol**

Alcoholic beverages are legal for persons over 21 years of age, but as is understood by health professionals and society-at-large, alcohol is also a drug. If misused, it can cause untold harm in terms of accidents, accidental death, and alcoholism for persons susceptible to this disease. Responsible use of alcohol is a principle stressed within our College for the benefit of our students and the profession we are preparing students to enter. Under age drinking, peer pressure to encourage drinking, drinking games, drinking and driving are all problems and potential problems for which we encourage positive leadership among pharmacy students. Misuse of alcohol is a national problem that has presented increasing liability concerns for university campus organizations. Each of our College's professional fraternities has specific policies in place to discourage the misuse of alcohol. Another serious problem is an individual who is prone to excessive drinking from habit, peer pressure or the disease of alcoholism. Help is now essential for these individuals. The College of Pharmacy has a positive, confidential process for assisting students who have a problem or are suspected of having an alcohol drinking problem (see following policy on chemically dependent students). Let the Dean's Office know if you or a classmate appears to need this kind of help.

### **Policy on Chemically Dependent Pharmacy Students**

The Purdue University College of Pharmacy ("Purdue") recognizes chemical dependency, defined as physical or psychological dependency to alcohol, prescription drugs, or illicit drugs, as a disease that can affect anyone, including pharmacy students. Purdue also recognizes that students suffering from a chemical dependency are reluctant to seek treatment due to fear of losing their professional standing in the Purdue academic program. To address these concerns, this policy is being implemented to protect students and the public by providing a confidential means for chemically dependent pharmacy students to obtain treatment while continuing their Purdue education.

When evidence is found that a chemical dependency may exist, as defined on appendix A, students may seek assistance themselves or be confidentially referred for a chemical dependency evaluation, by a peer, administrator, or law enforcement. The referral will be confidentially reviewed by the Senior Associate Dean or a designated faculty member who will meet with the student and determine whether an evaluation by a chemical dependency healthcare provider is necessary. Denial and refusal of the evaluation or treatment when chemical dependency has been determined may result in expulsion from Purdue. A chemically dependent student who agrees to fully comply with recommended treatment will be referred to the Indiana Pharmacist Recovery Network, Inc. (PRN) for assistance and maintenance of the student's treatment. During treatment, Purdue will make reasonable efforts to assist in maintaining the student's academic responsibilities, provided that the student fully complies with all requirements of the treatment program.

During treatment, the student may be required to sign a contract with PRN that would be effective for the remainder of the student's education and after graduation as determined by PRN. Random urine or serum samples may be required as part of the PRN recovery agreement. Compliance with PRN's requirements, along with maintaining Purdue's academic and ethical standards, will entitle the student to proceed in Purdue's professional pharmacy program.

This policy is intended to provide chemically dependent Purdue pharmacy students the opportunity to complete the Purdue professional pharmacy program without penalty, provided the student satisfies the requirements stated herein.

### **APPENDIX A:**

Purdue pharmacy students that display the following behaviors may be referred for a chemical dependency evaluation:

*Continued or Repeated...*

- Behavior conflicts with their own personal values
- Declining study or work performance
- Poor interpersonal relations
- Marked changes in study patterns
- Diminishing lifestyle
- Defensive behavior such as withdrawal, blame, denial, hostility, aggression, grandiosity, etc.
- Legal difficulties concerning substance abuse
- Absenteeism
  - Excessive absences for “illness”
  - Monday and Friday absences
  - Excessive tardiness
  - Leaving classes early
  - Peculiar and increasing improbable excuses for absences
  - Higher absenteeism rate than for other students
  - Frequent unscheduled short-term absences
  - Frequent trips to water fountain or restroom
  - Physical illness

*Note: This policy has been established specifically for students enrolled in the Doctor of Pharmacy program. A parallel operational policy is in place for students enrolled in the Pharmaceutical Sciences program*

*Prepared by: Ashleigh Anderson, Michelle Nagy, Kelli Wilson, Pharm.D. Candidates;  
Preceptor: Matthew Murawski, Ph.D., August 2003.*

### **Illness/Absence Policy**

The College is committed to working with students who find it necessary to be absent due to illness or other unavoidable circumstances and a working policy to address absences is outlined as follows:

If a student will be absent for a period of less than three days and arrangements can be made by the student to make up missed work, no notification to the College is necessary. However, if a student absence results in missing an examination, quiz or other graded assignment, or the student will be absent for three days or more, the student is responsible for notifying the course instructor(s) and the Senior Associate Dean in the College of the absence. Whenever possible, this notification should be given prior to any exam, quiz or assignment due date. If a student will miss multiple examinations or assignments, the Senior Associate Dean should be contacted and he will notify course instructors of the absence on behalf of the student with the expectation that the student will make contact with each instructor upon return to class. If a student is going to be absent for an extended period of time (e.g. one week or more), the University Dean of Students Office should be notified as well. Normally, a course syllabus will outline the absence policy for a given class, and students should review the course syllabus for this information. Only the course instructor may excuse a class absence. Absences for non-illness related reasons are subject to these policies as well. If an anticipated absence is due to a University-approved event (e.g., professional meeting, PMO, athletics, national competition), the Senior Associate Dean will contact the course instructor(s) on behalf of the affected student(s). However, the course instructor will make the final decision on whether to excuse the absence. Absences for such activities as family vacations, weddings, or other events are not normally considered as approved absences. Students should not make travel plans for the end of semesters or for times when classes will not be in session (e.g., Thanksgiving, winter break, spring break) that require absence when class or examination periods will

still be in effect. Questions regarding the College absence policy should be directed to the Senior Associate Dean.

\* *Please review the Purdue University Statements on Integrity and Academic Integrity, the Purdue University Code of Honor, the Purdue University Student Bill of Rights, and the College of Pharmacy Academic Dishonesty Guidelines and Procedures for additional information related to these topics.*

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## **TECHNICAL STANDARDS FOR ADMISSION AND PROGRAM CONTINUATION**

### **Purdue University College of Pharmacy Doctor of Pharmacy (Pharm.D.) Program**

#### **Introduction**

The educational objective of the Purdue University College of Pharmacy is to prepare students to enter the practice of pharmacy. The following technical standards describe the non-academic qualifications, required in addition to academic performance, that the College of Pharmacy considers essential for admission to and continuance in the Doctor of Pharmacy (Pharm.D.) program. These standards are divided into the following inter-related and overlapping categories: Observational, Communication, Motor, Intellectual, and Behavioral and Social Attributes. Students currently enrolled in the program who believe that they are not able to continue to meet these technical standards should immediately meet with the Senior Associate Dean of the College as well as the University Disability Resource Center for evaluation. Students pursuing the Doctor of Pharmacy degree who lack the ability to comply with these standards at the expected level for their stage in the program are subject to dismissal from the College. If a student's inability to satisfy a technical standard is of a temporary nature, as documented by the student's treating health care provider, every reasonable effort will be made to rearrange the student's schedule in such a way as to provide the opportunity for satisfactory completion of the curriculum.

#### **Admission and Continuation**

The Admissions Committee of the College of Pharmacy shall extend an offer of admission contingent upon the ability to satisfy the required technical standards described in this document. If a prospective student's ability to satisfy the technical standards is questioned, the individual shall be required to demonstrate the questioned ability in the presence of no less than three faculty members of the Admissions Committee. Where possible, these skills shall be demonstrated in the appropriate curriculum setting; where this is not possible, the simulation shall approach the actual setting to the maximum degree possible.

In addition to the technical standards described in this document, individual courses within the curriculum also have specific academic and technical standards. Individual course standards may include elements of both academic and technical standards in any combination, but these may not exceed the standards approved by the faculty, or stated in this document. Faculty members of the College of Pharmacy shall determine that each student enrolled in a didactic or experiential course for which the faculty member is responsible satisfies the technical standards required for the particular course. If a student's ability to satisfy the technical standards is questioned, the student shall be required to demonstrate the questioned ability or abilities in the presence of no less than three faculty members familiar with that activity. In the case of a didactic course the student shall demonstrate the questioned ability to faculty members selected from the College's Academic Standards and Readmissions Committee. If the questioned ability or abilities are related to performance in an experiential course, the faculty members shall be selected from the College's Experiential Learning Academic Standards Committee. Experiential courses include all Introductory Pharmacy Practice Experience (IPPE) or Advanced Pharmacy Practice Experience (APPE) rotations.

The methods used to demonstrate questioned abilities will vary depending upon the specific ability, but may include such things as: patient case study presentations, laboratory simulations; and observed patient or health care professional interactions. Some abilities may not be easily demonstrated in a simulated or controlled interaction situation, including certain of those within the technical standards areas of Communication, Intellectual, and Behavioral and Social Attributes. In these instances the Academic Standards and Readmissions Committee or the Experiential Learning Academic Standards Committee will make a determination as to whether the student meets the technical standard through review of the results of Professional Activity Observation report forms, mid-rotation and end-of-rotation evaluation forms, and other written documentation provided by preceptors, faculty, pharmacists or other health care providers.

When a prospective student or student enrolled in the program is required to demonstrate an ability to satisfy a technical standard, the applicant/student shall be informed in writing of the determination within ten days of the demonstration. Review and appeal of decisions relating to the technical standards described in this document shall reside with the College Student Cases Committee. Review and appeal of performance related to academic standards shall follow the procedure set forth by the Purdue University Grade Appeals System as described in the University Regulations Handbook.

## **Technical Standards**

The Purdue College of Pharmacy, in conjunction with the University Disability Resource Center, will make appropriate academic adjustments to facilitate enrollment and participation of qualified individuals with temporary or permanent disabilities. The College has established these technical standards in an effort to provide a framework to balance several competing interests: 1) the rights of applicants and students; 2) the safety of students, their co-workers, and patients; 3) the significant experiential learning clinical training component of the curriculum; 4) the requirements imposed upon the College by the Accreditation Council for Pharmacy Education; and 5) the conditions of Intern/Extern licensure established by the Indiana State Board of Pharmacy. These competing interests and the nature of the educational activities in the Doctor of Pharmacy program may prevent some prospective students with disabilities and students with disabilities from qualifying for admission and/or continuation in the program.

The technical standards set forth in this document are the minimum standards that allow an individual to perform at the minimal acceptable level in the identified activity. Applicants and students must be able to satisfy, with or without the use of appropriate auxiliary aids (including prosthetic devices), the following technical standards which relate to physical, cognitive, and behavioral abilities relevant to successful completion of the Doctor of Pharmacy program.

**Observational.** Students must be able to observe lectures, demonstrations, experiments, and read information on a computer screen and make observations in practice-based activities. Students must be able to distinguish and select from among various medication dosage forms and strengths. Observation of the technical quality of manufactured as well as compounded medications is required. Students must be able to directly and accurately observe a patient's physical condition at a distance and close-at-hand to gather data. Students must be able to note and interpret non-verbal communication cues displayed by the patient.

**Communication.** These skills include the appropriate use of spoken and written English as well as the ability to use computers as a tool to communicate with others. A student must be able to communicate professionally in an effective and empathetic manner with patients, care-givers, faculty and staff, peers, and all members of the health care team. Students must be able to elicit a medical and medication history and correctly interpret the information obtained to develop an accurate patient care plan. Students must be able to document drug therapy consultations and pharmacist interventions in an appropriate professionally written format that meets commonly accepted standards for exchange of information among health care professionals. Students must be able to complete professional communication activities in an efficient manner taking into account the response time required to deliver optimal pharmacy services.

**Motor.** Students must have the motor skills necessary to perform basic tasks involved in the training for and practice of pharmacy. These skills include all aspects of processing the various types of medication orders/prescriptions and compounding medications; the safe and aseptic handling of sterile pharmaceutical preparations; and the proper operation and demonstration of the use of equipment such as peak flow meters and glucose monitors. Students must also be able to use diagnostic equipment for basic patient assessment activities, and provide emergency treatment to patients such as cardiopulmonary resuscitation and first aid treatment. Students must be able to use computer-based information systems to retrieve and enter patient and non-patient specific health care-related data.

**Intellectual.** Students must be able to measure, calculate, reason and analyze and to be able to demonstrate these abilities in a variety of educational and practice settings. Students must be able to synthesize and rapidly apply complex information in a multi-task setting. As appropriate for each stage of their education, students must demonstrate a fundamental and continuing ability to use analytical reasoning to independently and in collaboration with other health care professionals solve clinical problems and explain health care situations. Information must be obtained, retrieved, evaluated and delivered in an efficient manner appropriate to the situation and safety of the patient.

**Behavioral and Social Attributes.** Students must exercise good judgment and maintain professional ethical standards, to complete patient care responsibilities promptly and safely, and to relate to others with courtesy, compassion, maturity, and respect for their dignity. Students must be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in clinical situations. Students must be able to effectively function individually and in teams in situations of emotional and physical stress. Students are expected to attend and arrive punctually for each educational component, including laboratory and clinical experiences. Students must be able to modify their behavior in response to constructive criticism. The monitoring of student behaviors and social attributes exhibited includes, but is not limited to, use by the faculty, staff and preceptors of Professional Activity Observation Report forms. A copy of this report form is found in the Student Handbook along with additional expectations with respect to student ethics and conduct. The Student Handbook may be accessed on the College web site ([www.pharmacy.purdue.edu](http://www.pharmacy.purdue.edu)).

*\*Academic Adjustments and Auxiliary Aids and Services for Students with Disabilities. The University, and the College of Pharmacy working with the Disability Resource Center, is committed to creating an inclusive campus community that provides academic adjustments and auxiliary aids and services to enable qualified students with documented disabilities to fully participate in all*

*University programs and activities. Methods to achieve access or equal opportunity are called academic adjustments, auxiliary aids and services, and reasonable accommodations, and may be provided to individuals with disabilities that remove or lessen the effect of disability-related barriers. Examples of auxiliary aids and services include providing sign language interpreters, assistive technology, and making a facility or event physically accessible. Individuals without disabilities are not eligible for academic adjustments, auxiliary aids and services or reasonable accommodations. It is the student's responsibility to notify the Disability Resource Center in a timely manner to determine if he or she is eligible for academic adjustments and/or auxiliary aids and services. Students with questions or concerns about their ability to meet these technical standards are encouraged to contact the Senior Associate Dean of the College and/or the Disability Resource Office for further guidance.*

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Technical standards as approved by the faculty of the School of Pharmacy and Pharmaceutical Sciences, Fall 2008. Process for administering the standards by the College of Pharmacy, approved by the faculty, Fall 2010.

## Professional Activity Observation Report

The Professional Activity Observation Report form has been endorsed by the faculty and is intended for use by faculty, staff and preceptors to document both outstanding and deficient professional skills, abilities, and behaviors. After completing and reviewing the form with the student, the individual completing the form forwards it to the Senior Associate Dean for P-1, P-2, and P-3 students, and to the Office of Experiential Learning for P-4 students. The Senior Associate Dean and/or the Director of Experiential Programs may chose to meet with the student for further follow-up. These forms are not placed in the student's permanent file and are destroyed following successful completion of the program.

**College of Pharmacy**  
***Professional Activity Observation Report \****

Student : \_\_\_\_\_

Classification:    P-1                  P-2                  P-3                  P-4

Date of Observation: \_\_\_\_\_

Course / Rotation: \_\_\_\_\_

- Type of Experience:
- |  |   |
|--|---|
| <input type="checkbox"/> Writing Exercise        | <input type="checkbox"/> Oral Presentation          |
| <input type="checkbox"/> Simulated Pt. Encounter | <input type="checkbox"/> Actual Pt. Encounter       |
| <input type="checkbox"/> Lab/Recitation Session  | <input type="checkbox"/> Lecture/Classroom Activity |
| <input type="checkbox"/> Clerkship Rotation      | <input type="checkbox"/> Extra-curricular Activity  |
| <input type="checkbox"/> One-on-One Encounter    | <input type="checkbox"/> Other: _____               |

Detailed description of observation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Response (if any): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Action taken (if any): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Faculty / Staff: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Student : \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

\* - This form is to be utilized to document both outstanding and deficient professional skills, abilities, and behaviors. After completing and reviewing the form with the student, it should be forwarded to the Senior Associate Dean for P-1, P-2, and P-3 students, and to The Office of Experiential Learning for P-4 students.








## **THE FACULTY AND STAFF OF OUR COLLEGE**

During your program in the College of Pharmacy you will come into contact with most of our faculty but you may not have the opportunity to meet everyone on the staff. In this handbook are photos of the present faculty and staff so that you, the student, can become better acquainted with them. You are encouraged to get to know your instructors and take the initiative to meet with them if problems arise or to seek advice regarding various aspects of the professional program and your future career as a pharmacist.

## ADMINISTRATIVE AND PROFESSIONAL STAFF

 <p style="text-align: center;">Craig K. Svensson Dean</p>	 <p style="text-align: center;">Holly L. Mason Senior Associate Dean</p>	 <p style="text-align: center;">Eric L. Barker Associate Dean for Research</p>
 <p style="text-align: center;">Steven R. Abel Associate Dean for Clinical Programs</p>	 <p style="text-align: center;">Robert L. Geahlen Associate Dean for Graduate Programs</p>	
 <p style="text-align: center;">Susan R. H. Holladay Director of Laboratories</p>	 <p style="text-align: center;">Jackie B. Jimerson Director of Multicultural Programs</p>	 <p style="text-align: center;">Vicki J. Killion Librarian, Pharmacy, Nursing, and Health Sciences Library</p>
 <p style="text-align: center;">Nathan L. Wight Director of Advancement</p>	 <p style="text-align: center;">Dana S. Neary Manager of Alumni Relations and Special Events</p>	 <p style="text-align: center;">Angela R. Davis Manager of Stewardship and Donor Relations</p>










## PURDUE UNIVERSITY PHARMACY

 <p style="text-align: center;">Susan M. White Director</p>	 <p style="text-align: center;">Mary L. Grable Asst. Director</p>	 <p style="text-align: center;">Sally J. Akers Pharmacy Technician</p>	 <p style="text-align: center;">Nancy C. Chapman Staff Pharmacist</p>	 <p style="text-align: center;">Alan P. Farkas Staff Pharmacist</p>	 <p style="text-align: center;">Susan K. Marshall Staff Pharmacist</p>	 <p style="text-align: center;">Rebecca Quackenbush - Siders Staff Pharmacist</p>
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**OFFICE OF STUDENT SERVICES**

 <p align="center">Joseph E. Dubes III Senior Director of Student Services and Schedule Deputy</p>	 <p align="center">T. Patrick George Director of Professional Admissions and Program Recruitment</p>	 <p align="center">Jackie B. Jimerson Director of Multicultural Programs Senior Associate Director of Student Services</p>	
 <p align="center">Holly W. Keckler Associate Director for Student Recruitment</p>	 <p align="center">Deborah D. Lewis Academic Advisor</p>	 <p align="center">Brooke A. Linn Academic Advisor</p>	 <p align="center">Brenda J. Schroeder Academic Advisor</p>

**DEPARTMENT OF INDUSTRIAL AND PHYSICAL PHARMACY**

 <p align="center">Elizabeth M. Topp Head</p>	 <p align="center">Stephen R. Byrn</p>	 <p align="center">Raymond E. Galinsky</p>
 <p align="center">Gregory T. Knipp</p>	 <p align="center">James D. Litster</p>	 <p align="center">Kinam Park</p>
 <p align="center">Rudolfo Pinal</p>	 <p align="center">Lynne S. Taylor</p>	 <p align="center">Yoon Yeo</p>

**DEPARTMENT OF MEDICINAL CHEMISTRY AND MOLECULAR PHARMACOLOGY**

 Richard F. Borch, Head	 Curtis L. Ashendel	 Eric L. Barker	 Donald E. Bergstrom
 Joseph L. Borowitz	<i>New Faculty</i> <i>(Photo not available)</i> Albert A. Bowers	 Ching-er Chang	 David A. Colby
 Mark S. Cushman	 V. Jo Davisson	 Ryan M. Drenan	 Robert L. Geahlen
 Arun K. Ghosh	 Richard A. Gibbs	 Marietta Harrison	 Tony Hazbun
 Gregory H. Hockerman	 Chang-Deng Hu	 Douglas J. LaCount	 Markus A. Lill
 G. Marc Loudon	 David E. Nichols	 Chiwook Park	 Laurie L. Parker
 Carol B. Post	 Jean-Christophe Rochet	 Val J. Watts	

**DEPARTMENT OF PHARMACY PRACTICE**

 Steven R. Abel Head	 Steven A. Scott Assoc. Head	 Bruce C. Carlstedt	 Judy T. Chen	 Patricia L. Darbishire	 Sharon M. Erdman
 David R. Foster	 Jasmine D. Gonzalvo	 Amy M. Heck Sheehan	 Karen Hudmon	 Kellie L. Jones	 Yaman Kaakeh
 Deanna S. Kania	 Rakhi Karwa	 Michael B. Kays	 Cynthia P. Koh-Knox	 Jane E. Krause	 Monica L. Miller
 Matthew M. Murawski	 Michael D. Murray	 Christiane L. Nash	 Gail D. Newton	 Carol A. Ott	 Brian R. Overholser
 Sonak D. Pastakia	 Kimberly S. Plake	 Gloria P. Sachdev	 Ellen M. Schellhase	 Brian M. Shepler	 Margie E. Snyder
 Kevin M. Sowinski	 Joseph Thomas III	 James E. Tisdale	 Ashley H. Vincent	 Kara Duncan-Weatherman	 Zachary A. Weber
 G. Thomas Wilson	 Alan J. Zillich				

# **Oath of a Pharmacist**

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

- *I will consider the welfare of humanity and relief of suffering my primary concerns.*
- *I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients.*
- *I will respect and protect all personal and health information entrusted to me.*
- *I accept the lifelong obligation to improve my professional knowledge and competence.*
- *I will hold myself and my colleagues to the highest principles of moral, ethical and legal conduct.*
- *I will embrace and advocate changes that improve patient care.*
- *I will utilize my knowledge, skills, experiences, and values to fulfill my obligation to educate and train the next generation of pharmacists.*

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

## **OVERVIEW – Mission and Vision of the College of Pharmacy for Professional and Pharmaceutical Sciences Education and Practice**

The Mission of the Purdue University College of Pharmacy is to 1) Educate and train students to become leading pharmacists and scientists, 2) Advance scientific discovery and development, and 3) Maximize global health outcomes through patient care and public service. The College will accomplish this mission through learning, discovery and engagement by: (a) Attracting and retaining talented and diverse faculty, staff and students; (b) Delivering a contemporary and innovative professional curriculum that empowers students to advance pharmacy's contribution to healthcare and to provide excellent patient care; (c) Generating, integrating, and applying knowledge across disciplines to advance discovery, learning and engagement in pharmacy and pharmaceutical sciences; (d) Producing world class scientists for academia and industry; and (e) Establishing new synergies: partnerships, collaborations and strategic alliances at the local, regional, national and global levels.

The Vision for the Purdue University College of Pharmacy is to transform the practice and science of pharmacy to lead advances in human health. Indicators that the Vision is being achieved include: (a) The number of discovery-based initiatives with clinical, scientific and/or economic impact has increased; (b) Our faculty, staff, students and alumni are engaged across colleges, healthcare systems, industrial partners and professional associations to address healthcare needs; (c) Faculty, staff, students and alumni pursue and achieve positions of leadership that impact education, research, policy, and delivery of care related to human health; (d) The education of students incorporates knowledge of cultural differences in healthcare delivery and effectiveness; and (e) We are providing access for a diverse student population that fosters a culture of inclusiveness and success.

As a guide to the educational plans of the College's professional and pharmaceutical sciences curriculum, the Faculty has adopted Outcome Ability Goals for the Doctor of Pharmacy and Bachelor of Science in the Pharmaceutical Sciences programs. These program-specific outcomes are developed as students progress through the pre-pharmacy program and following admission to the Pharm.D. and BSPS programs. These outcome abilities are shown on the following pages.

**PURDUE UNIVERSITY**  
College of Pharmacy

**Professional Program (Pharm.D.) Outcome Ability Goals**

These outcome abilities are established to ensure the student's transitional growth across the didactic curriculum and throughout the pharmacy practice experiences resulting in professional competency and the ability to provide patient-centered care by meeting the criteria of good science, professional skills, attitudes, behaviors, values, and evidence-based practice.

- 1. Conceptual Competence:** The student must demonstrate evidence-based knowledge of the following theoretical foundations of the profession and apply these to individual practice settings.
  - 1.1 Basic anatomy/ physiology
  - 1.2 Pathophysiology
  - 1.3 Diagnostic methods and decision making
  - 1.4 Principles of pharmacology
  - 1.5 Pharmacoeconomics/ health outcomes
  - 1.6 Relationship between chemical structure and biological activity
  - 1.7 Delivery of drugs from various dosage forms
  - 1.8 Pharmacotherapy
  - 1.9 Complementary therapies
  - 1.10 Behavioral modification approaches for promoting treatment adherence and disease prevention.
  - 1.11 Drug interactions
  - 1.12 Treatment guidelines
  - 1.13 Pharmacy law
  - 1.14 Principles of management and administration
  
- 2. Scientific Comprehension:** The student must demonstrate comprehension of major scientific discoveries and use of the scientific method to make these discoveries.
  - 2.1 Basic principles of thermodynamics and kinetics and their role in defining chemical processes.
  - 2.2 Basic principles of drug design and the chemical and biochemical mechanisms of drug action.
  - 2.3 Basic principles that affect drug release from dosage forms, drug absorption, distribution, metabolism, excretion, and toxicology and the impact of those properties on clinical pharmacokinetics and pharmacodynamics.
  - 2.4 Fundamental principles involved in maintaining the microbiological purity of compounded dosage forms.
  - 2.5 Basic principles of study design.
  - 2.6 The application of statistical methodology to study design and the scientific literature.
  - 2.7 The relevance of molecular biology, biochemistry, immunology, and pharmacogenomics and apply key principles to disease states and therapeutics.
  
- 3. Mathematical Competence:** The student must be able to use mathematical variables to analyze physical, biological, and socioeconomic phenomena.
  - 3.1 Perform error-free mathematical calculations with regard to drug dosing and pharmacokinetics.
  - 3.2 Perform error-free mathematical calculations with regard to compounding dosage forms.
  - 3.3 Calculate costs of providing products, services, and care.
  
- 4. Integrative (Practice-related) Competence:** The student must be able to meld theory and abilities in the practice setting to enhance positive patient outcomes.

- 4.1 Provide patient-centered pharmaceutical care.
- 4.2 Promote health improvement and disease prevention.
- 4.3 Critically evaluate patient data, literature sources, and drug products.
- 4.4 Provide specific, sound, cost effective, evidence-based drug and healthcare recommendations.
- 4.5 Design, implement, and evaluate patient specific pharmacotherapeutic regimens.
- 4.6 Select the proper drug, dose, and dosage form for a specific patient.
- 4.7 Design strategies to monitor patients' drug regimens for therapeutic and toxic effects of medications.
- 4.8 Design risk reduction strategies to ensure patient safety and prevent medication errors and adverse drug events.
- 4.9 Design strategies to avoid or manage drug interactions and adverse drug events.
- 4.10 Identify and implement strategies to encourage patient adherence to therapeutic interventions.
- 4.11 Describe the fundamental concepts and practical considerations necessary to assure the quality of pharmaceutical products.
- 4.12 Demonstrate prescription/drug order preparation and compounding functions for parenteral and non-parenteral preparations.
- 4.13 Demonstrate techniques necessary to maintain the microbiological purity of sterile products and employ associated quality assurance strategies.
- 4.14 Manage informatics and medication use systems.
- 4.15 Apply key business principles, including continuous quality improvement, to the management of pharmacy services, personnel, and obtaining compensation.

**5. Critical Thinking and Decision Making Abilities:** The student must examine issues rationally, logically, and coherently; and shall acquire, evaluate, and synthesize information and knowledge relevant to an identified problem; and make sound decisions in both familiar and unfamiliar contexts.

- 5.1 Synthesize information in order to draw logical conclusions.
- 5.2 Provide evidence-based support for arguments, recommendations, and solutions.
- 5.3 Demonstrate the ability to make sound decisions given complex scenarios in a time-constrained environment.

**6. Communication Skills and Abilities:** The student must read, write, speak, listen, and use media, and appropriate technologies to send and respond effectively to communications for varied audiences and purposes.

- 6.1 Demonstrate the ability to present ideas, plans, and data in appropriate written formats to succinctly and effectively communicate with various audiences.
- 6.2 Accurately document recommendations and interventions while assuring patient confidentiality.
- 6.3 Provide appropriate patient education/counseling regarding the safe and effective use of drug products.
- 6.4 Provide appropriate education regarding the use of prescription and nonprescription devices.
- 6.5 Effectively and efficiently perform patient interviews, medication histories, medication reconciliation, and identify drug-related issues and problems.
- 6.6 Interact with other pharmacists, physicians, nurses, and other healthcare professionals to achieve positive patient outcomes.
- 6.7 Interact with technicians and other support staff to develop and maintain a positive and productive work environment.
- 6.8 Effectively present information to colleagues, other healthcare practitioners, and the general public, regarding drug therapy and related topics.
- 6.9 Effectively use information systems and computer software to enhance the delivery of pharmaceutical care.

- 7. Responsible use of professional values and ethical principles:** The student must demonstrate sensitivity to personal values and ethical principles in professional and social contexts.
- 7.1 Exhibit professional behavior at all times in congruence with the pharmacist code of ethics.
  - 7.2 Describe strategies to work through ethical dilemmas in the provision of pharmaceutical care.
  - 7.3 Maintain professional competence through sound judgment, ethical behavior, adherence to legal guidelines and socioeconomic principles.
  - 7.4 Demonstrate values consistent with the provision of quality healthcare to all patient groups and populations.
  - 7.5 Treat patients and co-workers with respect.
- 8. Social Awareness and Social Responsibility:** The student must demonstrate an understanding of self, the strengths and challenges of cultural diversity, and the historic responses of society in times of rapid change.
- 8.1 Demonstrate awareness of key issues and debates in healthcare.
  - 8.2 Demonstrate cultural competence that includes awareness of the impact that cultural, social, and ethnic differences can play in the provision of healthcare and the workplace.
  - 8.3 Recognize and address health literacy issues and healthcare disparities.
- 9. Professional Abilities and Habits:** The student must effectively self-assess and satisfy learning and continuous professional development on an ongoing basis.
- 9.1 Acquire new information to answer specific questions from patients, colleagues, or other healthcare professionals.
  - 9.2 Display self-directed learning, acquiring the necessary knowledge and skills to develop and maintain one's competence to provide optimal pharmaceutical care as a template for life-long learning and continued professional development.
  - 9.3 Demonstrate the ability to self-assess and take needed steps to achieve competence.
  - 9.4 Take an active role in professional and community organizations and promote advocacy for key healthcare and professional initiatives.
  - 9.5 Exhibit positive, professional, empathic attitudes and behaviors in all intra- and interprofessional communications.
  - 9.6 Demonstrate awareness of and be able to analyze internal and external factors that influence the practice of pharmacy and healthcare policy in an attempt to resolve practice-related problems.
- 10. Group Interaction and Citizenship:** The student must demonstrate effective interpersonal and intergroup behaviors in a variety of situations and circumstances.
- 10.1 Demonstrate awareness of the roles of various healthcare professionals in multiple healthcare environments.
  - 10.2 Participate functionally in team efforts within pharmacy and healthcare groups.
  - 10.3 Discuss and remain open to differences of opinion and defend rational opinions that differ from those of other healthcare professionals.
  - 10.4 Direct and/or manage other personnel in a pharmacy or healthcare environment.
  - 10.5 Display habits of service to one's community and profession.

*Approved by the Faculty, May 2007.*

<b>PURDUE UNIVERSITY</b> College of Pharmacy
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### **Bachelor of Science in Pharmaceutical Sciences Outcome Ability Goals for Students**

These outcome abilities are established to ensure students' transitional growth across the didactic curriculum and through practical experiences resulting in technical competency. Graduates will have the ability to provide sound scientific judgment and good scientific professional skills, attitudes, behaviors and values.

**Conceptual Competence:** The student must demonstrate evidence-based knowledge of the following theoretical foundations of the profession and apply these to individual settings.

- Basic anatomy/physiology
- Pathophysiology
- Analytical, organic and physical chemistry
- Principles of pharmacology
- Statistical methods
- Relationships between chemical structure and biologic activity
- Pharmaceutical dosage forms and their impact on drug delivery
- Biopharmaceutics and pharmacokinetics
- Regulatory requirements

**Scientific Comprehension:** The student must demonstrate understanding of scientific methods and major scientific discoveries.

- Basic principles of thermodynamics and kinetics and their role in defining chemical processes.
- Basic principles of drug design and the chemical mechanisms of drug decomposition and drug action.
- Basic physiochemical properties that affect drug absorption, distribution, metabolism, excretion (ADME), and toxicology and the impact of those properties on biopharmaceutics, pharmacokinetics and pharmacodynamics.
- Fundamental principles behind controlling and minimizing the bio-burden of pharmaceutical dosage forms.
- The application of statistical methodology to drug development and manufacturing and associated scientific literature.
- Basic principles of experimental design.
- The relevance of molecular biology, biochemistry, immunology and pharmacogenomics to drug design and utilization, and the application of key principles to disease states and therapeutic strategies.

**Mathematical Competence:** The student must be able to use mathematical variables to analyze physical, chemical, and biological phenomena, including the ability to:

- Perform error-free mathematical calculations with regard to chemical and drug analysis, and preparation of chemical reagents.
- Perform error-free mathematical calculations with regard to formulating dosage forms.
- Apply mathematical models for understanding of ADME.

**Integrative Competence:** The student must be able to meld theory and abilities in a practical setting to identify and solve problems. The student should be able to:

- Understanding drug development from molecule to marketed product.
- Critically evaluate data, literature sources and drug products.
- Provide specific, sound, effective, scientific recommendations.
- Describe the fundamental concepts and practical considerations necessary to assure pharmaceutical product quality.
- Manage informatics.
- Apply key regulatory principles.

**Critical Thinking and Decision Making Abilities:** The student must examine issues rationally, logically, and coherently; and shall acquire, evaluate and synthesize information and knowledge relevant to an identified problem; and make sound decisions in both familiar and unfamiliar contexts. The student should be able to:

- Synthesize information in order to draw conclusions.
- Provide evidence-based support for arguments, recommendations and solutions.
- Demonstrate the ability to make sound decisions in a time-constrained environment.
- Reconcile regulatory and scientific requirements.

**Communication Skills and Abilities:** The student must read, write, speak, listen and use data, media, and appropriate technologies to send and respond effectively to communications for varied audiences and purposes. The student should be able to:

- Present ideas, plans and data in appropriate oral and written formats to succinctly and effectively communicate to various audiences.
- Accurately document laboratory procedures, protocols and outcomes.
- Interact with scientists, engineers and other professionals to achieve positive scientific outcomes.

**Responsible Use of Professional Values and Ethical Principles:** The student must demonstrate sensitivity to personal values and ethical principles in professional and social contexts. The student should:

- Recognize ethical dilemmas and adhere to accepted principles for ethical research conduct.
- Maintain professional competence through sound judgment, ethical behavior, adherence to legal and professional guidelines and principles.
- Treat others with respect.

**Social Awareness and Social Responsibility:** The student must demonstrate an understanding of self, the strengths and challenges of cultural diversity, and the historic responses of society in times of rapid change. The student should:

- Demonstrate awareness of key issues and debates in healthcare.
- Demonstrate cultural competence awareness of the impact that cultural, social, and ethnic differences can play in the provision of healthcare.

**Professional Abilities and Habits:** The student must effectively self-assess and recognize the need for continuous professional development. The student should:

- Demonstrate the ability to self-assess and take needed steps to ensure professional growth and competence.
- Take an active role in professional organizations.
- Exhibit positive, professional, empathetic attitudes and behaviors in all intra and interprofessional communications.

**Group Interaction and Citizenship:** The student must demonstrate effective interpersonal and intergroup behaviors in a variety of situations and circumstances, including the ability to:

- Participate functionally in team efforts within pharmaceutical sciences.
- Discuss and defend differences of opinion with other professionals.
- Display habits of service to one's community and profession.
- Develop an overall sense of community and citizenship

*Approved by the faculty May, 2007.*

## **REQUIREMENTS AND EXPECTED OUTCOMES OF GENERAL EDUCATION**

A particular focus of the general education course selections will be on developing perspectives from the behavioral, social and humanities areas of knowledge that contribute to student growth as a citizen and a professional, and that also involve the students in developing the outcome abilities adopted by the faculty as curricular goals. The prepharmacy curriculum identifies the requirements for English and economics coursework as contributing to this outcome. The curriculum also provides at least nine (9) additional credits for elective course opportunities. The general education breadth requirement will be satisfied by student selection of a minimum of one course from each of three course groupings. Credits earned for a completed minor or dual degree (i.e., Pharm.D./BSPS, Pharm.D./MSIA) may be substituted for general or professional electives (see below). Students should consult with their advisor regarding the opportunities for minors.

The professional curriculum of the College also enables students to continue to develop these general education outcomes. Within their professional education, students will be encouraged to develop a well-rounded scientific and general education perspective as a framework for comprehensive analysis of societal issues as they affect health problems, health care and social services.

### **PROFESSIONAL ELECTIVES**

Students enrolled in the Pharm.D. program must take no less than nine (9) hours of professional or career-related electives. A maximum of five (5) credit hours of the nine (9) professional or career-related electives may be taken on a pass/no pass (P/NP) basis. The nine credits of professional or career-related electives may be taken any time following admission to the professional program in pharmacy, but prior to beginning experiential rotations. Advanced practice clerkship elective rotations do not qualify as professional or career-related electives.

### **COMPUTER COMPETENCIES FOR STUDENTS ENTERING A PHARMACY COLLEGE CURRICULUM**

All students entering the College will be expected to have the following minimal competencies in the use of computers.

1. A student should be familiar with the basic operations of personal computer use and file management in at least one operating environment; that is, keyboard operations, copying and formatting disks, saving work, opening files and launching applications, etc. "Operating environment" means Windows, Macintosh OS, or equivalent.
2. A student should have hands on familiarity with word processors (Microsoft Word, Word Perfect, or equivalent), and spread sheets (Lotus or Excel).
3. The ability to develop slide presentations (e.g., PowerPoint) for class projects, or experiential program activities is expected.

These competencies *will be assumed* by instructors in the College's courses. The point of these competencies is that students should have enough confidence in their own abilities to deal with computers that they can learn other competencies during their coursework as required.

## Pharm.D. Curriculum - (204 Cr. Hrs./Graduation)

### PP1 Prepharmacy - Semester 1

(4)	CHM	11500	(General Chemistry I)
(3)	MA	22300	(Intro Analysis Calculus I)
(4)	BIOL	11000	(Fundamentals Biology I)
(4)	ENGL	10600	(First-Year Composition)
(1)	PHPR	10000	(Pharmacy Orientation I)
(16)			

### PP3 Prepharmacy - Semester 3

(4)	MCMP	20400	(Organic Chemistry I)
(3)	BIOL	30100	(Anatomy & Physiology I)
(4)	PHYS	22000	(General Physics I)
(5)	Electives		
(16)			

### P1 1st Professional Year - Semester 1

(3)	IPPH	36200	(Basic Pharmaceutics I)
(3)	MCMP	30400	(Biological Chemistry I)
(3)	MCMP	31100	(Biometrics & Pharma. Analysis)
(1)	NUPH	41200	(Diagnostic Imaging)
(1)	PHRM	30100	(Integrated Lab I)
(2)	PHPR	31300	(Intro to Pharm./Pharmaceut. Care)
(1)	PHPR	31400	(Pharmaceutical Calculations)
(3)	PHAD	34300	(Pharmacy in the Health Care Sys.)
(1)	PHPR	36800	(Pharmacy Skills and Patient Care)*

(17-18)

### P2 2nd Professional Year - Semester 3

(2)	CLPH	86700	(Drug Info. Svcs. And Lit. Evaluation)
(3)	MCMP	40700	(Med Chem and Molecular Pharm I)
(3)	MCMP	44100	(Med Chem and Molecular Pharm II)
(1)	PHRM	40100	(Integrated Laboratory III)
(2)	CLPH	46900	(Principles of Pharmacy Practice)

(4-6) Electives

(15-17)

### P3 3rd Professional Year - Semester 5

(6)	CLPH	87200	(Pathophysiology & Therapeutics II)
(3)	PHAD	46400	(Mgmt. of Professional Practice)
(1)	PHRM	40300	(Integrated Laboratory V)
(3)	IPPH	87500	(Biopharm. and Pharmacokinetics II)
(3)	Electives		

(16)

### P4 4th Professional Year - Summer and Semesters 7 & 8

(4)	PHRM	88000	(Hospital Pharmacy Operations II APPE)
(4)	PHRM	88100	(Community Pharmacy Operations II APPE)
(8-12)	PHRM	88500	(Inpatient APPE)
(8-12)	PHRM	88800	(Ambulatory APPE)
(8-12)	PHRM	88900	(Elective APPE)

(40)

\* To be taken Semester 1 or 2 of the Professional Program

\*\* Taken during P-2 Academic Year

\*\*\* Taken during the summer between the P-2 and P-3 Academic Year

-- Curriculum for P-1 class entering Fall 2011. Contact the Pharmacy Office of Student Services for curriculum sheets for other program entry years --

### PP2 Prepharmacy - Semester 2

(4)	CHM	11600	(General Chemistry II)
(3)	MA	22400	(Intro Analysis Calculus II)
(4)	BIOL	11100	(Fundamentals Biology II)
(3)	AGEC	21700	(Economics)
(1-2)	Electives		

(15-16)

### PP4 Prepharmacy - Semester 4

(4)	MCMP	20500	(Organic Chemistry II)
(3)	BIOL	30200	(Anatomy & Physiology II)
(4)	BIOL	22100	(Intro to Microbiology)
(5)	Electives		

(16)

### P1 1st Professional Year - Semester 2

(3)	IPPH	36300	(Basic Pharmaceutics II)
(3)	MCMP	30500	(Biological Chemistry II)
(3)	MCMP	42200	(Intro to Immune System and Apps.)
(3)	MCMP	44000	(Pathophysiology I)
(1)	PHRM	30200	(Integrated Lab II)
(1)	PHPR	36800	(Pharmacy Skills and Patient Care)*

(3) Electives

(16-17)

### P2 2nd Professional Year - Semester 4

(2)	MCMP	40800	(Med Chem and Molecular Pharm III)
(3)	MCMP	44200	(Med Chem and Molecular Pharm IV)
(3)	IPPH	47500	(Biopharm. and Pharmacokinetics I)
(1)	PHRM	40200	(Integrated Laboratory IV)
(3)	CLPH	47100	(Pathophysiology & Therapeutics I)
(2)	PHAD	47200	(Jurisprudence)
(4)	PHPR	43300	(Community Pharmacy IPPE)**

(18)

### P3 3rd Professional Year - Semester 6

(6)	CLPH	87300	(Pathophysiology & Therapeutics III)
(1)	PHRM	40400	(Integrated Laboratory VI)
(2)	IPPH	47100	(Parenteral Products)
(2)	PHAD	86300	(Marketing of Professional Services)
(4)	PHPR	43400	(Institutional Pharmacy IPPE)***

(3) Electives

(18)

## **B.S. in Pharmaceutical Sciences Curriculum\***

### **IPPH Specialization** **(128 Cr.Hrs./Graduation)**

#### **Semester 1**

- (4) **CHM 11500** (General Chemistry I)
- (5) **MA 16100** (Plane Anly. Geometry & Calc. I)
- (4) **BIOL 11000** (Fundamentals Biology I)
- (1) **IPPH 10000** (Pharmaceutical Sci. Orientation)
- (14)

#### **Semester 3**

- (4) **MCMP 20400** (Organic Chemistry I)
- (3) **BIOL 30100** (Anatomy and Physiology I)
- (4) **PHYS 22000** (General Physics I)
- (3) **STAT 51100** (Statistical Methods)
- (2) **Electives**
- (16)

#### **Semester 2**

- (4) **CHM 11600** (General Chemistry II)
- (5) **MA 16200** (Plane Anly. Geometry & Calc. II)
- (4) **BIOL 11100** (Fundamentals Biology II)
- (4) **ENGL 10600** (First-Year Composition)
- (17)

#### **Semester 4**

- (4) **MCMP 20500** (Organic Chemistry II)
- (3) **BIOL 30200** (Anatomy and Physiology II)
- (4) **PHYS 22100** (General Physics II)
- (4) **BIOL 22100** (Intro to Microbiology)
- (2) **Electives**
- (17)

#### **RESEARCH or INDUSTRIAL SUMMER INTERNSHIP (Recommended)**

#### **Semester 5**

- (3) **IPPH 36200** (Basic Pharmaceutics I)
- (3) **MCMP 30400** (Biological Chemistry I)
- (4) **CHM 32100** (Analytical Chemistry I)
- (3) **STAT 51200** (Applied Regression Analysis)
- (3) **Electives**
- (16)

#### **Semester 6**

- (3) **IPPH 36300** (Basic Pharmaceutics II)
- (3) **MCMP 30500** (Biological Chemistry II)
- (3) **MCMP 44000** (Pathophysiology I)
- (4) **CHM 37200** (Physical Chemistry)
- (3) **Electives\*\***
- (16)

#### **RESEARCH or INDUSTRIAL SUMMER INTERNSHIP (Recommended)**

#### **Semester 7**

- (3) **IPPH 56200** (Intro to Pharm. Mfg. Processes)
- (3) **IPPH 58000** (Physical Chemical Principles)
- (3) **IPPH 52100** (Drug Development)
- (3) **MCMP 57000** (Basic Prin. of Chem Action on Bio Sys)
- (4) **Electives\*\***
- (16)

#### **Semester 8**

- (3) **IPPH 47500** (Biopharm & Pharmacokinetics I)
- (3) **IPPH 58300** (Advanced Biopharmaceutics)
- (3) **MCMP 42200** (Intro to Immune System)
- (7) **Electives\*\***
- (16)

\* For students entering semester 5 of the program in Fall 2011. Contact the Pharmacy Office of Student Services for curriculum sheets for other program entry years.

#### **\*\* SUGGESTED ELECTIVES:**

- ABE 21000 (Biological App. of Material & Energy Balances)
- STAT 51300 (Statistical Quality Control)
- STAT 51400 (Design of Experiments)

## B.S. in Pharmaceutical Sciences Curriculum\*

### MCMP Specialization (128 Cr.Hrs./Graduation)

#### Semester 1

- (4) **CHM 11500** (General Chemistry I)
  - (5) **MA 16100** (Plane Anly. Geometry & Calc. I)
  - (4) **BIOL 11000** (Fundamentals Biology I)
  - (1) **IPPH 10000** (Pharmaceutical Sci. Orientation)
- (14)

#### Semester 2

- (4) **CHM 11600** (General Chemistry II)
  - (5) **MA 16200** (Plane Anly. Geometry & Calc. II)
  - (4) **BIOL 11100** (Fundamentals Biology II)
  - (4) **ENGL 10600** (First-Year Composition)
- (17)

#### Semester 3

- (4) **MCMP 20400** (Organic Chemistry I)
  - (3) **BIOL 30100** (Anatomy and Physiology I)
  - (4) **PHYS 22000** (General Physics I)
  - (3) **STAT 50300** (Statistical Methods Biology)
  - (2) **Electives**
- (16)

#### Semester 4

- (4) **MCMP 20500** (Organic Chemistry II)
  - (3) **BIOL 30200** (Anatomy and Physiology II)
  - (4) **PHYS 22100** (General Physics II)
  - (4) **BIOL 22100** (Intro to Microbiology)
  - (2) **Electives**
- (17)

#### RESEARCH or INDUSTRIAL SUMMER INTERNSHIP (Recommended)

#### Semester 5

- (3) **IPPH 36200** (Basic Pharmaceutics I)
  - (3) **MCMP 30400** (Biological Chemistry I)
  - (4) **CHM 32100** (Analytical Chemistry I)
  - (6) **Electives**
- (16)

#### Semester 6

- (3) **IPPH 36300** (Basic Pharmaceutics II)
  - (3) **MCMP 30500** (Biological Chemistry II)
  - (3) **MCMP 44000** (Pathophysiology I)
  - (4) **CHM 37200** (Physical Chemistry)
- (13)

#### RESEARCH or INDUSTRIAL SUMMER INTERNSHIP (Recommended)

#### Semester 7

- (3) **MCMP 40700** (Med Chem & Molec Pharmacol I)
  - (3) **MCMP 44100** (Med Chem & Molec Pharmacol II)
  - (9) **Electives**
- (15)

#### Semester 8

- (3) **IPPH 47500** (Biopharm & Pharmacokinetics I)
  - (2) **MCMP 40800** (Med Chem & Molec Pharmacol III)
  - (3) **MCMP 44200** (Med Chem & Molec Pharmacol IV)
  - (3) **MCMP 42200** (Introduction to Immune Systems)
  - (6) **Electives**
- (17)

\* For students entering semester 5 of the program in Fall 2011. Contact the Pharmacy Office of Student Services for curriculum sheets for other program entry years.

### PREREQUISITES (Professional Program)

<u>COURSE</u>	<u>PREREQUISITE(S)</u>	<u>COURSE</u>	<u>PREREQUISITE(S)</u>
CLPH 47100	CLPH 46900, MCMP 40700, MCMP 44100 (or) consent	MCMP 44100	MCMP 30500, MCMP 44000, Co-requisite MCMP 40700
CLPH 46900	IPPH 36300, MCMP 44000 Co-requisite MCMP 44100	MCMP 44200	MCMP 40700, MCMP 44100
CLPH 86700	MCMP 31100 or consent	NUPH 41300	NUPH 41200
CLPH 87200/87300	Second Prof. Yr. Completed	PHAD 46400	PHAD 34300
IPPH 36300	IPPH 36200 or equiv.	PHAD 47200	Admittance to Prof. Program
IPPH 47100	Second Prof. Yr. Completed	PHAD 86300	PHAD 46400
IPPH 47500	IPPH 36300 or consent	PHRM 30100	First Prof. Year Standing
IPPH 87500	IPPH 47500	PHRM 30200	First Prof. Year Standing
MCMP 30500	MCMP 30400 or equiv. (or) consent	PHRM 40100	Second Prof. Year Standing
MCMP 40700	MCMP 30500, MCMP 44000 Co-requisite MCMP 44100	PHRM 40200	Second Prof. Year Standing
MCMP 40800	MCMP 40700, MCMP 44100 Co-requisite MCMP 44200	PHRM 40300	Third Prof. Year Standing
MCMP 42200	BIOL 22100, MCMP 30400	PHRM 40400	Third Prof. Year Standing
MCMP 44000	BIOL 30100/30200 or equiv., MCMP 30400, Co-requisite MCMP 30500	Advance Pharmacy Practice (APPE) Rotations	All core course work through Third Prof. year, including all IPPE requirements

**ACADEMIC STANDARDS: POLICIES AND PROCEDURES FOR STUDENTS ENROLLED  
IN THE COLLEGE OF PHARMACY\***

**I. RATIONALE**

- A. Students are selected for admission to the Pharm. D. and B.S. in the Pharmaceutical Sciences programs on the basis of (a) evidence of academic potential and readiness to handle the curriculum in a satisfactory manner and (b) evidence of motivation to pursue that goal. Once admitted, students who experience persistent academic difficulties are encouraged to determine the nature and extent of the underlying problem(s) so that appropriate remedial steps can be taken as early as possible.
- B. An academic progress review conducted at the end of each semester is intended to identify and assist students whose grade records reveal a pattern of academic problems. Directed counseling involving academic advisors and/or the Senior Associate Dean assures that these particular students take steps to evaluate their problems and formulate plans for remedial action. Students are encouraged to evaluate academic progress, seek out help for any developing problems, and develop self-discipline.
- C. To facilitate student monitoring of academic progress and initiative in resolving an academic problem, it is important to define that level of performance which is acceptable and predictive of continued satisfactory progress in the College. The Academic Standards Policies described in this document identify an overall "C" grade in core courses as the minimal level of performance which the faculty deems necessary for continued satisfactory progress in the College. In this context, a grade of "D" represents an unsatisfactory level of attainment of the objectives for a given course. A "D" grade, although passing, should represent a clear warning that the student is responsible for addressing any deficiencies in order to avoid compounding the problem in subsequent professional courses which build upon that background. In addition, as outlined below, a student earning any combination of two or more D or F grades in core courses during a semester will be placed on probation. Note that C grades include C+ or C- and that D grades include D+ or D-.

**II. CORE COURSE GPA**

- A. To facilitate assessment of student progress in the College, a core course grade point average (GPA) representing core course grades will be computed for each student in the College. If plus or minus grades are awarded, they will figure into the GPA calculation using standard University procedure. This core course grade point average will be calculated beginning with the grades earned in the first professional year for Doctor of Pharmacy students. Core courses or equivalents completed prior to initial enrollment in the College will not be included in the core course GPA's for Doctor of Pharmacy students. The core course GPA for students in the Pharmaceutical Sciences program includes all core science courses taken beginning with semester one of the curriculum, regardless of when the student formally enters the program.
- B. Calculations of the core course GPA will be made following the usual University procedures with regard to grades for repeated courses and with regard to credits transferred from other institutions for core course equivalents. The Office of the Registrar will provide the information needed to assist the Office of the Senior Associate Dean with calculations of semester and cumulative core course GPA's.
- C. Performance in courses taken during a summer session does not affect academic standards in terms of grade calculations or probation status.
- D. For students enrolled in dual degree programs (i.e., Pharm.D./MSIA or Pharm.D./BSPS), separate core course GPA calculations are determined for each program.

- E. Successful completion (grade of C or better) of an approved alternative core course through another university results in removal of any previous grade for that course on the student's College record and the student's College grade index is recalculated at the end of the semester subsequent to completion of the alternative course.

### III. PROBATION

- A. Students whose semester or cumulative core course GPA falls below 2.0 at the end of any semester will be placed on academic probation by the College.
- B. If a student receives any combination of two or more D or F grades during a semester in core courses, the student, regardless of semester GPA, will be placed on probation by the College.

### IV. DISMISSAL

- A. Two consecutive semesters with either a semester or cumulative core course GPA below 2.0 will result in dismissal from the College.
- B. Receipt of any combination of two or more D or F grades in core courses during a semester when a student is on probation will result in dismissal from the College.
- C. A student who earns probation status three times will be dismissed from the College.
- D. Students who either fail core courses or drop them because of poor academic performance (i.e., drop after the fourth week of the semester with a WF grade) will be allowed only one additional enrollment for repeating the course (or its equivalent). Failure at the second attempt will result in dismissal from the College. Students dismissed for this reason and subsequently readmitted will be allowed to take the course only one more time.
- E. Students dismissed at the end of either the fall or spring semester should contact their pharmacy academic advisor for assistance in the revision of their next semester's schedule, as appropriate. Students who are dismissed may apply for readmission through the Pharmacy Readmissions Committee as outlined in Section V.
- F. Students dismissed from the College in accordance with these Policies and who are not below the University's scholastic deficiency level may apply for transfer to another academic program. During the period of dismissal, students planning to apply for readmission to the pharmacy program may take courses at Purdue or at another institution. Although dismissed students cannot normally take courses taught within the College of Pharmacy, they may take a course equivalent (approved by the established College procedure) in order to remedy academic deficiencies and acquire documentation for a readmission decision.

### V. READMISSION

- A. Students dismissed from the College in accordance with these Academic Standards Policies may apply for readmission through the Senior Associate Dean. In its readmission decisions, the Pharmacy Readmissions Committee will be guided by the same factors determining the original admission decisions, i.e.:
  1. Evidence of academic potential and readiness to handle the curriculum in a satisfactory manner.
  2. Evidence of motivation to pursue that goal and by positive evidence of corrective measures planned by the student.
- B. Dismissed students may be required to remain out of the College for a minimum period prior to readmission.
- C. Students who apply for readmission following dismissal must submit a thoughtfully prepared pharmacy readmissions application.

- D. Students who apply for readmission to the College following dismissal may be interviewed by members of the Pharmacy Readmissions Committee.
- E. Students who are dismissed from the College and are readmitted may have stipulations placed upon their readmission. These stipulations may include a requirement that a student repeat courses previously taken, regardless of the grades earned in the course(s). Other stipulations include, but are not limited to: regular follow-up with an advisor or faculty member; seeking out specific medical or psychological care; participation in specified study or help groups.
- F. Students who are readmitted to the College following dismissal in accordance with the Academic Standards Policies will be readmitted on probation, with the following understanding:
  - 1. A semester core course GPA below 2.0 in the first semester after readmission or receipt of any combination of two or more D or F grades in core courses in that semester will result in dismissal.
  - 2. If a semester core course GPA of 2.0 or better is attained and fewer than two D or F grades are earned in the first semester after readmission, students will not be dismissed even if the cumulative core course GPA remains below 2.0. Students will have two semesters after readmission to bring the core course GPA to 2.0 or above. Thereafter, the basic policy of dismissal following two consecutive semesters with a cumulative or semester core course GPA below 2.0 or receipt of any combination of two or more D or F grades in core courses will apply.

## VI. GRADUATION

A minimum cumulative core course GPA of 2.0 will be required of each student to be certified for graduation in the College.

## VII. NOTIFICATION

Students placed on probation or subject to dismissal in accordance with these policies will be notified promptly in writing from the Dean's Office with copies sent to the appropriate academic advisors and the Office of the Dean of Students. These students are encouraged to utilize counseling services from the College and from the Office of the Dean of Students.

## VIII. APPEALS

In administering the Academic Standards Policies, student appeals relating to grades received in a core course will be handled in accordance with the University Grade Appeal System; student appeals relating to administration of the policies themselves will be referred to the Office of the Senior Associate Dean.

*\* These policies apply to all students enrolled in the Doctor of Pharmacy and the B.S. in the Pharmaceutical Sciences (BSPS) programs, with the exception of students beginning the first semester of BSPS program in Fall 2010 or later. Regular University Academic Standards apply to these students.*

## **SHARING OF EDUCATIONAL PERFORMANCE INFORMATION**

The professional program establishes standards for student academic and technical standards performance. Information regarding student deficiencies may be shared among instructors or preceptors if a student does not meet program expectations in one or more areas of attitudinal, behavioral or knowledge performance. The goal of this information sharing is to encourage instructors or preceptors to work with the student to address identified deficiencies. Individuals responsible for administering the Introductory Practice Experience Program, the Experiential Learning Program, the Assistant Dean for Clinical Programs, and the Senior Associate Dean or their representatives may authorize such information sharing if it is believed to be in the best interest of the student or the program.

## **APPLICATION TO PHARM.D. PROGRAM BY PHARMACEUTICAL SCIENCE STUDENTS**

Students enrolled in the Bachelor of Science in the Pharmaceutical Sciences may apply for admission to the Pharm.D. program following established procedures. This application process is competitive and successful completion of courses in the pharmaceutical sciences curriculum is only one factor considered in selecting students for the Pharm.D. program. The course sequencing and classroom/laboratory capacity of the Pharm.D. program is such that, once admitted, it will take a pharmaceutical sciences student the full four years to complete the Pharm.D. program. However, credit will be given for any core course completed while enrolled as a pharmaceutical sciences student.

## **ACADEMIC ADVISING AND COUNSELING**

An important factor in a pharmacy student's success in college is the help he or she has available from advising and counseling, and the degree to which such services are used. Every student has an assigned academic advisor during the entire college program. You are encouraged to get to know your advisor and to use that person's experience and advice in planning your college progress.

The Office of Student Services (Room 156) serves as a valuable resource for students. Printed and video materials and resource links are available on a wide variety of subjects, including pharmacy career options, post-graduate opportunities, other colleges on campus, and student services available on campus. Information is also available in the Student Services section of the College's web-site ([www.pharmacy.purdue.edu](http://www.pharmacy.purdue.edu)). Seven academic advisors staff the office. Once a student is admitted to the College, he or she is assigned an individual academic advisor.

Advisors help in planning schedules and must approve the courses which each student selects at registration. They advise on electives and assist in determining the best schedule for a student to take. The advisor is the first person to go to when a student is having academic or personal problems, and should be considered a personal friend. Remember, your advisor is interested in you, and has the experience and ability to give you help when you need it.

Other counseling resources include mature and qualified faculty and staff, graduate students, and older undergraduate students who are employed on the men's and women's residence halls' counseling staffs and live in the halls to assist the students with their personal and scholastic problems.

Staff members of the University Office of the Dean of Students are available to advise you about matters of personal or general concern. They can, for example, offer assistance or refer you to specialized help in such areas as career options, study habits, housing, scholarships, financial aid, part-time employment, campus activities, and home and community relationships. Support services which may be called upon for specialized help include the Student Health Center and staff psychiatrists, the Counseling and Psychological Services Center, and the Disability Resource Center. Part of your growth process is recognizing a problem exists and learning to seek and accept help when it is needed.

### **GRADE APPEALS**

The College of Pharmacy has a grade appeals system as a part of the University-wide system.

In cases where a student has evidence or believes that evidence exists to show that an inappropriate grade has been assigned as a result of prejudice, caprice or other improper conditions such as mechanical error or assignment of a grade inconsistent with those assigned other students. Additionally, a student may challenge the reduction of a grade for alleged scholastic dishonesty.

Before an appeal is filed, informal attempts must be made to resolve grade grievances and appeals at the lowest level - course instructor, department head, etc.

The initiation of a formal grade appeal must be made within 30 days after the start of the regular semester following the one in which the questioned grade was given. The initial step is to file a notice of intention to appeal with the chairperson of the College Grade Appeals Committee. The Senior Associate Dean serves as the non-voting Chair of the committee.

The student will then have a maximum of another 30 days to resolve the situation with the instructor, department head, etc. If a mutually acceptable decision is not reached, the student must file a detailed written statement of allegations, facts, and circumstances with the committee chairperson within the 30 day limit.

After receipt of the student's statement, the Grade Appeals committee will make a determination as to whether there is adequate justification to convene a formal hearing. If a hearing is to be held, all parties involved will have the opportunity to present evidence and ask questions as outlined in the University Regulations. If the results of the hearing are still not acceptable a further appeal may be made to the University Grade Appeals Committee.

In appealing a grade, the burden of proof is on the student, except in cases of alleged academic dishonesty, where the instructor must support the allegation.

Materials are available to the student appealing a grade to aid in the preparation of a statement and case for a hearing. Specific procedures on filing an appeal can be found in the pamphlet entitled University Regulations, A Reference Book for Students, Staff, and Faculty: Academic Conduct, and Student Organization. Specific guidance is also available from the Senior Associate Dean.

The Grade Appeals Committee in the College consists of both faculty and student members.

## **PROCEDURES FOR HANDLING PROBLEMS/WAIVER REQUESTS WITHIN THE CORE CURRICULUM**

### **Introduction**

Curricular requirements approved by the faculty for the Doctor of Pharmacy and B.S. in the Pharmaceutical Sciences specify the core courses, their sequencing and prerequisites, which in the faculty's judgment represent an optimal educational plan for students to develop the capabilities expected of our College's graduates. Individual aspects of the student's background, current academic progress and/or career plans may lead him/her to inquire if an individual exception or modification of this general curricular plan might provide an acceptable alternative means of achieving the College's educational intent for that particular student.

The Dean of the College, with advisory input from the faculty, is responsible for administering the College's academic programs and thus, ultimately, approving or disapproving individual student requests for exceptions to the curricular requirements. For such decisions to be made consistently, with the student's educational and personal circumstance interests in mind, guidelines and procedures for students, academic advisors and administration to follow in dealing with student requests have been developed.

Procedures established by the faculty for handling student problems and/or requests for exceptions to the curricular requirements:

#### 1. Prerequisites for core courses

##### a. Monitoring student satisfactory completion of prerequisite courses.

As a matter of routine, at the time grades are submitted to the Registrar, instructors of core courses should also submit to the Senior Associate Dean a list of those students failing or receiving a grade of D in that course. Prior to the beginning of the next semester, the Office of Student Services will work with those students who have not passed courses that are stated prerequisites of a core course to ensure the students are enrolled in the appropriate course work. The performance of students not failing a course but who have received a D grade will be monitored closely by the Senior Associate Dean and the student's academic advisor.

##### b. Student request for waiver of prerequisite to a core course.

Requests to obtain a waiver of prerequisite(s) for a core course must first be submitted by the student to the Senior Associate Dean or the Director of the Office of Student Services. If that individual approves, the request is forwarded by the student for to the course instructor for review and approval. If the instructor approves the waiver, the student will provide a copy of the approval to his/her academic advisor and the document testifying to this fact shall be deposited in the student's permanent file. College policy excludes consideration of pre-requisite waivers due to failure of a pre-requisite course.

#### 2. Substitution of an "equivalent" or higher level course for a core course.

A student desiring to substitute for a core course in the curriculum another "equivalent" or higher level course (taught on this campus or another campus) should receive prior approval from the Senior Associate Dean that the course will be accepted in lieu of the College-taught course. In reaching this

decision, the Senior Associate Dean will consult with the instructors of the core course, or if a service course is involved, the faculty liaison for that course, to determine the "equivalency" of the proposed course substitution. The course instructor or department head of jurisdiction should submit a suitable note to be placed in the student's permanent file.

### 3. Academic difficulty in a core course

- a. A student in academic difficulty in a given core course should take responsibility to discuss his/her difficulty with the course instructor and, hopefully, identify approaches to improve performance.
- b. The student should then confer with his/her advisor to assess underlying reasons as the student understands them and determine a suitable course of action.

### 4. Dropping a course

In the event of a voluntary or required decision to drop a course, the student should see his/her advisor to discuss the reason for dropping and the ramifications of doing so with respect to academic progression and financial aid status.

### 5. Out-of-phase

A student who becomes out-of-phase with the core curriculum should meet with his/her advisor as soon as possible to develop an alternate plan of study which, in the absence of course scheduling conflicts, indicates the most efficient sequence of courses to complete the curriculum. This alternate plan of study agreed upon by the student and advisor should be signed by both with a copy being placed in the student's file. Although the College will make an attempt to avoid schedule conflicts for classes that need to be completed by out-of-phase students, there is no guarantee that schedule conflicts will not occur in subsequent semesters for an out-of-phase student attempting to complete required core courses.

*Approved, as modified, by the faculty November 2010*

## **GUIDELINES FOR RESOLVING STUDENT-INSTRUCTOR "CONFLICTS"**

Many times during the course of a semester, problems, conflicts, and crises develop between students and instructors. These issues range from questions about course material and problems with grading to suggestions for possible course improvements. At the Pharmacy Student Council meeting on October 4, 1988, Dean Rutledge asked the Council to address the issue on conflict resolution and establish guidelines to facilitate interaction between students and instructors, and a committee was established for this purpose. The following information presents the guidelines that were recommended by the committee.

**SUMMARY** - During the committee meeting, it was found that student-instructor crisis can take several forms.

1. Problems with grading.
2. Questions about course material.
3. Suggestions for course improvements.
4. Problems with instructional format.
5. Personal/Family problems.
6. Personality conflicts between student and instructor.

The committee then developed guidelines for students to follow when confronted with one of these situations.

### **DO'S OF CRISIS RESOLUTION**

1. Seek help as soon as possible.
2. Seek help on an individual basis.
3. Speak with the instructor about the problem, questions, or crisis.
4. Be open to the instructor's point of view.
5. Meet with the course coordinator if you feel that your crisis was not resolved by the instructor.
6. Ask questions in class.
7. Use teaching assistants as sources of information.
8. Give constructive criticism that will aid instructors in their efforts to help students understand.

### **DON'TS OF CRISIS RESOLUTION**

1. Ignore the situation.
2. Form a lynch mob.
3. Go over the instructor's head until you have sought the help of the instructor without avail.
4. Be hypercritical of the instructor.
5. Expect the instructor to change his/her personality.
6. Wait until the last minute.
7. Rely on others to take care of your problems.

Since these recommendations will affect the way students interact with instructors, your approval of these guidelines is important to their implementation. If you have suggestions or questions, please contact a member of Pharmacy Student Council. Your input will be greatly appreciated.

*Recommended by the Pharmacy Student Council, October 1988; Reaffirmed March 2001.*

## INSTRUCTOR EVALUATION

At Purdue University instructors are evaluated for promotion on the basis of their performance in three areas, teaching, research, and service. Assessment of teaching is conducted in a variety of ways, including:

Student evaluation of lectures for the teaching process (organization of the course or instructor for class), learning outcomes (whether or not students learned or interest was stimulated through the course), and the ability of the instructor to facilitate learning for a diverse student population

- E.g., Instructor seems well prepared for lecture, displays a clear understanding of the material, has an effective teaching style, stresses practical application of the material, handout materials are valuable and complement lecture material

Evaluation of the course and lectures or labs by the Center for Instructional Excellence (CIE)

Focus groups completed by the Dean and/or Senior Associate Dean of the College of Pharmacy through semester-end discussions with student focus groups

Peer assessment by a senior faculty member including observation and feedback on classroom performance as well as a review of handout (objectives, clarity, content, references) and examination material.

Honest evaluation of teaching by students is very important to the individual instructor for his/her own development. When you are given a teaching evaluation for an instructor, please assess every characteristic fairly based upon the instructor's performance. When you give written feedback, please include specific suggestions for improvement, not just criticism. This will both aid in instructor improvement and will assure that those deserving recognition receive it.

## JOB SEARCH - COMMUNICATION, COURTESY, AND CONSIDERATION

The Fall Pharmacy Career Fair and Interview Days bring us directly into the intentional job search season. Below are some reminders and tips to students who are seeking either full-time professional positions or part-time, summer, or seasonal opportunities. Keep in mind some basic etiquette and professional standards.

1. **Communication** – coherent, meaningful communication whether written or verbal – from letters to applications to interviews, all disclose cues and clues about you. Have someone else proofread written work and practice interviewing with friends or colleagues. Know what you want to learn from the interview and the message you want to share.
2. **Appearance and manners** – create that very lasting, first impression. After that, you can validate the positive, but it is very difficult to overcome the negative. The appearance of correspondence and applications is as important as matching socks and professional dress. Practice your handshake to make it comfortable and sincere as a professional greeting.
3. **Courtesy** – be timely and responsive in all interactions: individualized follow-up letters and thank-you notes. Request any offer to be made as a written offer, even though it may originally be made verbally. Acknowledge, in writing, all offers and conditions of those offers, as you understand them. Meet the employer's deadline or ask early for an extension.
4. **Responsibility** – accepting a position should come with full consideration of the ethical and professional obligations and responsibilities concomitant with agreeing to an offer of employment or opportunity. If you are feeling pressure from an employer for a decision or if you are uncomfortable with some uncertainty, talk with your advisor or a faculty member BEFORE you accept. After you accept, the employer expects you to come to work! This is a critical decision on your professional career path.

In the grand scheme of personal and professional development, those capabilities reflected above are continuing validation of the "outcome abilities" identified by the College of Pharmacy: critical thinking and decision making, communication, and responsible use of values and ethical principles. From the classroom to the workplace, all factors facilitate your successful pursuit of your professional goals.



### Student File Access Request

College of Pharmacy  
Purdue University



Name of Student Allowing Access: \_\_\_\_\_  
 Purpose of this Requested Access: \_\_\_\_\_  
 Date of Request for Access: \_\_\_\_\_  
 Name of Person Requesting Access: \_\_\_\_\_  
 Signature of Student: \_\_\_\_\_

This request represents permission for the named above to access certain information which would otherwise be considered confidential, and not subject to release without permission, under the terms of the Family and Educational Rights and Privacy Act.

**Note well:** The items listed herein are among those which are topics traditionally not available as directory information and may be included in a letter of recommendation. Many of these are recorded only in your college file to which you are hereby granting the requestor access. This list is not intended to be all-inclusive. By darkening in the circle next to the information, you are indicating the information is **NOT** to be released. Conversely, by leaving the circle open, you are **permitting** release of that information. In that manner, it will not be possible for this form to be altered in a way which would adversely affect the rights of the person allowing access to this information.

Indicate by darkening the circles for each item which you **DO NOT WANT RELEASED**:

- Grade Point Average (GPA), Graduation Index (Professional Program GPA)
- Grade Point Average (GPA), Semester
- Individual Course Grade(s) (Specify: \_\_\_\_\_ )
- Grade Point Average (GPA) in an area e.g.
  - MCMP
  - PHPR/CLPH
  - PHAD
  - IPPH
  - Other \_\_\_\_\_
- College of Pharmacy Activities
- Campus Activities
- Non-College related activities (e.g. church, civic organizations, service clubs, etc)
- Honors and awards
- Advisor notes and comments
- Other recommendations
- Professional application
- \_\_\_\_\_

**THIS INSTRUMENT (REQUEST) is to be used only by the individual named and for the purpose indicated above on the single date of request for access designated and may not be shared for any other purpose.**

This instrument (request) will subsequently be retained in the student file.

\_\_\_\_\_  
OSS Signature

\_\_\_\_\_  
Date

Waiver of Rights to Access or View any recommendation made pursuant to this request:

**I DO** or  **I Do NOT** (darken one and sign below) voluntarily waive my rights which would otherwise be permitted by the Family Educational Rights and Privacy Act of 1974 to view any recommendation made pursuant to this request.

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

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

## **PRACTICAL EXPERIENCE ~ PHARM.D.**

The practical experience portion of the pharmacy curriculum for the Doctor of Pharmacy includes the following as described:

**Introductory Pharmacy Practice Experience** – The introductory pharmacy practice experience (IPPE) program is designed to provide a series of transitional experiential activities and active learning in the P-1 through P-3 years of the curriculum leading to Advanced Pharmacy Practice Experiences (APPE) during the final (P-4) year of the curriculum. Students obtain experience in both community and institutional practice settings that is designed to develop foundational knowledge, attitudes and skills related to patient-centered pharmacy practice. The IPPE program is in a period of transition and students entering the professional program in the years 2008-2013 will have slightly different requirements totaling 8-9 credit hours depending upon entry year. Students are referred to curriculum sheets available through the Pharmacy Office of Student Services to obtain information on their specific course requirements. Regardless of entry year, students must complete all IPPE requirements to be eligible to participate in APPE during the P-4 year.

**PHPR 88000 & 88100 - Integrated Advanced Practice Rotations** - The basic Integrated Advanced Practice rotations, known as Community and Institutional Operations II, for Pharm.D. students are designed in terms of 4 week blocks. Through the four week core rotations, students will gain experience in drug dispensing and practice management-related activities as well as decision-making, direct patient care and drug information activities. Through these activities and associated projects, students will not only learn and grow professionally but will also provide valuable patient care and practice development service to the experiential site. An important emphasis of the College in the selection of experiential sites reflects the philosophy of the program as a strategy to develop students as well as advance practice in a changing health care system. The student is under supervision of pharmacists selected by the College as preceptors. It is an opportunity for the students to apply their acquired knowledge and skills to the range of professional services and activities expected in both pharmacy practice settings. Through these Integrated Advanced Practice rotations, a student should progress from the student pharmacist level to becoming a pharmacist with the associated responsibilities for accountability. The community and institutional rotations may be served anywhere in Indiana with very limited availability in the Lafayette area.

**CLPH 88500, 88800, 88900 - Focused Advanced Practice Rotations** - The College's Pharm.D. program has a well-structured, experiential program that applies the students' didactic learning to real world experiences in providing pharmaceutical care. Through a planned student performance assessment of preceptor mentoring, students have been guided through successive rotations to gain abilities needed to deliver pharmaceutical care and motivation to become a practice advancement leader. Focused Advanced Practice rotations provide 8 - 12 weeks for elective rotations pertinent to the student's career path preparation interests. Complementing the 4 weeks each of community and hospital Integrated Advance Practice rotations, 16 - 24 weeks of additional ambulatory and inpatient Focused Advanced Practice rotations allow students to further develop their clinical skills, knowledge and abilities at different clinical sites. Through the elective rotations, students will gain additional experience in role activities and projects pertinent to career development goals of the track elected by the student (e.g., ambulatory, acute care, long-term care, nuclear pharmacy, management-related path, industrial pharmacy path or graduate research preparation path).

The Indiana Board of Pharmacy accepts the hours completed during the Integrated and Focused rotations as partial fulfillment of the practical experience requirement for licensure within the state. An Indiana Intern/Extern registration is required for granting of licensure credit.

**Note:** *Students may not begin any APPE clerkship rotation until they have successfully completed all didactic coursework, including the required IPPE courses.*

## **Advanced Pharmacy Practice Experiences – Evaluation and Performance Policy**

**Advanced Pharmacy Practice Experiences - Evaluation** - Students enrolled in the Advanced Pharmacy Practice Experience (APPE) rotations will be evaluated on clinical knowledge, professional work habits and abilities, oral and written communication skills, and must continue to meet all technical standards as set forth by the College for program continuation (See Technical Standards for Admission and Program Continuation in the Student Handbook). The preceptor must document in writing and inform the student of any deficiencies identified during the rotation (preferably during the midpoint evaluation) that could result in a failing grade so that the student is aware of the deficiencies and has time to correct them before the final evaluation is completed. Any behavior that would constitute negligence on behalf of the student should be included in this written documentation with specific details and events. At the conclusion of each of the advanced practice rotations, the preceptor will complete an online evaluation of the student's performance and provide a recommendation to the College regarding the student's status for that individual rotation. The APPE Director will then assign a grade of Pass(P) or Not Pass(NP) based on the preceptor's recommendation and evaluation. If a NP grade is recommended by the preceptor and assigned by the College, the student will be required to complete an additional, faculty-precepted rotation during the summer session of the next experiential year (i.e., May-July). This will automatically delay the student's graduation until August. Students receiving a NP grade for a rotation must meet with the Experiential Learning Director(s), the Associate Dean for Academic Programs, and/or the Experiential Learning Academic Standards Committee (ELASC)\* to discuss the failed rotation and to develop a plan to encourage future rotation success. Any additional costs associated with a repeated rotation (e.g., course registration, housing, transportation) will be the student's responsibility. All student appeals for rotation grades will be brought before the ELASC for final resolution.

**Advanced Pharmacy Practice Experiences - Dismissal** - Any student who receives a NP for two advanced practice rotations will be dismissed from the Doctor of Pharmacy Program and will be subject to the following:

1. Students dismissed from the program may apply for readmission through the ELASC.
2. Dismissed students may be required to remain out of the program for a certain period of time prior to readmission.
3. Students who are readmitted to the program following dismissal will be readmitted with the following understanding:
  - a. Unless the ELASC determines otherwise, the student must repeat the entire year of advanced practice rotations. Students readmitted to the program will be responsible for all costs associated with the rotations.
  - b. A single NP assigned for any rotation following readmission will result in dismissal from the program.
4. Students who are dismissed from the School and are readmitted may have stipulations placed on their readmission with regard to the advanced practice rotations. These stipulations may include, but are not limited to, a requirement that they repeat certain rotations and/or courses (regardless of grades previously earned on those rotations/courses), attend regular follow-up sessions with the experiential learning directors or regional faculty coordinators, share previous rotation evaluations with current preceptors, or seek out specified medical or psychological care.

\* *The ELASC membership is composed of the Experiential Learning Directors, the Senior Associate Dean, Associate Dean for Clinical Programs and three faculty members with APPE precepting experience.*

## **CRIMINAL BACKGROUND CHECKS AND DRUG SCREENING**

Students admitted to the Doctor of Pharmacy Program are required to undergo a criminal background check prior to beginning the professional program. Information will be provided by the College to entering students regarding the steps to be taken to complete this process and the documentation that is required to be submitted. Some practice sites may require that a student submit to an updated criminal background check or screening processes for illicit drug use as a condition for placement and/or participation at the health care site. Students enrolled in the Bachelor of Science in the Pharmaceutical Sciences Program may be required to undergo criminal background checks and/or drug screening as a requirement for participation in summer or academic year internship programs, depending upon site requirements. It is College policy that students are financially responsible for fulfilling these criminal background check and drug screening requirements.

## **IMMUNIZATIONS**

Affiliation agreements between the College and the institutions providing experiential rotations require that all students comply with the public health policies that are in effect for personnel providing patient care at those institutions. This includes being inoculated against, and having evidence of the absence of specific contagious disease. Diseases for which such documentation is currently necessary are tuberculosis (annual requirement), measles, varicella, rubella, and hepatitis B. The student is financially responsible for these immunizations and submitting the appropriate documentation to the College. Immunizations may be obtained from your personal health care provider. Specific information regarding these immunization requirements will be provided to students upon admission to the Doctor of Pharmacy Program. Students enrolled in the Bachelor of Science in the Pharmaceutical Sciences Program may be required to complete specific immunization requirements for participation in summer or academic year internship programs, depending upon site requirements.

## **INDIANA INTERN/EXTERN LICENSE**

Students participating in Introductory Pharmacy Practice Experience and Advanced Practice Rotations must have a current Indiana Intern/Extern License. The Purdue curriculum includes all the practical recognized experience hours necessary for an individual to become licensed in the State of Indiana. However, some states require additional experience hours or hours outside of the established curriculum for licensure eligibility. Students may obtain their Intern/Extern license from the Indiana Board of Pharmacy by completing an application form and paying the appropriate fee after beginning first professional year classes. Students may obtain an Intern/Extern application form from the Pharmacy Office of Student Services (Room 156).

## **MALPRACTICE INSURANCE**

All students who will be enrolled in practical experience programs are required to have malpractice insurance obtained by the College of Pharmacy.

### **WHAT IS COVERED?**

Coverage is provided from June 1 (or whenever the policy is purchased after June 1) through May 31 of the following year, for malpractice liability while participating in the pharmacy education program. This includes under the definition of malpractice -- error, omission, or negligence in the performance of duties as a student in: all Introductory Pharmacy Practice Experiences (IPPE) and the Advanced Pharmacy Practice Experiences (APPE). Students in the Pharm.D. program are required to carry malpractice insurance throughout their time in the professional program and will be assessed an annual fee that will also provide for the malpractice insurance for the IPPE and APPE courses in the curriculum.

### **LIMITS OF COVERAGE**

The insurance carrier will pay up to \$1,000,000 to any one person making a successful claim against you, and up to \$3,000,000 in any one policy year, regardless of the number of claims or persons involved. The pharmacy education program includes all practical experience programs conducted as a part of the College or University requirements for a degree in pharmacy. Coverage does not extend to pharmacy-related activities outside of the professional program (e.g., volunteer work, internships, other paid employment).

### **IMPORTANT FEATURE**

Expert legal counsel and claims adjustors are available to you in all sections of the country to aid and defend you, without cost to you, if a claim is filed or threatened against you. All court costs are paid for you. Your first need if sued will be the services of an attorney, the cost of which is covered by this policy. If the event (negligence) which leads to a law suit occurs during the coverage period, it will be the responsibility of the insurance carrier to defend even if the law suit is actually filed after the coverage has been discontinued.

### **EVIDENCE OF COVERAGE**

Each student covered by the policy may obtain an identification card referring to the master contract through the Office of Student Services.

### **NOTE**

The insurance must be paid before a student is permitted to participate in any of the practical experience programs. The cost varies and is determined each year; however, usually the cost is approximately \$20.00. ***NO STUDENT WILL BE PERMITTED IN ANY OF THE EXPERIENCE COURSES WITHOUT MALPRACTICE INSURANCE.***

## **STUDENT COMPLAINTS**

Student complaints about any aspect of the College's programs should be discussed with the Senior Associate Dean. Any student complaint filed in writing will be promptly responded to by the College. Processes are in place through the College committee structure to review and act upon certain types of complaints, including those related to responsibilities of the following committees: Admissions, Academic Standards and Readmissions, the Curriculum, Grade Appeals, Student Cases (for disciplinary actions), Experiential Programs, and the Library. The Senior Associate Dean can advise students on the appropriate procedures to follow in resolving complaints related to the above committees or complaints that do not specifically fall under the responsibilities of the committees listed above. The Senior Associate Dean can also explain the appeal processes that are associated with decisions that are made with respect to student complaints. The College is accredited by the Accreditation Council for Pharmacy Education (ACPE) via a set of written standards, policies and procedures published by the Council available at: [www.acpe-accredit.org/](http://www.acpe-accredit.org/). Any complaints related to the accreditation standards may be directed to that organization if not resolved through the College's complaint process.

## **ACTIVITIES AND ORGANIZATIONS**

Whenever possible, students are encouraged to develop some outside interest or activity in addition to academic study. A well balanced college career includes extracurricular involvement as well as classroom and laboratory work.

Students have opportunities to obtain military training; join social and honorary fraternities, sororities and clubs; participate in intercollegiate and recreational sports; the Purdue Bands and Musical Organizations; and a number of honorary societies.

Both men and women students engage in the social activities centered in the Purdue Memorial Union, participate in radio broadcasting over Purdue Station WBAA, take part in the University Theatre, do staff work and writing for student publications, and enter into all the various extracurricular affairs of the campus. Organizations within the College of Pharmacy are:

**American Pharmaceutical Association, Academy of Students of Pharmacy (ASP)**. The Purdue chapter of the Academy is also affiliated with the Indiana Pharmacists Alliance (IPA). Membership is extended to all undergraduate and graduate students enrolled in pharmacy programs. Its objectives are to encourage and provide for student participation in national, state, and local association affairs; to encourage scholarly, scientific, and professional attitudes and performance among pharmacy students; to provide a forum for discussion of matters relating to these objectives; and to familiarize students with the conditions existing in and the problems confronting the pharmacy profession.

**American Association of Pharmaceutical Scientists**. AAPS promotes a dynamic international forum for the exchange of knowledge among scientists to enhance their contributions to health. The Purdue chapter serves both graduate and undergraduate students in the pharmaceutical sciences.

**College of Psychiatric and Neurologic Pharmacists (CPNP)**. CPNP Purdue is a recognized student chapter of the national College of Psychiatric and Neurologic Pharmacists organization. CPNP Purdue is a student-driven organization focusing on outreach to, community services for, and education of persons with psychiatric and neurologic disorders. Eligible students are PharmD students in the P1-P4 years with an interest in working with people with mental illnesses.

**International Society for Pharmacoeconomics and Outcomes Research**. ISPOR's mission is to develop an understanding of opportunities in outcomes research and pharmacoeconomics and serves as a networking and educational tool for students interested in these areas. The Purdue chapter serves both graduate and undergraduate students interested in these areas.

**International Society for Pharmaceutical Engineering (ISPE)**. As part of the world's largest global association for pharmaceutical sciences, ISPE Purdue Chapter seeks to offer students diverse pharmaceutical opportunities to develop their interest in the industry. Purdue Chapter offers mentors, networking with other students and industry personages and many more valuable resources by hosting several social events and industrial visits. We also help members with finding internships and jobs opportunities in the pharmaceutical industry. Membership is open to anyone in the College of Pharmacy or the Schools of Engineering.

**Kappa Epsilon**. Pi Chapter of Kappa Epsilon is a national professional fraternity. Members are chosen on the basis of scholarship, character, and leadership. The object and purpose of this professional fraternity is to promote women in pharmacy and to foster professional consciousness. Membership provides opportunities for leadership development, community service, and fellowship.

**Kappa Psi**. Pi Chapter of Kappa Psi Pharmaceutical Fraternity is a professional fraternity. Each year a new group of men and women is pledged from the sophomore, junior, and senior classes in the College of Pharmacy. The pledges are selected by the members on the basis of character, leadership, scholarship, and interest in furthering the profession of pharmacy. The various activities encountered through Kappa Psi offer the active member fellowship

with their college colleagues and an opportunity to become involved in community projects, both socially and professionally.

**NCPA.** Purdue University NCPA Student Chapter provides a forum for pharmacy students to learn about the many career opportunities available in independent pharmacy practice. Student chapter members participate in NCPA on a national level, are involved in community service, promote independent pharmacy and stimulate interest in ownership, and advocate legislative action. Pharmacy students who are currently enrolled and in good standing may join as active members, and prepharmacy students may join as associate members. All student chapter members must also be student members of the National Community Pharmacists Association.

**Pharmaceutical Sciences Club.** The Pharmaceutical Sciences Club is an organization formed to encourage students in the Pharmaceutical Sciences and Doctor of Pharmacy program to explore career opportunities in the pharmaceutical industry. Membership is open to all students in the College.

**Pharmacy Christian Student Association.** This club is open to all students and faculty members including pre-pharmacy, pharmacy, and graduate students. We hold weekly bible studies and promote godly behavior and attitudes among Purdue Pharmacy students. We host various events to foster an awareness of God within the profession of Pharmacy.

**Pharmacy Student Council.** The Pharmacy Student Council serves as a communication resource between students and the faculty. It consists of two representatives from each class, including the prepharmacy students (elected by each class in November to serve one year terms), and representatives of the other student organizations within the College. In addition to their main goal to foster communication between students and faculty, the Pharmacy Student Council has been involved with improvements within the College such as providing lockers and adding vending machines to the student lounge area. Other service activities include sponsoring the Pharmacy First Nighter each fall and providing assistance with the pharmacy admissions interview week. The Pharmacy Student Council also serves as an advisory group in matters pertaining to educational, professional and extracurricular activities within the College. It meets regularly (usually twice a month) and is a ready sounding board for student ideas.

**Phi Delta Chi.** America's first professional fraternity in pharmacy. It is a co-ed fraternity and annually pledges both men and women who are either 2nd year prepharmacy students or enrolled in the College of Pharmacy. Phi Delta Chi, *a lifelong experience*, promotes scholastic, professional, and social growth in its Brothers. We strive to provide quality service to our patients, thereby advancing public health and strengthening ourselves as health professionals. Phi Delta Chi encourages Brothers to develop as leaders, as excellent pharmacists, and as well-rounded citizens. Excellent pharmacists are the most important product of Phi Delta Chi.

**Phi Lambda Sigma.** The Alpha Rho Chapter of Phi Lambda Sigma promotes and recognizes the development of leadership qualities in pharmacy. The Society encourages participation in all pharmacy activities; members are selected by peer recognition. Students considered for membership must have completed 90 hours of scholastic work and have attained a scholastic grade point average of 2.50. Members have demonstrated dedicated service and leadership to the advancement of pharmacy. Faculty, professional staff, and alumni are also eligible for membership.

**Pre-pharmacy Club.** The pre-pharmacy club provides an information exchange and mutual support forum for students enrolled in the pre-pharmacy program. Membership is open to all students considering application to the Doctor of Pharmacy program.

**Purdue Academy of Managed Care Pharmacy (PAMCP).** PAMCP is the Purdue student chapter of the Academy of Managed Care Pharmacy, the national organization dedicated to providing improved quality of life for patients through appropriate and accessible medication therapy. The chapter's purpose is to allow students to explore the career options in managed care and other areas where the management of pharmaceutical therapy related to population health (as opposed to individual patients) is the major concern.

**Purdue Pharmacy Ambassadors (PPA).** The Purdue Pharmacy Ambassadors is an organization that is open to all prepharmacy students and pharmacy students in the professional program. Members of this organization assist the

College with various recruiting activities such as discussing preparation for college and entrance into the prepharmacy program. PPA hosts the Pharmacy Job Fair each Fall, a one-day event that provides students with opportunities for summer internships, permanent employment, and contact names for future references.

**Purdue Student Society of Health-System Pharmacists.** This organization, established in 1990, provides an opportunity for students to become knowledgeable about providing pharmaceutical care in hospitals and other institutions. In addition, students have the opportunity to observe pharmacy practice in an organized health care setting. Membership and participation in the Indiana Society of Hospital Pharmacists and the American Society of Health-System Pharmacists is encouraged both as a student and upon graduation.

**Rho Chi.** Alpha Zeta Chapter of Rho Chi is a national honorary pharmaceutical society. Eligibility for membership is limited to upper class professional and graduate students in pharmacy and is based on high attainment in scholarship, character, personality, and leadership - being limited to a maximum of 20% of each class. The initiation banquet for new members is held annually in the fall, while each spring Rho Chi sponsors an honors convocation to recognize scholastic achievement among all classes of pharmacy.

**Society of Nuclear Pharmacy, Purdue Student Chapter.** This organization, established in 1993, extends membership to students who are enrolled in prepharmacy or pharmacy curricula with an interest in nuclear pharmacy. The organization's objectives are to give the students a better opportunity to learn about the profession through contact with their peers and invited speakers and through participation in Society functions. The Society also serves to improve communications between the students and the companies and individuals involved in nuclear pharmacy practice.

**Student National Pharmaceutical Association (SNPhA).** The Purdue student chapter of the National Pharmaceutical Association (SNPhA) extends membership to all undergraduate and graduate students enrolled in pharmacy programs. Its main objectives are to provide mechanisms by which minority pharmacy students may participate in shaping their professional curricula; to develop within minority communities, a positive image of black, Latino, and other minority health professionals; and, to inform pharmacy students of opportunities and obligations as future health care professionals. To attain its purposes and objectives, SNPhA develops, conducts, and coordinates programs which provide services, research, and training in areas directly affecting the health care or minority population.

## **FUND RAISING GUIDELINES FOR STUDENT ORGANIZATIONS**

### **PURDUE UNIVERSITY COLLEGE OF PHARMACY**

1. No more than two organizations can sell items at one time outside RHPH Room 172. Organizations are encouraged to use order forms (with samples available) to reduce congestion. Once sold, an organization can distribute the items in the student lounge at any time.
2. A calendar will be placed in the Office of Student Services (OSS) to reserve sales times and tables. Student organizations may reserve sales times up to two weeks in advance. Tables must be signed in an out in OSS.
3. Each organization can sell up to, but no longer than, two college weeks (14 calendar days) and must wait a length of one week (7 calendar days) before selling again.
4. Each organization may sell up to three times during a semester, unless permission is granted for exceptions by the Senior Associate Dean.
5. Items or sales for social events or fund-raisers for charities, sold on an individual basis, are not subject to the limitations in these guidelines. In addition, membership drives may be conducted at any time and not subject to these limitations.
6. A list of items sold by organizations will be maintained in the Office of Student Services. It is the responsibility of a student organization to make sure a new item being sold is added to the list.
7. Organizations may hold exclusive rights to sell specific items that they have designed or developed, unless permission is given by the organization to allow another group to sell the item. However, similar clothing and personal items (e.g., t-shirts, jackets, water bottles) with different designs/logos may be sold by any organization. If an organization does not sell a specific item they have designed or developed for a three year period, another organization may sell the item after notifying the original selling organization and the Senior Associate Dean of their intent to do so.
8. The decision as to the type of merchandise and the design will be left up to the judgment of the organization, keeping in mind the need to maintain the professional image of the student organization, the College of Pharmacy and the University. Organizations should review their item designs with their organization advisor to assure appropriateness. The Senior Associate Dean may be consulted if questions arise regarding the appropriateness of a proposed item.
9. All organizations selling items must abide by rules set forth by the Business Office for Student Organizations (BOSO) regarding advance filing of planned sales as well as obtaining required permissions from the University if using the words "Purdue University" the University logo or seal or other restricted words or images. Students may use the College of Pharmacy logo without specific permission so long as the item design has been approved by the student organization advisor or the Senior Associate Dean.
10. The Senior Associate Dean has the authority to enforce all guidelines set forth in this document and will arbitrate any disputes that may arise.

*Adopted by the Pharmacy Student Council, February 1984 and reaffirmed March 2001. Modified and approved by the Pharmacy President's Council in April 2005 and in April 2010.*

**Student Organization-Sponsored Travel to National Professional Meetings**  
**Guidelines for College of Pharmacy Support**

1. Pharmacy student organizations may request travel support from the College for members to attend national professional meetings on a funding available basis.
2. Individual students may receive travel support in the amount of \$125 to attend one national professional meeting during their time at Purdue, regardless of sponsoring student organization.
3. Student organization presidents with official meeting functions or voting organization delegates may receive support to attend a second meeting.
4. Students receiving travel support are expected to attend any College of Pharmacy reception that is held in conjunction with the meeting.
5. Students in their fourth professional year of the Pharm.D. program are not eligible for professional meeting travel support.
6. Two weeks prior to leaving for the national professional meeting a list of students attending should be provided to the Senior Associate Dean, with an indication as to whether any attending student has previously received travel support from the College.
7. Organizations must file a Travel Planning Form with the Business Office for Student Organizations (BOSO) and provide a copy of the form to the Director of Financial Affairs (Business Manager) in the Pharmacy Business Office. After approval from the Senior Associate Dean, the Business Manager will transfer reimbursement funds for eligible members attending the meeting to the appropriate student organization account.
8. If a student is making an invited presentation or a contributed research presentation at a national professional meeting, partial travel support may be requested from the College on a case-by-case basis. The Senior Associate Dean should be contacted well in advance of the planned travel to request funding.
9. This policy does not apply to attendance at local or regional meetings. Support for these meetings will be considered on a case-by-case basis.

### **POLICIES ON EATING/SMOKING IN BUILDING**

In accordance with University regulations, drinking of beverages, eating of food, or smoking is not permitted at any time in the classrooms or laboratories. In addition, the Pharmacy Building has been designated as a smoke-free facility; therefore smoking is prohibited in all areas of the building.

A student lounge on the ground floor of the Pharmacy Building is open to all pharmacy students. This is an area for relaxation and visiting, and vending machines adjacent to it provide snacks and soft drinks. Students are requested to help maintain this lounge in as clean a condition as possible.

We try to keep the Pharmacy Building clean, neat, and professional looking; to maintain our facilities we ask everyone's cooperation.

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### **FINANCIAL ASSISTANCE FOR PHARMACY STUDENTS**

All financial aid for students at Purdue is processed through the Division of Financial Aid, located in Schleman Hall (Student Services Building).

Most types of aid are based upon financial need and satisfactory academic progress. The State Student Assistance Commission of Indiana offers both scholarships and grants to Indiana residents who demonstrate financial need and are attending Indiana colleges and universities. All incoming resident freshmen should contact their high school counselor for an application. Applications must be submitted by December 1 and the Financial Aid Form deadline is March 1 for the grant program. A student who meets the eligibility requirements may renew this award annually by submitting a Financial Aid Form before the designated priority date by demonstrating financial need. In general, students admitted to the Doctor of Pharmacy program will not be considered for need-based programs administered by the Division of Financial Aid.

A limited number of scholarships have been established specifically for students in the College of Pharmacy. Most of these are awarded on the basis of scholastic performance and/or need and are handled through both the College of Pharmacy and the Division of Financial Aid.

An application form must be completed to be considered for scholarships administered through the College of Pharmacy. For students enrolled in the professional and pharmaceutical sciences programs, applications are distributed each January and awards are made by April for the following academic year.

**PHARMACY, NURSING, AND HEALTH SCIENCES LIBRARY**  
**GENERAL INFORMATION, POLICIES AND SERVICES**

The Pharmacy, Nursing and Health Sciences Library is one of twelve college, school, or departmental libraries in the Purdue University Libraries system. Materials to support the educational and research needs of the College of Pharmacy, School of Nursing, School of Health Sciences and other health-related programs are found in the Library, located in Room 272 on the second floor of the Heine Pharmacy Building.

**Library Hours:** Monday - Thursday 8:00 a.m. - 10:00 p.m.  
 Friday 8:00 a.m. - 5:00 p.m.  
 Saturday 1:00 - 5:00 p.m.  
 Sunday 1:00 - 10:00 p.m.

Vacation and interim/summer session hours will be posted. Hours of operation for other libraries on campus are posted at at <http://www.lib.purdue.edu/info/index.html>.

Seating is limited within the PNHS Library and is frequently filled to capacity. **Quiet study** is requested. Additional study space is available in the student lounge areas located on the basement level of the Pharmacy Building. There is also a twenty-four hour study room in the Undergraduate Library Building (HIKS).

The Libraries web-site ([www.lib.purdue.edu](http://www.lib.purdue.edu)) is the gateway to printed material locations, full-text journals and other resources, databases, links to other web-sites, etc.

Reference assistance from full-time library staff is available Monday - Friday, 8:00 - 5:00 p.m. At other times, student workers can assist in checking out or locating materials.

One copier is located in the PNHS Library. The copier requires you to log in with your career account information. Scanning to e-mail or USB drive is free-of-charge. Patrons must add money to their copying account or purchase a copy card to obtain print copies. Instructions are posted near the kiosk and copy machine.

**LOAN POLICY**

**Books** may be borrowed for sixteen weeks for faculty, staff, undergraduate and graduate students. A valid Purdue I.D. card is required to check out items/

Some materials labeled as "**Reference**", "**Reserves**", or "**Special Collections**" may be restricted to in-library use or require permission from the library staff to check out.

**OVERDUE POLICY**

Books may be returned to the PNHS Library or any campus library. They may be renewed at the PNHS Library service desk or by phoning library staff at 494-1416 or on-line at: <http://www.lib.purdue.edu> (*My Library Account*).

Users who fail to return materials will be billed for replacement costs and non-refundable processing and overdue fees. Borrowing privileges will be suspended until the encumbrance is cleared.

## EMERGENCY PROCEDURES

1. Any individual who need emergency assistance should immediately dial **911** From any public or campus telephone.
2. The Building Emergency Plan focuses on two basic and immediate warning notifications:
  - a. **Fire Alarms** mean to *immediately evacuate* the building and proceed to an Emergency Assembly Area outside the building. Do **NOT** use elevators
  - b. **All Hazards Emergency Warning Sirens** means to *immediately* seek shelter (**Shelter In Place**) in a safe location within closest facility/building.
    - “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, earthquake, release of hazardous materials in the outside air, or a civil disturbance. When you hear the sirens immediately go inside a building to a safe location and use all communication means available to find out more details about the emergency. Remain in place until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.
2. Additional warning notifications will follow using Purdue ALERT...the campus emergency warning notification system. An e-mail will be sent to all people with a purdue.edu address. Purdue staff and students may sign up to receive an emergency notification text message. Purdue News Service web-site: <http://news.uns.purdue.edu/mail.html>, to sign up for the text system. The Purdue home page ([www.purdue.edu](http://www.purdue.edu)) is the focal point of the most complete information in all campus-wide emergencies.
4. **Purdue’s Emergency Procedures Handbook will be referenced for all emergencies.** This handbook can be found at: [http://www.purdue.edu/fire/safety\\_handbook.pdf](http://www.purdue.edu/fire/safety_handbook.pdf).

## **TORNADO SAFETY POLICIES AND PROCEDURES**

The University's exterior warning sirens are an integral part of the Tippecanoe Emergency Management Agency's siren system. As such, they are used to alert people to not only tornado warnings, but other potentially life threatening disasters (i.e. chemical releases).

Consequently, when the sirens are activated for other than test purposes, people should quickly tune to local TV and radio stations for further information as to what action is required.

Presently, all sirens in the County may sound at once, although not everyone may be affected by a particular emergency. Future plans are to purchase and install equipment, which will group the sirens into several geographical activation zones to avoid inconveniencing everyone unnecessarily.

It is important to remember that the warning sirens are our primary means of announcing a tornado warning.

Be familiar with the terminology used on weather bulletins broadcast by radio and television stations.

- a. A "Tornado Watch" is issued when atmospheric conditions are favorable for the formation of tornadoes in a given area. Under these conditions keep informed by listening to radio or television.
- b. A "Tornado Warning" indicates that a tornado has been sighted and poses a definite threat to a given area.

When a "Tornado Warning" has been announced for Tippecanoe County, the following activities should be interrupted and the necessary safeguards initiated immediately. You may have only a few minutes in which to act.

- a. Classes should cease immediately. Students and faculty should shut off lab equipment for which they are responsible and proceed to the closest sheltered area.
- b. All University business and activities, except for emergency services, will terminate. Students, staff, and faculty should proceed to the closest sheltered area until the warning expires.
- c. All normal activities in University residence halls will cease. The building occupants should proceed to sheltered areas.

In seeking a sheltered area you should:

- a. Proceed to the basement of any building that has a basement or subwalk. Position yourself in the safest portion of the area away from glass. Be prepared to kneel facing a wall and cover your head.
- b. In high-rise (four stories or more) buildings, vacate the top floor and move to a lower floor or to the basement. Position yourself in an interior corridor away from glass. Be prepared to kneel facing the wall and cover your head.
- c. Occupants of wood-frame buildings or brick buildings with wood floors should leave the building and go directly to a more substantial concrete building, preferably with a basement.