<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greetings from the Dean</td>
<td>1</td>
</tr>
<tr>
<td>Academic Year Calendar</td>
<td>2</td>
</tr>
<tr>
<td>Faculty and Staff Roster</td>
<td>3</td>
</tr>
<tr>
<td>Advising</td>
<td>5</td>
</tr>
<tr>
<td>Pharm.D. Curriculum</td>
<td>6</td>
</tr>
<tr>
<td>Academic Requirements</td>
<td>7</td>
</tr>
<tr>
<td>Attendance</td>
<td>7</td>
</tr>
<tr>
<td>Background Checks</td>
<td>7</td>
</tr>
<tr>
<td>Calculations Competency Exam</td>
<td>8</td>
</tr>
<tr>
<td>Committees</td>
<td>8</td>
</tr>
<tr>
<td>E-mail</td>
<td>8</td>
</tr>
<tr>
<td>Examinations</td>
<td>9</td>
</tr>
<tr>
<td>Fees</td>
<td>9</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>9</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>9</td>
</tr>
<tr>
<td>Grievance</td>
<td>10</td>
</tr>
<tr>
<td>Immunization &amp; CPR Requirements</td>
<td>10</td>
</tr>
<tr>
<td>Insurance Requirements</td>
<td>11</td>
</tr>
<tr>
<td>Learning Support Services</td>
<td>11</td>
</tr>
<tr>
<td>Lockers</td>
<td>11</td>
</tr>
<tr>
<td>Mission</td>
<td>11</td>
</tr>
<tr>
<td>Outcomes</td>
<td>12</td>
</tr>
<tr>
<td>Petitions</td>
<td>12</td>
</tr>
<tr>
<td>Pharmacy Internship Requirements</td>
<td>12</td>
</tr>
<tr>
<td>Pharmacy Student Study Rooms</td>
<td>13</td>
</tr>
<tr>
<td>Printing</td>
<td>13</td>
</tr>
<tr>
<td>Professionalism</td>
<td>13</td>
</tr>
<tr>
<td>Reference Format</td>
<td>14</td>
</tr>
<tr>
<td>Reporting of Student Grades</td>
<td>14</td>
</tr>
<tr>
<td>Smoking Policy</td>
<td>14</td>
</tr>
<tr>
<td>Student Activities</td>
<td>14</td>
</tr>
<tr>
<td>Student Computer Use</td>
<td>15</td>
</tr>
<tr>
<td>Student Lounge</td>
<td>15</td>
</tr>
<tr>
<td>Student Newsletter</td>
<td>15</td>
</tr>
<tr>
<td>Student Services on Campus</td>
<td>15</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Substance Abuse and Addiction</td>
<td>16</td>
</tr>
<tr>
<td>Student Conduct</td>
<td>17</td>
</tr>
<tr>
<td>Technical Standards</td>
<td>18</td>
</tr>
<tr>
<td>University Alcohol and Drug Policies</td>
<td>18</td>
</tr>
<tr>
<td>Appendix I. University General Education Requirements</td>
<td>19</td>
</tr>
<tr>
<td>Appendix II. Mission, Objectives, and Goals</td>
<td>20</td>
</tr>
<tr>
<td>Appendix III. Technical Standards</td>
<td>25</td>
</tr>
<tr>
<td>Appendix IV. Examination Policy</td>
<td>28</td>
</tr>
<tr>
<td>Appendix V. Skaggs School of Pharmacy Scholarships</td>
<td>30</td>
</tr>
<tr>
<td>Appendix VI. Skaggs Building and LSS/DIS Hours</td>
<td>31</td>
</tr>
<tr>
<td>Appendix VII. Educational Outcomes for the Pharm.D. Program</td>
<td>32</td>
</tr>
<tr>
<td>Appendix VIII. CHPBS Statement on Professionalism</td>
<td>34</td>
</tr>
<tr>
<td>Appendix IX. Skaggs School of Pharmacy Professionalism Policy</td>
<td>35</td>
</tr>
<tr>
<td>Appendix X. Pledge of Professionalism</td>
<td>41</td>
</tr>
<tr>
<td>Appendix XI. Basic Reference Format</td>
<td>42</td>
</tr>
<tr>
<td>Appendix XII. Pharmacy Student Conduct Code</td>
<td>47</td>
</tr>
</tbody>
</table>
Welcome to the University of Montana Skaggs School of Pharmacy. Please take the time to read through your Student Handbook. It has the answers to many of the questions you may have about the curriculum, scholarships, internship requirements, awards and much more. If you cannot find an answer to your questions through other students or staff, check in with your faculty advisor or Lori Morin, Assistant Dean for Student Affairs. We are here to assist you and, if there is one thing we are extremely proud of in our School, it is that we are small enough to get to know you personally. Four areas that I would like to underscore are Commitment, Conduct, Professionalism, and the Health Care Team.

You are entering into a rigorous academic program, which will prepare you to provide direct patient care that is both demanding and rewarding. We expect that you will commit yourself to a full-time effort towards obtaining your educational goals. This means that commitments outside of the academic program must be kept to a minimum. If you have employment or family responsibilities, you must budget your time exceedingly well. Our experience has shown that students who attempt to work more than 10 to 15 hours per week, especially if they have other commitments, often struggle to be successful in our program. You will have many work years ahead of you; this is the time you should devote yourself to becoming a health care professional.

You are entering a partnership with faculty and clinicians dedicated to your development, so appropriate student conduct is essential. The faculty expects our classrooms to be a place for outstanding learning experiences for all. We expect all students to be involved in class discussions, be respectful of other students and the faculty, and refrain from disruptive activities in the classroom or laboratory (conversation, use of cell phones, etc.).

More specifically, pharmacy practice consists of medication management services to best serve patients. As a pharmacist, you will most often be practicing as part of the health care team. Here in the Skaggs School of Pharmacy, you will be learning and working with other students in order to become prepared to provide patients with the best available health care.

As a student in the Skaggs School of Pharmacy, you are preparing to enter a highly respected profession dedicated to providing pharmaceutical care to the people of your community. As a health professional, and as a pharmacist, society gives you the honor and privilege of serving it as a technically competent, ethical individual. The professional behaviors you develop here will serve you well in the profession. Conduct yourself while you are here and during your professional life in a manner that will reflect honor on you, your family, your School, and your profession.

Good luck and best wishes to each of you.

Reed Humphrey, Ph.D.
Dean and Professor
## ACADEMIC YEAR CALENDAR

### Autumn Semester 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 25</td>
<td>(M)</td>
<td>Instruction begins</td>
</tr>
<tr>
<td>Sept 1</td>
<td>(M)</td>
<td>Labor Day, Holiday</td>
</tr>
<tr>
<td>Oct 13</td>
<td>(M)</td>
<td>Advising begins for Spring semester 2015</td>
</tr>
<tr>
<td>Oct 20</td>
<td>(M)</td>
<td>Spring 2015 pre-registration begins</td>
</tr>
<tr>
<td>Oct 22-23</td>
<td>(W-R)</td>
<td>Health Professions Career Fair</td>
</tr>
<tr>
<td>Nov 4</td>
<td>(T)</td>
<td>Election Day, Holiday</td>
</tr>
<tr>
<td>Nov 11</td>
<td>(T)</td>
<td>Veterans Day, Holiday</td>
</tr>
<tr>
<td>Nov 26-28</td>
<td>(W-F)</td>
<td>Thanksgiving vacation</td>
</tr>
<tr>
<td>Dec 8-12</td>
<td>(M-F)</td>
<td>Final exams</td>
</tr>
<tr>
<td>Jan 5-23</td>
<td></td>
<td>Wintersession Classes</td>
</tr>
</tbody>
</table>

### Spring Semester 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Day(s)</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 22-23</td>
<td>(R-F)</td>
<td>Spring orientation &amp; final registration</td>
</tr>
<tr>
<td>Jan 26</td>
<td>(M)</td>
<td>Instruction begins</td>
</tr>
<tr>
<td>Feb 16</td>
<td>(M)</td>
<td>Washington-Lincoln Day, Holiday</td>
</tr>
<tr>
<td>Mar 30-Apr 3</td>
<td>(M-F)</td>
<td>Spring vacation</td>
</tr>
<tr>
<td>Apr 6</td>
<td>(M)</td>
<td>Advising begins for Autumn semester 2015</td>
</tr>
<tr>
<td>Apr 6</td>
<td>(M)</td>
<td>Autumn 2015 pre-registration</td>
</tr>
<tr>
<td>May 11-15</td>
<td>(M-F)</td>
<td>Final Exams</td>
</tr>
<tr>
<td>May 16</td>
<td>(Sat)</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

**2014-2015**

### P4 ROTATION SCHEDULE (subject to change)

**FALL SEMESTER 2014**
- Fall I: August 25 - September 19 (includes Labor Day)
- Fall II: September 22 - October 17
- Fall III: October 20 - November 14
- Fall IV: November 17 - December 12 (includes Thanksgiving)

**SPRING SEMESTER 2015**
- Spring I: January 12 - February 6 (includes MLK Day)
- Spring II: February 9 - March 6 (includes President’s Day)
- 1 week off (Spring Break – March 9-13)
- Spring III: March 16 - April 10
- Spring IV: April 13 - May 8

### PROFESSIONAL CALENDAR

**2014**
- Oct 31-Nov 2 (F-Su) APhA-ASP Regional Meeting, Scottsdale, AZ
- Dec 7-12 (Su-Th) ASHP midyear meeting, Anaheim, CA

**2015**
- Jan 9-11 (F-Su) MPA Meeting, Big Sky, MT
- March 27-30 (F-M) APhA Annual Meeting, San Diego, CA
- April TBA Montana Academy of Science
- May 28-31 (Th-Su) Northwest Pharmacy Conference, Coeur d'Alene, ID
<table>
<thead>
<tr>
<th>Room #</th>
<th>Tel. #</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>SB 340</td>
<td></td>
<td><a href="mailto:reed.humphrey@umontana.edu">reed.humphrey@umontana.edu</a></td>
</tr>
<tr>
<td>SB 340</td>
<td></td>
<td><a href="mailto:howard.beall@umontana.edu">howard.beall@umontana.edu</a></td>
</tr>
<tr>
<td>SB 340</td>
<td></td>
<td><a href="mailto:leah.boehler@umontana.edu">leah.boehler@umontana.edu</a></td>
</tr>
<tr>
<td>SB 340</td>
<td></td>
<td><a href="mailto:timothy.edwards@umontana.edu">timothy.edwards@umontana.edu</a></td>
</tr>
<tr>
<td>SB 340</td>
<td></td>
<td><a href="mailto:lori.morin@umontana.edu">lori.morin@umontana.edu</a></td>
</tr>
<tr>
<td>SB 340</td>
<td></td>
<td><a href="mailto:lillian.alvernanz@umontana.edu">lillian.alvernanz@umontana.edu</a></td>
</tr>
<tr>
<td>SB 340</td>
<td></td>
<td><a href="mailto:lea.loonsfoot@umontana.edu">lea.loonsfoot@umontana.edu</a></td>
</tr>
<tr>
<td>SB 340</td>
<td></td>
<td><a href="mailto:wilena.oldperson@umontana.edu">wilena.oldperson@umontana.edu</a></td>
</tr>
<tr>
<td>SB 335</td>
<td>243-4080</td>
<td><a href="mailto:lori.morin@umontana.edu">lori.morin@umontana.edu</a></td>
</tr>
<tr>
<td>SB 341</td>
<td>243-4631</td>
<td><a href="mailto:lillian.alvernanz@umontana.edu">lillian.alvernanz@umontana.edu</a></td>
</tr>
<tr>
<td>SB 341</td>
<td>243-4656</td>
<td><a href="mailto:erika.claxton@umontana.edu">erika.claxton@umontana.edu</a></td>
</tr>
<tr>
<td>SB 3</td>
<td>243-2783</td>
<td><a href="mailto:lea.loonsfoot@umontana.edu">lea.loonsfoot@umontana.edu</a></td>
</tr>
<tr>
<td>SB 341</td>
<td>243-4097</td>
<td><a href="mailto:wilena.oldperson@umontana.edu">wilena.oldperson@umontana.edu</a></td>
</tr>
<tr>
<td>SB 333</td>
<td>243-6796</td>
<td><a href="mailto:michael.rivey@umontana.edu">michael.rivey@umontana.edu</a></td>
</tr>
<tr>
<td>SB 323</td>
<td>243-4226</td>
<td><a href="mailto:peggy.griffin@moso.umt.edu">peggy.griffin@moso.umt.edu</a></td>
</tr>
<tr>
<td>SB 316</td>
<td>243-4624</td>
<td><a href="mailto:shannon.sivertsen@umontana.edu">shannon.sivertsen@umontana.edu</a></td>
</tr>
<tr>
<td>SB 332</td>
<td>2498</td>
<td><a href="mailto:douglas.allington@umontana.edu">douglas.allington@umontana.edu</a></td>
</tr>
<tr>
<td>CHC/SB 328</td>
<td>6710/4237</td>
<td><a href="mailto:donna.beall@umontana.edu">donna.beall@umontana.edu</a></td>
</tr>
<tr>
<td>SB 306</td>
<td>5454</td>
<td><a href="mailto:annie.belcourt@moso.umt.edu">annie.belcourt@moso.umt.edu</a></td>
</tr>
<tr>
<td>St. Pat’s</td>
<td>329-5617</td>
<td><a href="mailto:lbradley@saintpatrick.org">lbradley@saintpatrick.org</a></td>
</tr>
<tr>
<td>SB 217</td>
<td>5299</td>
<td><a href="mailto:sherrill.brown@umontana.edu">sherrill.brown@umontana.edu</a></td>
</tr>
<tr>
<td>SB 218</td>
<td>4056</td>
<td><a href="mailto:christina1.buchman@umontana.edu">christina1.buchman@umontana.edu</a></td>
</tr>
<tr>
<td>SB 333A</td>
<td>5780</td>
<td><a href="mailto:jeancarter@umontana.edu">jeancarter@umontana.edu</a></td>
</tr>
<tr>
<td>CHC</td>
<td>5171</td>
<td><a href="mailto:kenneth.chartriad@umontana.edu">kenneth.chartriad@umontana.edu</a></td>
</tr>
<tr>
<td>SB 331</td>
<td>4634</td>
<td><a href="mailto:vincent.colucci@umontana.edu">vincent.colucci@umontana.edu</a></td>
</tr>
<tr>
<td>SB 353</td>
<td>4647</td>
<td><a href="mailto:katherine.hale@umontana.edu">katherine.hale@umontana.edu</a></td>
</tr>
<tr>
<td>SB 322</td>
<td>4493</td>
<td><a href="mailto:kerry.haney@umontana.edu">kerry.haney@umontana.edu</a></td>
</tr>
<tr>
<td>SB 324</td>
<td>6495</td>
<td><a href="mailto:gayle.hudgins@umontana.edu">gayle.hudgins@umontana.edu</a></td>
</tr>
<tr>
<td>SB 321A</td>
<td>4196</td>
<td><a href="mailto:macklinr@hihc.usa.com">macklinr@hihc.usa.com</a></td>
</tr>
<tr>
<td>SB 351</td>
<td>TBA</td>
<td><a href="mailto:kimbry.madsen@umontana.edu">kimbry.madsen@umontana.edu</a></td>
</tr>
<tr>
<td>SB 330</td>
<td>5787</td>
<td><a href="mailto:sarah.miller@umontana.edu">sarah.miller@umontana.edu</a></td>
</tr>
<tr>
<td>SB 320</td>
<td>2310</td>
<td><a href="mailto:kendra.proacci@umontana.edu">kendra.proacci@umontana.edu</a></td>
</tr>
<tr>
<td>SB 318</td>
<td>4693</td>
<td><a href="mailto:lisa.venuti@umontana.edu">lisa.venuti@umontana.edu</a></td>
</tr>
<tr>
<td>SB 317</td>
<td>2339</td>
<td><a href="mailto:rachael.zins@umontana.edu">rachael.zins@umontana.edu</a></td>
</tr>
</tbody>
</table>

**Registered Pharmacists**

<table>
<thead>
<tr>
<th>Room #</th>
<th>Tel. #</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>SB 395</td>
<td>243-4972</td>
<td><a href="mailto:richard.bridges@umontana.edu">richard.bridges@umontana.edu</a></td>
</tr>
<tr>
<td>SB 282</td>
<td>4794</td>
<td><a href="mailto:elizabeth.putnam@umontana.edu">elizabeth.putnam@umontana.edu</a></td>
</tr>
<tr>
<td>SB 395</td>
<td>4767</td>
<td><a href="mailto:ashley.ochoa@umontana.edu">ashley.ochoa@umontana.edu</a></td>
</tr>
<tr>
<td>Name</td>
<td>Office</td>
<td>Phone</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Kate Pennacchio, Administrative Associate</td>
<td>SB 395</td>
<td>243-4765</td>
</tr>
<tr>
<td>Celine Beamer-Shepherd, Ph.D.</td>
<td>SB 285A</td>
<td>4947</td>
</tr>
<tr>
<td>Lilian Calderon-Garciduenas, Ph.D., MD</td>
<td>SB 287</td>
<td>4785</td>
</tr>
<tr>
<td>Fernando Cardozo-Pelaez, Ph.D.</td>
<td>SB 244</td>
<td>4025</td>
</tr>
<tr>
<td>Yoon Hee Cho, Ph.D.</td>
<td>SB 283</td>
<td>4529</td>
</tr>
<tr>
<td>Doug Coffin, Ph.D.</td>
<td>SB 160</td>
<td>4723</td>
</tr>
<tr>
<td>Philippe Diaz, Ph.D.</td>
<td>SB 155</td>
<td>4362</td>
</tr>
<tr>
<td>David Freeman, Ph.D.</td>
<td>SB 308</td>
<td>4772</td>
</tr>
<tr>
<td>Kasper Hansen, Ph.D.</td>
<td>ISB 216</td>
<td>4820</td>
</tr>
<tr>
<td>Andrij Holian, Ph.D.</td>
<td>SB 280</td>
<td>4018</td>
</tr>
<tr>
<td>Darryl Jackson, Ph.D.</td>
<td>SB 394</td>
<td>5761</td>
</tr>
<tr>
<td>Michael Kavanaugh, Ph.D.</td>
<td>SB 390</td>
<td>4398</td>
</tr>
<tr>
<td>Josh Lawrence, Ph.D.</td>
<td>SB 391</td>
<td>6486</td>
</tr>
<tr>
<td>Diana Lurie, Ph.D.</td>
<td>SB 383</td>
<td>2103</td>
</tr>
<tr>
<td>Rustem Medora, Ph.D. (Emeritus)</td>
<td>SB 325</td>
<td>4943</td>
</tr>
<tr>
<td>Nicholas Natale, Ph.D. (Sabbatical, Spring)</td>
<td>SB 480</td>
<td>4132</td>
</tr>
<tr>
<td>Curtis Noonan, Ph.D.</td>
<td>SB 173D</td>
<td>4957</td>
</tr>
<tr>
<td>Keith Parker, Ph.D.</td>
<td>SB 271</td>
<td>4536</td>
</tr>
<tr>
<td>Mark Pershouse, Ph.D.</td>
<td>SB 281</td>
<td>4769</td>
</tr>
<tr>
<td>Dave Poulsen, Ph.D.</td>
<td>SB 397</td>
<td>4709</td>
</tr>
<tr>
<td>Kevan Roberts, Ph.D.</td>
<td>SB 285</td>
<td>4034</td>
</tr>
<tr>
<td>David Shepherd, Ph.D.</td>
<td>SB 284</td>
<td>2224</td>
</tr>
<tr>
<td>Jerry Smith, Ph.D.</td>
<td>SB 070</td>
<td>5788</td>
</tr>
<tr>
<td>Chuck Thompson, Ph.D.</td>
<td>SB 477</td>
<td>4643</td>
</tr>
<tr>
<td>Tony Ward, Ph.D.</td>
<td>SB 173B</td>
<td>4092</td>
</tr>
<tr>
<td>Erica Woodahl, Ph.D.</td>
<td>SB 480</td>
<td>4129</td>
</tr>
</tbody>
</table>

**CURRY HEALTH SERVICE PHARMACY**
634 Eddy Street, 243-5171
Hours: 9:00 a.m. - 5:00 p.m. (Monday through Friday)
Closed during all breaks when classes are not in session.
*Ken Chatriand, Pharm.D.*
ADVISING

The pharmacy program faculty serve as academic advisors to assist students with academic planning and registration. Although faculty advisors are here to help, it is important for students to realize that the ultimate responsibility for meeting academic and graduation requirements is their own.

Pharm.D. Advisors:
- P1 Students: Please refer to the side-pocket orientation schedule for specific advisor assignments.
- P2 and P3 Students: A-Z As previously assigned
- P4 Experiential Course Scheduling: A-Z Professor Gayle Hudgins, SB 324

Credits
Students should average 16 credits per semester. It is the student’s responsibility to stay on track and earn 200 credits to graduate. The following list shows how many credits the student should have at the end of each professional year to stay on track.
Pre-pharmacy = 64
End of P1 Year = 96
End of P2 Year = 131*
End of P3 Year = 164*
*3 IPPE credits included (Student should average 19 credits during the two semesters he or she does their Community or Hospital Introductory Pharmacy Practice Experience.)

General Education
- Students who do not hold a previous bachelor’s degree must complete the University General Education Requirements in order to earn the Pharm.D. degree.
- Students transferring credits from other institutions must meet the General Education Requirements by transfer or by completing courses at The University of Montana.
- Policies for satisfying the General Education Requirements by transfer are described in the UM Catalog.
- A summary of the UM General Education Requirements is provided in Appendix II.
- Very few elective credits are available in the Pharm.D. curriculum.
- It you have not satisfied the General Education Requirements, you should work with your advisor to develop a plan to satisfy these requirements prior to the P4 year. Students will not be permitted to enroll in General Education courses during the experiential P4 year.
- The following Pre-Pharmacy and Pharm.D. courses count toward the General Education Requirements:
  - Writing WRIT 101 satisfies the requirement in English composition.
  - Math M 162 satisfies the mathematical literacy requirement
  - FL/SS M 162 + STAT 216 satisfies the Foreign Language/ Symbolic Systems requirement
  - Expressive Arts COMM 111 and THTR 111 count toward this perspective
  - Social Science ECNS 201, PSYX 100, or SOCI 101 count toward this perspective
  - Natural Science CHMY 141 + 143 satisfies the requirement in this perspective
  - Ethics PHAR 514 in the Pharm.D. curriculum counts toward upper division ethics
  - Writing PHAR 550 in the Pharm.D. curriculum counts toward upper division writing
- It is the student’s responsibility to ensure that they satisfy the General Education Requirements.
## Pharm.D. Curriculum

### PHARMACY FIRST PROFESSIONAL YEAR

<table>
<thead>
<tr>
<th>Autumn Semester</th>
<th>Cr.</th>
<th>Spring Semester</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOM 400 Medical Microbiology</td>
<td>3</td>
<td>PHAR 310 Pharmacy Practice II</td>
<td>2</td>
</tr>
<tr>
<td>PHAR 381 Pharmaceutical Biochemistry</td>
<td>4</td>
<td>PHAR 328 Antimicrobial Agents</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 300 Pharmacy Practice I</td>
<td>3</td>
<td>PHAR 331 Pharmaceutics</td>
<td>4</td>
</tr>
<tr>
<td>PHAR 341 Physiological Systems I</td>
<td>4</td>
<td>PHAR 342 Physiological Systems II</td>
<td>4</td>
</tr>
<tr>
<td>PHAR 361 Pharm Sci Lab I</td>
<td>1</td>
<td>PHAR 362 Pharm Sci Lab II</td>
<td>1</td>
</tr>
<tr>
<td>PHAR 371 Integrated Studies I</td>
<td>1</td>
<td>PHAR 363 Pharm Care Lab I</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td><strong>PHAR 372 Integrated Studies II</strong></td>
<td>1</td>
</tr>
</tbody>
</table>

**Summer or Wintersession**

PHAR 480 Community Introductory Pharmacy Practice Experience (IPPE) | 3

### PHARMACY SECOND PROFESSIONAL YEAR

<table>
<thead>
<tr>
<th>Autumn Semester</th>
<th>Cr.</th>
<th>Spring Semester</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAR 421 Med Chem I</td>
<td>3</td>
<td>PHAR 412 Pharmacy Practice III</td>
<td>2</td>
</tr>
<tr>
<td>PHAR 432 Clinical Pharmacokinetics</td>
<td>3</td>
<td>PHAR 422 Med Chem II</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 443 Pharmacol/Tox I</td>
<td>4</td>
<td>PHAR 444 Pharmacol/Tox II</td>
<td>4</td>
</tr>
<tr>
<td>PHAR 451 Therapeutics I</td>
<td>3</td>
<td>PHAR 452 Therapeutics II</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 460 Pharm Care Lab II</td>
<td>1</td>
<td>PHAR 463 Pharm Care Lab III</td>
<td>1</td>
</tr>
<tr>
<td>PHAR 471 Integrated Studies III</td>
<td>1</td>
<td>PHAR 472 Integrated Studies IV</td>
<td>1</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>1</td>
<td><strong>Electives</strong></td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td><strong>Total</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

**Summer or Wintersession**

PHAR 481 Hospital Introductory Pharmacy Practice Experience (IPPE) | 3

### PHARM D THIRD PROFESSIONAL YEAR

<table>
<thead>
<tr>
<th>Autumn Semester</th>
<th>Cr.</th>
<th>Spring Semester</th>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAR 505 Pharmacy Practice IV</td>
<td>3</td>
<td>PHAR 506 Pharmacy Practice V</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 550 Drug Lit Eval</td>
<td>3</td>
<td>PHAR 513 Pharmacoconomics</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 553 Therapeutics III</td>
<td>4</td>
<td>PHAR 514 Pharmacy Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHAR 557 Public Health in Pharm</td>
<td>2</td>
<td>PHAR 554 Therapeutics IV</td>
<td>4</td>
</tr>
<tr>
<td>PHAR 560 Pharm Care Lab IV</td>
<td>1</td>
<td>PHAR 563 Pharm. Care Lab V</td>
<td>1</td>
</tr>
<tr>
<td>PHAR 571 Integrated Studies V</td>
<td>1</td>
<td>PHAR 572 Integrated Studies VI</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14</td>
<td><strong>PHAR 578 Portfolio Assessment &amp; APPE Orientation</strong></td>
<td>1</td>
</tr>
</tbody>
</table>

**PHARM D FOURTH PROFESSIONAL YEAR**

APPE – Advanced Pharmacy Practice Experience - Nine Months (36 credits required)

<table>
<thead>
<tr>
<th>Cr.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHAR 579 Community APPE</td>
</tr>
<tr>
<td>PHAR 580 Hospital APPE</td>
</tr>
<tr>
<td>PHAR 581 Inpatient APPE</td>
</tr>
<tr>
<td>PHAR 582 Ambulatory Care APPE</td>
</tr>
<tr>
<td>PHAR 58_ Elective APPE</td>
</tr>
<tr>
<td>PHAR 58_ Elective APPE</td>
</tr>
<tr>
<td>PHAR 58_ Elective APPE</td>
</tr>
</tbody>
</table>

**Total** | 36

**Running total of Credits**

Start with 64

96

99

131

134

164

200

---

Must be completed in Montana.

May be completed in Montana or another state.
ACADEMIC REQUIREMENTS
The Doctor of Pharmacy curriculum consists of an integrated sequence of required courses which is
designed to be completed in four consecutive academic years. Since the curriculum is revised
periodically, students will be required to complete the curricular changes applicable to the
class in which they graduate.

Students in the professional curriculum must maintain cumulative, professional and pharmacy grade
point averages of 2.0 or higher. The professional GPA consists of all required course work in the
professional curriculum with the exception of elective courses. The pharmacy GPA consists of all
courses with a pharmacy (PHAR). University regulations require that students earn a grade of C-
or better in all courses taken in the major. Grades of D or F will not count toward the Pharm.D.
degree.

Students enrolled in the professional pharmacy program must maintain satisfactory academic
progress. Students in the professional program who have a pharmacy or professional GPA less than
2.0 or who receive a grade of D or F in any required course in the professional curriculum will be
placed on academic probation. A student must petition to continue in the professional pharmacy
program if he/she is on probation. A student will be dismissed from the professional pharmacy
program if he/she is on probation for a total of three terms, not necessarily consecutive, subject to
review by the Dean. A student will be removed from probation when a GPA of 2.0 has been
achieved and all Pharm.D. courses with grades of D or F have been retaken with grades of C- or
better.

Students who have earned ten or more credits of either D or F grades in required Pharm.D.
coursework or who fail to progress in the expected manner for two consecutive years may be
dismissed from the Pharm.D. program, subject to review of the Academic Standards Committee and
the Dean of the College of Health Professions and Biomedical Sciences.

All pre-pharmacy deficiencies must be completed prior to entering the P2 year of the
Pharm.D. curriculum. All General Education Requirements and any credit deficiencies
must be completed prior to entering the P4 year of the Pharm.D. curriculum.

ATTENDANCE
Pharmacy students are expected to be regular and punctual in class attendance and during any
rotation in the clinical settings. Professional behavior is expected during all class sessions, guest
lectures, and experiential rotations. Please notify instructors in advance if you are not able to take a
test at the scheduled time. Calling the Dean's Office or leaving a message with the faculty secretary
does NOT serve to notify your instructor.

BACKGROUND CHECKS
A background check is required for all students before admission to the Pharm.D. program.
Students may be required to complete additional background checks before entering certain
experiential rotations. Certain activities reported on a background check may restrict a student’s
ability to gain licensure and to access experiential sites. These activities are examined on a case
by case basis. Certain disclosures may result in dismissal from the program.
CALCULATIONS COMPETENCY EXAM
Students in the PharmD program must pass a competency exam in pharmaceutical calculations as a required component of the first professional (P1) year. A score of **80% or better** is required on the comprehensive competency exam. Material for the exam is from professional pharmacy courses in the P1 year.

The exam will be given during spring semester of the P1 year, typically in April, and again in early May if necessary. A third exam will be given, if necessary, following spring semester final exams.

**Students who do not achieve a score of 80% or better on the third competency exam will not be permitted to enter the P2 year and will be dismissed from the pharmacy program.**

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

1. **Dean’s Student Advisory Committee (DSAC).** Two students from each class and one from each student organization meet with the Dean regularly to dialog about the program and how it can be improved.

2. **Student Evaluation Committee.** There are Student Evaluation Committees for each of the two academic departments in the School; Pharmacy Practice and Biomedical & Pharmaceutical Sciences. Student members are appointed by SEC Faculty Advisors from a list of volunteers.

3. **Pharmacy Curriculum Committee.** The Pharmacy Curriculum Committee monitors and evaluates the Pre-Pharmacy and Professional Pharmacy curriculum and makes recommendations to the faculty for revision of the curriculum. Student perspective on the curriculum is vital to the committee’s work. Student members are appointed by the Assistant Dean of Student Affairs from a list of volunteers.

4. **Other School Committees.** Other school committees, such as the Admissions Committee and the Technology Planning Committee, require active student participation. Students are solicited for committee participation as needed.

E-MAIL
All pharmacy students will need to use their University of Montana e-mail address account (firstname.lastname@umontana.edu). Many of you may wish to retain another email address but all School related information will be sent to your official UM e-mail account. Please refer to the Information Technology office website for information about accessing your e-mail: [http://www.umt.edu/it/support/email/studentemail.php](http://www.umt.edu/it/support/email/studentemail.php). Please make it a habit to check your e-mail account regularly as most of our communication is conducted using e-mail.
EXAMINATIONS
The faculty adopted a policy on taking early and make-up examinations which affects all students. The policy and corresponding procedures are found in Appendix V of this handbook.

FEES
In addition to the normal University tuition and fees, students enrolled in the professional pharmacy curriculum are assessed a supplemental fee. The fee appears on the semester bills in equal installments. Students studying in the program on a part-time basis will still be assessed a supplementary fee. The P1 major code is PH42.

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

1. **Short Term Loans:**
   Loans with a maximum of $1,000 are available through the Office of Student Services (SB 341). These funds are derived from donations made by the Burroughs-Wellcome Pharmaceutical Company. See Lori Morin in SB 335 for more information.

2. **Scholarships:**
   Each year the pharmacy program has scholarships for which students who have entered into the professional program can compete. The criteria used in the selection process include scholastic achievement, need, and other criteria as dictated by the scholarship benefactor. Scholarship application forms will be available in the Dean's Office in early December and will be due in mid-February.

   **In order to prevent a scholarship from being cancelled, the scholarship recipient must attend the School’s Scholarship Recognition, send a thank you letter to the donor, and provide a copy of this letter to the Dean’s office.**

Scholarships awarded for 2014-15 are listed in Appendix VI.

Students are also encouraged to apply for campus-wide financial aid and scholarships. Applications for general scholarships are due February 1, 2015, and forms may be obtained in the Financial Aid Office or on their website: [http://www.umt.edu/finaid/scholar.htm](http://www.umt.edu/finaid/scholar.htm). The financial aid paperwork is due early in spring semester. The form is available online at: [http://www.fafsa.ed.gov/](http://www.fafsa.ed.gov/). Pay attention to all posted notices and information on deadlines. Deadlines for scholarships may vary so contact the Financial Aid Office for more information.

GRADUATION REQUIREMENTS
Candidates for the Pharm.D. degree must:

1. Meet the General University Requirements for graduation.
2. Earn a Grade Point Average of 2.0 or higher in each of the following areas:
a. all courses attempted at The University of Montana (cumulative GPA).
b. all required courses in the Pharm.D. Curriculum (Professional GPA).
c. all courses with a PHAR prefix, both required and elective (Pharmacy GPA).

3. Required pharmacy coursework must be completed with a grade of C- or better.

4. Complete at least six full academic years, including pre-pharmacy instruction, and a minimum of eight semesters of professional instruction as a full-time student registered for a minimum of twelve credits per semester.

5. Complete a minimum of 200 credits of coursework.

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

IMMUNIZATION & CPR REQUIREMENTS

Immunization Requirements
Students in the Pharm.D. program must provide documentation of the following immunizations prior to participating in the experiential components of the professional curriculum (the Hospital Pharmacy IPPE and all APPE experiences).

1. The MMR immunization that also was required prior to enrollment at UM.
2. A two-step PPD skin test for tuberculosis. It involves an initial PPD, followed by a second one, at least one week later but within the same year. The PPD has to be repeated annually. If more than a year lapses between PPD’s, then the two-step PPD must be repeated.
3. The Hepatitis B immunization series. This series involves three immunizations over six months, followed by a titer one month later. If you have not completed this series, it should be obtained (or completed) at the Curry Health Center during the P1 year.
4. An annual influenza vaccination. Be sure to ask for written documentation when it is administered.
5. The Tdap immunization (acellular pertussis antigens, diphtheria and tetanus toxoid), available since 2006. Earlier immunizations for pertussis (DPT) will not satisfy this requirement.

All of these immunizations and skin tests can be obtained for a nominal fee at the Curry Health Center. Other sources would be public health departments and private physician offices. The immunization requirements will be discussed further in PHAR 300, Pharmacy Practice I, during fall semester. Please contact Professor Gayle Hudgins with questions.
CPR Certification
Each student is required to be currently certified in basic adult CPR prior to the start of Hospital IPPE and the APPE year. If you have been previously certified, a refresher/recertification course is fine. The certification course must include both a written test of knowledge as well as an evaluation of your actual skills. On-line CPR courses without these testing components are NOT accepted. Students have to demonstrate technical skills and complete a written test to receive the Healthcare Provider recertification. **We will need a copy of your CPR card for our files.** CPR will need to be renewed annually or biennially depending on your provider.

INSURANCE REQUIREMENTS
The program provides students with adequate professional liability insurance. Students will need to maintain health insurance during any IPPE or APPE courses.

LEARNING SUPPORT SERVICES/DRUG INFORMATION SERVICE
The LSS/DIS, located in SB 216/219, provides computers with access to specialized healthcare databases, as well as journal and print resources.

The LSS, student lounge, student workroom, and student computer lab are available for student use during the hours listed in Appendix VII, unless reserved for a class.

During the school year, lab assistants are available to help with computer, printer, and copier problems. Lab assistants are usually located in room 214 (inside the computer lab) with their name and photo on the door.

The DIS staff are willing to assist students in finding information and using print and online resources for coursework. Please do not hesitate to ask.

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

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

MISSION
To prepare graduates to be highly skilled, patient-centered health care professionals, scientists and educators. To advance scientific knowledge through research and graduate education ranging from bench to bedside. To instill life-long learning, community service, and social responsibilities and to foster cultural sensitivity in all graduates.
The Mission of the University and the Skaggs School of Pharmacy along with the School’s core values, educational philosophy, goals and objectives are listed in Appendix III.

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

PETITIONS
Students may petition to the Faculty and Dean for exceptions to normal School academic policy and requirements. Petition forms are available in the Office of Student Services.

Exceptions to University requirements and policy (including General Education Requirements) must be petitioned to the University Petitions Committee. These forms are available at the Registration Center in Griz Central.

Students are encouraged to consult with their advisors in preparation of petitions.

PHARMACY INTERNSHIP REQUIREMENTS
The State of Montana requires the completion of 1500 hours of internship before licensure as a pharmacist.

An intern must have an intern license from the State Board of Pharmacy before any hours can be counted. Currently, a student becomes eligible for an intern license after successful completion of 30 days in the first professional year of the Pharm.D. curriculum.

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

Upon graduation from The University of Montana Skaggs School of Pharmacy, you will become eligible to take the examination for licensure in Montana, the North American Pharmacist Licensure Examination (NAPLEX). The exam consists of a computerized examinations covering the practice of pharmacy and an examination of pharmacy law, the Multi-state Pharmacy Jurisprudence Exam (MPJE). After successfully completing the licensing exams and all internship requirements, you will receive your registered pharmacist's license. Montana participates in the Score Transfer Program making it possible for a student to sit for the NAPLEX examination in Montana while having the scores transferred to another state.

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

Information on licensure in Montana can be obtained from:

Montana State Board of Pharmacy
P.O. Box 200513
PHARMACY STUDENT STUDY ROOMS
The following rooms are designated as study-use rooms and, as noted, contain some reference materials, etc. **No food is allowed in these rooms and drinks must be in a covered container.**

- **SB 216/219** Learning Support Services - some journals, Drugdex, hard-bound books of reference.
- **SB 102, 111, 270, 337, 2\textsuperscript{nd} & 3\textsuperscript{rd} floor lobbies,** are also available for study.
  - Please consult the schedules posted on door for availability of these rooms for study.
- **SB 214** Computer Lab - **No food or drinks are allowed in the computer lab.**

Hours for SB 214, 216 and 219 are posted on the doors for the semester. The schedule is also included in Appendix VI of this handbook. Every attempt will be made to keep these hours but unforeseen circumstances may cause an occasional change in the hours.

"Equipment Repair Request" forms are available in SB 220 to report any equipment malfunction. Please give the forms to the student lab monitor who is on duty. The proper use of the College’s equipment and the prompt reporting of problems will ensure the continued availability of equipment.

Reference materials in SB 216/219 are for faculty and student use alike and are not to be checked out for any period of time. If need be, reference materials can be taken to Skaggs Building, room 220 to copy articles on the student copier. This copier is intended for student use only. It is a coin-operated machine that operates on a nickel per copy basis. If a student needs to make copies at an instructor's request, please make arrangements with the appropriate department secretary.

PRINTING
All students will receive an initial printing allocation of 100 pages each academic year. Students may purchase additional pages at 5 cents per page, in $5.00 increments, from the receptionist in the Dean's office (SB 340). There will be a 24-hour turnaround between purchase and availability of printing. These charges apply to all student printing with the exception of printing done while in a class in other CHPBS laboratory facilities such as SB229 or SB230, or during actual classroom time for PHAR 550 in SB 214.

PROFESSIONALISM
Students in the Skaggs School of Pharmacy are expected to act as professionals. Part of your training will be the development of your professional attitudes and demeanor. Several documents are contained in this handbook to help you begin this process.

- The *Greetings From The Dean* on page 1 emphasizes the importance of a professional attitude in your training and practice as a pharmacist.
• Pledge of Professionalism, developed and adopted by the American Pharmacists Association Academy of Students of Pharmacy, Appendix XI.
• The Skaggs School of Pharmacy Professionalism Policy is Appendix X.

REFERENCE FORMAT
The School has adopted the basic referencing format described by the American Medical Association (AMA) Manual of Style, 9th ed. With the exceptions noted in Appendix XII, students will be expected to use this format for referencing in all work submitted in the School. The basic format is described in Appendix XII, and a copy of the AMA Manual of Style is located in the LSS.

REPORTING OF STUDENT GRADES
You may access your grades with the CyberBEAR system. The faculty may post final grades outside their offices in a random and confidential form. Grades are also posted on Moodle where applicable. Grades will NOT be released over the phone so PLEASE DO NOT CALL the faculty or secretaries requesting this information.

SMOKING POLICY
The University of Montana provides a safe and healthy environment for its employees, students, and visitors. In light of the U.S. Surgeon General's findings that exposure to secondhand tobacco smoke and use of tobacco causes significant health hazards, The University of Montana will become a tobacco-free environment, effective Fall Semester 2011. (Policy 406.1.1)

STUDENT ACTIVITIES
Organizations in which students can and should become active include:

1. **American Pharmacists Association - Academy of Students of Pharmacy (APhA-ASP).** This student chapter of the national professional association of pharmacists is open for membership to all pharmacy students. ASP sponsors a variety of professional service functions as well as organizes school social events. The faculty advisors are Professors Donna Beall and Kendra Procacci and the current president is Kaja Wagner.

2. **American College of Clinical Pharmacy (ACCP).** Membership in this student organization provides you a forum to explore the vast array of career opportunities in clinical pharmacy and offers programs and services designed to help you achieve your professional goals. The faculty advisor is Donna Beall and current president is Jennesa Miller.

3. **Kappa Epsilon.** Kappa Epsilon is a professional fraternity for pharmacy students. Delta Chapter at UM is the fourth oldest chapter in the country. The group's activities include organizing "Lunch-in-the-Lobby", the Skaggs School of Pharmacy Logowear, nametag sales, and assisting with the Spring Student Faculty and Staff Recognition. The faculty advisors are Professors Gayle Hudgins and Sherrill Brown, and the current co-president are Erica Hoversland and Crystal Clemens.
4. **Rho Chi.** Rho Chi is the scholastic honor society of pharmacy. Beta Rho Chapter resides at UM. At the end of fall semester of the second professional year, students are elected to membership in Rho Chi based on scholarship, character, and conduct. Election is limited to students with at least a 3.0 GPA in the top 20 percent of the class. The society sponsors speakers in order to foster scholarship as well as an internship packet to facilitate internship licensure. The faculty advisors are Professors Lisa Venuti and Kim Madson, and the current president is Shelby White.

5. **Kappa Psi.** The Gamma Eta Chapter of Kappa Psi Pharmaceutical Fraternity was re-chartered at UM in April, 1990. It is a professional fraternity with membership open to both male and female pharmacy students. Past service projects have included a hypertension/blood glucose screening, a Drug Awareness Program and sponsorship of two pharmacy parties (Halloween and the annual Spring Social in late spring). The faculty advisors are Professors Doug Coffin, Howard Beall, and Darrell Jackson and the current regent is Amber Yaeger.

6. Students are invited to join the **Montana Pharmacy Association (MPA).** If students join APhA-ASP, they are automatic members of MPA. If, however, a student just wants to join MPA, they may do so for $5.00. Currently, Kerry Haney and Lori Morin serve on the board of directors along with students, Alacia Cole (P3) and Taylor Redfern (P2).

7. **National Community Pharmacists Association (NCPA).** Dormant. The chapter was started in Fall 2008. One goal of this new chapter is to recruit members who have an interest in independent community pharmacy, pharmacy ownership, and giving back to the community in general.

**STUDENT COMPUTER USE**
Guidelines for student use of the computer facilities in the School will be given during the computer lab orientation. If you need computer assistance from the College’s IT staff, please use the following website: [http://support.health.umt.edu/](http://support.health.umt.edu/).

**STUDENT LOUNGE**
Room 224 in the Skaggs Building has been set aside for student use. There is a refrigerator, microwave, phone for local calls, tables and chairs. This room is open the same hours as Learning Support Services. Everyone is responsible for cleaning up after themselves.

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

Campus Quick Copy
This service is located in the University Center Campus Court next to the UC Market on the ground floor. Copying can be done while you wait. Coin-op machines are available. There are also coin-op machines available in the Mansfield Library and by the Information Desk in the UC.

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

Griz eRecruiting is a comprehensive career services software program designed to assist students with their career preparation and job search. It allows students to create their resume on the World Wide Web and submit their resume electronically into a database used by UM Career Services to match up candidates with employers’ needs. Students are also able to view and sign-up for on-campus interviews as well as view and apply for jobs posted. To register for Griz eRecruiting go to http://www.umt.edu/career/recruiting/ermain.htm and follow the instructions.

Career Services arranges a Career Fair during the fall semester. The Career Fair is scheduled for October 23-24, 2013. Interviews for P4s are held during the evening on October 23. Interviews for P1-P3s will be held during the day on October 24.

Curry Health Center
The Curry Health Center is composed of an in-patient and an out-patient medical clinic, a dental clinic, a prescription pharmacy, a counseling and mental health center, and health education/wellness programming. Pharmacy students are encouraged to take advantage of these services. The Curry Health Center Pharmacy serves as a training site for APPE rotations in the Pharm.D. program. A one credit elective (PHAR 395) is also available at the Curry Health Center Pharmacy.

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

Maureen and Mike Mansfield Library
This is the main library on campus. Besides the usual reference materials, fiction and non-fiction divisions of a library, an interlibrary loan program is available to faculty and students. The campus library maintains the program through affiliation with major library networks and individual research libraries, both in the United States and abroad.

Student Advocacy Resource Center (SARC)
SARC provides free and confidential peer counseling and crisis intervention to survivors of sexual assault, rape, relationship violence, stalking, sexual harassment, and other forms of harassment. Services are available to the entire UM student community (students and their friends, partners, and family.)
SARC services are available 24-hours a day, seven days a week during fall and spring semesters by calling the support line at 406-243-6559.

SARC is located in the Curry Health Center, (east entrance, upstairs in room 108) and available for walk-in support year-round, Monday-Friday 9 am - 4 pm (no appointment needed).

SUBSTANCE ABUSE AND ADDICTION
Substance abuse and addiction are not restricted to any socio-economic class or vocational group thus health care professionals are not immune. In fact, addiction is one of the most common problems in our society.

It is important that everyone realize that addiction is a disease and can be treated. This disease is characterized by continuing the addictive behavior (e.g. drug use), despite adverse consequences to self, family, and/or financial, social or professional status. Addicted individuals are likely to commit acts in direct conflict with their underlying value systems. This makes addictive problems among health care providers, including pharmacists, particularly problematic since the health of others is dependent on the good judgment of the health care providers. For this reason, addiction and substance abuse cannot be tolerated among health care professionals.

Contrary to popular belief, it is possible to get individuals into treatment before they "hit bottom" or even before they want to get treatment.

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

If you prefer to remain anonymous on campus, pharmacists and pharmacy students may contact the Montana Pharmacy Association for help through the Montana Impaired Pharmacist Program (MIPP) at (406) 251-4210. You may also contact a twelve-step program such as alcoholics anonymous, narcotics anonymous, gamblers anonymous, etc., or an addiction counselor directly.

If you are interested in addiction, the University of Utah holds an excellent School on Alcoholism and Other Drug Dependencies each summer. The Pharmacists' section for pharmacists and pharmacy students is the largest group at this meeting. Those who attend this meeting do so for various reasons: some are victims of addiction themselves or grew up in families where one or more members were addicted; some because someone in the family is addicted or because they have friends who are addicted; and some just to learn more about this devastating disease and its treatment. Whatever your motivation, there may be travel funds available if you would like to attend this school. Lori Ahern (P3) and Sylvia Gomez (P2) attended this conference in 2013 and are willing to discuss the School with you. You may also contact Professor Morin for more information.
STUDENT CONDUCT
All students in the pharmacy program of the Skaggs School of Pharmacy at The University of Montana are also considered members of the pharmacy profession. As such, they must adhere to the professional, ethical and legal standards prescribed for the practice of pharmacy.

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

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

The University of Montana's student disciplinary procedures as outlined in the Student Conduct Code ([link](https://www.google.com/url?q=http://www.umt.edu/self-study2010/std3/Std3Exhibits/RE3-01/StudentConductCode.pdf&sa=U&ei=EZOtU_GVENPGoASozoEY&ved=0CAYQFjAB&client=internal-uds-cse&usg=AFQjCNGoJsqFKGWSrPzmH2cWfzGXAEjzfQ)) will be followed to determine if such violations have occurred.

TECHNICAL STANDARDS
Technical standards are established for both admission and progression in the pharmacy program. They are based on the physical and mental attributes required of students to be able to function competently as a pharmacist upon graduation. The technical standards are thus professional in nature. These standards need to be met upon admission and then throughout the four years of the pharmacy program. Students who fail to meet the standards risk dismissal from the program. The technical standards are available in Appendix IV.

UNIVERSITY ALCOHOL & DRUG POLICIES
The University’s policies on alcohol and drugs are available on the University website: [http://www.umt.edu/vpsa/policies/default.php](http://www.umt.edu/vpsa/policies/default.php). In summary, any School event must follow the University policies which includes service of alcoholic beverages must be monitored to prevent service to a person not of legal age, food and non-alcoholic beverages must be available for the duration of the event, and designated drivers must be provided.
APPENDIX I
UM GENERAL EDUCATION REQUIREMENTS (GER)

Beginning Autumn 2004, all UM general education courses must be taken for a traditional letter grade. Beginning Autumn 2009, only UM and transfer courses graded C- or above in all Groups count toward GER requirements. See UM Catalog. Contact your major department for verification on major grade requirements. NOTE: Transfer students may elect an earlier catalog they have been enrolled under.

GROUPS

I. WRITING SKILLS
   a. One English composition course, UM WRIT 101 or WRIT 201 (or WRIT 101, transfer equivalent). Students who earn a C- or better in WRIT 201 also earn writing course credit toward b. below. Beginning Autumn 2009 or later, a grade of C-, 1.70, or better is required.

   WRIT 101  Aut Spr Sum Transfer ________ Credit ________

   b. One approved writing course - see Catalog for approved list. Exempt if more than 27 credits are transferred at the time of initial registration.

   __________ Aut Spr Sum Transfer ________ Credit ________

   Passed: Aut  Spr  Sum ________

   d. Upper Division Writing Expectation for the major. See catalog.

   PHAR 550  Aut Spr Sum Transfer ________ Credit ________

II. MATHEMATICS

At least one college math course (C- grade, 1.70, or better) above 100 (excluding M111, Technical Mathematics) that is at least 3 credits, or M, transfer equivalent; or pass Mathematical Literacy Assessment (by qualification) or "exempt" with AP/CLEP score.

   M 162  Aut Spr Sum Transfer ________ Credit ________

III. a. MODERN AND CLASSICAL LANGUAGES

First year sequence of approved language courses or equivalent by exam (or FL or transfer equivalent). See catalog for list of approved languages.

   __________ Aut Spr Sum Transfer ________ Credit ________

   __________ Aut Spr Sum Transfer ________ Credit ________

   OR

   __________ Aut Spr Sum Transfer ________ Credit ________

   __________ Aut Spr Sum Transfer ________ Credit ________

III. b. EXCEPTIONS TO THE MODERN & CLASSICAL LANGUAGES – SYMBOLIC SYSTEM(S)

Available only to those major departments which have been granted an exception to the foreign language requirement. See Catalog.

   M 162  Aut Spr Sum Transfer ________ Credit ________

   STAT 216  Aut Spr Sum Transfer ________ Credit ________

GROUPS

Three credits from each group, except for XI, Natural Sciences (N), in which 6 credits are required, will count toward the GER; credit above the limit counts toward graduation but not toward General Education credits. Approved courses may meet more than one requirement.

IV. Expressive Arts (A), 3 credits.

   __________ Aut Spr Sum Transfer ________ Credit ________

   COMX 111A or THTR 120A

V. Literary and Artistic Studies (L), 3 credits.

   __________ Aut Spr Sum Transfer ________ Credit ________

VI. Historical and Cultural Studies (H), 3 credits.

   __________ Aut Spr Sum Transfer ________ Credit ________

VII. Social Sciences (S), 3 credits.

   ECNS 201S  Aut Spr Sum Transfer ________ Credit ________

VIII. Ethical and Human Values (E), 3 credits.

   PHAR 514  Aut Spr Sum Transfer ________ Credit ________

IX. American & European Perspectives (Y), 3 credits.

   __________ Aut Spr Sum Transfer ________ Credit ________

X. Indigenous & Global Perspectives (X), 3 credits.

   __________ Aut Spr Sum Transfer ________ Credit ________

XI. Natural Sciences (N), 6 credits, including one course with laboratory experience. (NL)

   CHMY 141  Aut Spr Sum Transfer ________ Credit ________

   CHMY 143  Aut Spr Sum Transfer ________ Credit ________
APPENDIX II

Mission Statement - The University of Montana – Missoula
The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, state, nation and world.

Vision – Skaggs School of Pharmacy
To achieve and maintain national recognition for the quality of the professional degree program as well as programs in graduate education and research.

Mission Statement – Skaggs School of Pharmacy
To prepare graduates to be highly skilled, patient-centered health care professionals, scientists and educators. To advance scientific knowledge through research and graduate education ranging from bench to bedside. To instill life-long learning, community service, and social responsibilities and to foster cultural sensitivity in all graduates.

Core Values
We are committed to:
- Concern for patients and their proper care
- The encouragement of life-long learning habits for all graduates
- Improvement of health care and its delivery through discovery and innovation
- Promulgating professionalism and collegiality at all levels
- Fostering a culture of integrity, respect, compassion and diversity
- Facilitation of collaboration with other health care providers and scientific entities
- Active contributions to the community we live in
- Optimization of teaching methods

Educational Philosophy
The educational philosophy of the school is to provide an integrated curriculum beginning with a foundation in the basic biomedical and pharmaceutical sciences and an appreciation for scientific discovery, rapidly integrating aspects of pharmaceutical care and developing pharmacy practice abilities related to expected outcomes as the curriculum evolves and ultimately provides the students with the tools to practice as patient-centered health care professionals who understand and apply the value of life-long learning to enhance the pharmacy profession.

Goals and Objectives
Beyond the Pharmacy Program Mission and Outcomes Statement, (see optional documentation) The Department of Pharmacy Practice and The Department of Biomedical and Pharmaceutical Sciences have each developed and posted on the College’s website a 5-year strategic plan and priorities 2010-2015, the website address is www.health.umt.edu
The following goals and objectives are derived from the departments’ strategic plans and from input provided by the Curriculum Committee and Assessment Committee:
Goal 1: Educate pharmacy graduates to enter into the profession prepared for current professional practice in a variety of core settings.
Objective a. Regularly update student outcomes for the program
Objective b. Annually evaluate student achievement of program outcomes
Objective c. Evolve and optimize the curriculum to ensure appropriate knowledge and abilities.

Goal 2: Maintain a curriculum that is current, evolving, and responsive to changing educational and training needs, and efficiently achieves program outcomes.
Objective a. Utilize outcome measures to improve the curriculum, by obtaining measures on an annual basis
Objective b. Promote active learning strategies and criteria-referenced, evidence based assessment
Objective c. Bridge clinical practice with basic sciences as well as the social and behavioral aspects of health care to enhance student learning opportunities across the continuum of classroom, simulation and experiential training.
Objective d. Prepare students with a global perspective of health the includes cultural competency, health disparities, and a comparison of US and global health care systems
Objective e. Promote a professional culture throughout the pharmacy program and enhance inter-professional interaction in classroom, informally, and in clinical experiences
Objective f. Revise the basic biomedical and pharmaceutical sciences curriculum to include increased coverage of pharmacogenomics, immunology, cancer, biologics and herbal products
Objective g. Continue to expand the offerings of elective courses to increase the options for pharmacy students
Objective h. Continue to vertically integrate the curriculum across the P1-P4 years
Objective i. Provide faculty, staff, and preceptors with development opportunities in designing and using technology-enhancements for didactic, simulated and experiential education

Goal 3: Prepare and implement an evaluation plan for the school to guide data collection, analysis, dissemination, and use of the information to monitor and improve teaching, research, and service outcomes.
Objective a. Prepare a written document that describes assessment activities and responsibilities within the school.
Objective b. Establish schedules for evaluation
Objective c. Establish methods for archiving and disseminating data collected in the various evaluation efforts
Objective d. Review the plan and the methods used to evaluate aspects of the school on a regular basis
Objective e. Eliminate data collection methods that do not provide useful information
Objective f. Identify gaps in evaluation and assessment and find methods for gathering needed information

Goal 4: Contribute to the health of Montanans through the provision of patient care and development of innovative pharmacy services and pharmacy practice experience sites.
Objective a. Develop and maintain outreach programs that focus on the healthcare needs of rural Montanans
Objective b. Evaluate and revise the Introductory Pharmacy Practice Experiences (IPPE) in community pharmacy and hospital pharmacy.
Objective c. Improve and enhance the pharmaceutical education and training of the student in Advanced Pharmacy Practice Experience (APPE) sites.
Objective d. Conduct ongoing review of IPPE and APPE site activities to assure that
they reflect changes in professional practice and meet the accreditation standards with regard to expected outcomes.

Objective e. Continue to develop the computerized experiential program management system.

Objective f. Focus on continued development of quality community pharmacy APPE sites characterized by enhanced patient care activities and quality assurance and support efforts to develop community APPEs in rural sites.

Objective g. Facilitate the development of additional pharmacy residencies in Missoula and around the state, essentially promoting the development of residencies in ambulatory care and community practice.

Objective h. Provide opportunities for preceptor development.

Goal 5: Promote the advancement of the pharmacy profession.

Objective a. Integrate with other health care professionals and pharmacy organizations at the local, state, and national levels focusing on the advancement of the profession.

Objective b. Continue to promote the role of pharmacy in Montana health care.

Objective c. Provide expanded continuing professional education opportunities for Montana health care professionals.

Objective d. Provide drug information services to licensed health care professionals and improve drug information education to students in both didactic and experiential settings.

Objective e. Develop pharmacy roles in population and environmental health and provide training and practice opportunities for pharmacists, students, and faculty to become more involved in public initiatives.

Objective f. Develop programs, educational experiences, partnerships, and research projects that will enable pharmacists to enhance or increase the delivery of health care in rural and frontier areas.

Objective g. Create public awareness of the college as an important research and educational enterprise that has significant impact on the advancement of science, the improvement of health care and welfare of all Montanans.

Goal 6: Increase the research capacity relative to the delivery of innovative health care.

Objective a. Promote health-related scientific discovery that will impact the practice of pharmacy.

Objective b. Enhance translational-oriented research by facilitating and promoting interactions of basic scientists with clinical collaborators to advance the overall clinical/practice implications.

Objective c. Implement formalized mechanisms to incorporate faculty research into the instructional curriculum in both didactic and experiential settings.

Objective d. Facilitate formal mechanisms that promote communication and collaborative interactions between clinical and basic science faculty.

Objective e. Promote the creation of focus groups and seminar exchanges among basic and clinical departments based on research/disease interests.

Goal 7: Enhance faculty research, and scholarly activity.

Objective a. Regain top ten national ranking in NIH research funding by increasing the submission of NIH grant proposals and secure funding from other external entities to build sustainable programs.

Objective b. Increase the number of publications in top quality journals.

Objective c. Host regional/national meetings that attract well known basic and clinical researchers.
Objective d. Enhance research capacity in cancer, epidemiology, epigenetics, pharmacokinetics, and health disparities research.

Objective e. Recruit basic and practice faculty with outstanding research potential to fill vacant positions created by retirement and other faculty turnover.

Objective f. Establish defined guidelines that will promote an effective mentoring program for junior faculty.

Objective g. Expand communication of research findings to inform and impact the scientific community, health providers, the general public, and policy makers.

Goal 8: Enrich graduate education in the basic biomedical and pharmaceutical sciences.

Objective a. Train students in each of The School’s four Ph.D. programs that can ultimately serve as productive faculty members and research scientists.

Objective b. Recruit a diverse population of students with an emphasis on the recruitment of Native American students who can engage in health disparities research projects.

Objective c. Increase the level and number of teaching and research assistantships, including possible training grant support.

Goal 9: Promote faculty and staff development and diversity.

Objective a. Improve the recruitment of diverse students, faculty and staff to enrich the overall educational experience.

Objective b. Employ the use of career ladders to promote staff development and maintain morale.

Objective c. Enhance faculty development and collaborative opportunities by supporting travel to scientific meetings, attendance at workshops and regular sabbaticals.

Objective d. Maintain a collegial environment and a competitive remunerative scale to increase the retention rate of faculty and staff.

Objective e. Ensure quality academic technology to facilitate technology enhanced learning and ensure a coordinated technology infrastructure to advance our mission.

Goal 10: Engage all faculty in the provision of service to the profession, the community, the state and the nation.

Objective a. Recognize important service activities as an overall component of the evaluation process for merit, promotion and tenure.

Objective b. Integrate with other health care professionals to advance the profession.

Objective c. Foster a culture of community engagement and facilitate partnerships in order to support and nurture student, faculty and staff participation in inter-professional community service activities.

Goal 11: Engage in strategic planning on an ongoing basis.

Objective a. Departments will develop and monitor their own goals and objectives that support the school’s goals.

Objective b. Goals and objectives will be reviewed and evaluated on an annual basis.

Objective c. Goals and objectives for five-year plans will be revised and updated every three years.

Objective d. Acknowledge and prepare for the retirement of key departmental faculty and members of The School’s leadership team to ensure an orderly and organized transition of personnel.

Objective e. Acknowledge that faculty salaries are low compared to national averages and seize opportunities to enhance salaries whenever possible.
APPENDIX III
TECHNICAL STANDARDS

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

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

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

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

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

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

Observation: All candidates must be able to:
• Observe lectures, demonstrations, experiments, and practice-based activities, while simultaneously and progressively demonstrating the ability to acquire and improve skills associated with patient care.
• Observe classroom and laboratory demonstrations; observe microbiological cultures and microscopic studies of organisms and tissues in normal and pathological states; observe the characteristics and technical quality of chemical or biological compounds.
• Observe a person or situation accurately at a distance and close at hand, noting nonverbal as well as verbal signals.
• Observe the activities of technical staff operating under their supervision.
• Read information on a computer screen and small print on packages or package inserts.
• Observe visible physical signs and symptoms for the purposes of monitoring drug therapy.
• Use not only visual, but also auditory and somatic cues, to perform the above when these other senses are necessary for full observation of a situation.
• Distinguish shapes, colors, markings, and other characteristics of small objects (eg. Different dosage forms).

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

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

Intellect: All candidates must be able to:
• Comprehend three-dimensional relationships and understand the spatial relationships of structures.
• Solve problems involving measurement, calculation, reasoning, analysis, synthesis, and evaluation rapidly in a multi-tasking setting.
• Memorize and recall facts.
• Synthesize knowledge and integrate the relevant aspects of a specific topic.
• Acquire, comprehend, assimilate, and transform knowledge in order to apply it to a specific problem or issue.
• Have effective and efficient learning techniques and habits that allow mastery of the pharmacy curriculum.
• Learn through a variety of modalities including classroom instruction, small group activities, individual study, preparation and presentation of reports, and use of computer technology.
• Remain fully alert and attentive at all times in educational and clinical settings.

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

The University of Montana – Missoula
College of Health Professions and Biomedical Sciences
Skaggs School of Pharmacy

POLICY: The ultimate decision regarding student requests to take exams before or after the published examination date lies with the faculty Course Coordinator. Should a Course Coordinator agree to allow a student to take an examination before or after the published examination date, the procedures below must be followed. The names of students granted permission to take exams before or after the published examination date will be forwarded to the College of Health Professions and Biomedical Sciences (CHPBS) Assistant Dean for Student Affairs so the Dean’s Office may track trends in these requests.

REQUIRED PROCEDURES:

A. Early Exams

1. A single student wishing to take an exam before the published examination date must request this of the Course Coordinator as soon as the student becomes aware of the need for such accommodation. The Course Coordinator may deny the request at the Course Coordinator’s discretion based upon the circumstances surrounding the request.

2. A group of students wishing to take an exam before the published examination date (e.g., to attend a professional meeting) must make this request of the Course Coordinator as soon as the students become aware of the need for such accommodation. The Course Coordinator may deny the request at the Course Coordinator’s discretion based upon the circumstances surrounding the request.

3. If the request for accommodation is granted, the Course Coordinator/Examining Instructor will arrange for a room and time for the examination.

4. Each student taking an early exam will sign an agreement that they will not discuss the exam with classmates (even those with whom the student took the exam if more than one student is involved in the early exam) until after the entire class has taken the exam. Failure of the student to uphold this agreement will result in the student receiving a score of zero (0) on the exam. Further academic disciplinary action may also be taken against the student such as receiving a failing grade in the course and/or dismissal from the pharmacy program.

5. The signed student agreement will be forwarded to the Assistant Dean for Student Affairs, who will retain these agreements and use them to monitor for patterns in requests for early/late exams.

6. Rumors/allegations of violations of Procedure #4 above will be investigated by the Course Coordinator/Examining Instructor in conjunction with the Assistant Dean for Student Affairs.

B. Late Exams

1. A student or students wishing to take an exam after the published examination date must request this of the Course Coordinator as soon as the student become aware of the need
for such accommodation. The Course Coordinator may deny the request at the Course Coordinator’s discretion based upon the circumstances upon which the request is based.

2. If the request for accommodation is granted, the Course Coordinator/Examining Instructor will arrange for a room and time for the examination.

3. Each student taking a late exam will sign an affidavit that they have not discussed the exam with classmates or others (except the Course Coordinator/Instructor) prior to taking the exam. If it is later demonstrated that the student signed a false affidavit, the student involved shall receive a score of zero (0) on the exam. Further academic disciplinary action may also be taken against the student such as receiving a failing grade in the course and/or dismissal from the pharmacy program.

4. The signed student affidavit will be forwarded to the Assistant Dean for Student Affairs, who will retain these affidavits and use them to monitor for patterns in requests for early/late exams.

5. Rumors/allegations of violations of Procedure #3 above will be investigated by the Course Coordinator/Examining Instructor in conjunction with the Assistant Dean for Student Affairs.

OPTIONAL INSTRUCTOR GUIDELINES:

1. Course Coordinators are encouraged to accommodate student requests when attendance at professional meetings are involved, consistent with the CHPBS goal to encourage students to participate in professional association activities.

2. If unforeseen circumstances (e.g., student illness or death in the family) prevent a student from requesting accommodation for a late examination in a timely fashion prior to the published examination time, the Course Coordinator is encouraged to accommodate the student’s request to take the examination after the published examination date.

3. If a student misses an examination without notifying the Course Coordinator prior to the examination time, the Course Coordinator may decide whether to allow the student to take the examination late or receive a zero (0) for that examination.
Appendix V
SKAGGS SCHOOL OF PHARMACY Scholarships Awarded 2014-2015

Academy of Past Presidents Scholarships
  Roger E. Ackerly Scholarship
Albertsons Osco/Albertsons LLC Scholarships
  Alkire - Rutherford Scholarship
Arps & Fuller Working While Attending Pharmacy School Scholarship
  Brian James Bachmeier Memorial Scholarship
  Deane & Laurie Mutch Bell Scholarship
Arthur and Clare Carlson and Pfizer Company Scholarship
  Arthur N. Carlson and Warner Lambert Scholarship
  Sidney J. Coffee Scholarships
CVS Caremark Charitable Trust Scholarships
  Nathan Dague Memorial Scholarship
  Dean Forbes Scholarship
Kalispell Regional Medical Center Scholarship
  Grace and John Lawler Pharmacy Scholarship
Montana Pharmacy Association - Bartlett Scholarship
Montana Pharmacy Association - Bennett Scholarship
Montana Pharmacy Association Grants-In-Aid Scholarships
Frank and Marjorie Pettinato Honorary Scholarship in Pharmacy
  Pharmacists Mutual Companies Scholarship
  Poe Family Scholarships in Pharmacy
Stanley Reinhaus Foundation Scholarships
  Shopko Stores, Inc. Scholarship
  Carl J. Snyder Scholarship
  Stoll Family Scholarship
William and Helen Sullivan Scholarship
Marcia Vollmer Pharmacy Scholarship
  John Wailes Scholarship
C.R. Walgreen Excellence Scholarships
  Walgreens Diversity Scholarship
Walgreens Diversity and Inclusion Scholarship
  James Wedum Endowment Scholarships
Appendix VI

College of Health Professions and Biomedical Sciences
2014-2015

Skaggs Building Hours
Monday -Thursday 7:00 am to 9:00 pm
Friday 7:00 am to 6:00 pm
Saturday 7:00 am to 9:00 pm
Sunday 9:00 am to 9:00 pm
Closed on Holidays

Learning Support Services Hours
Autumn Semester: September 2 - December 5, 2014
Monday – Thursday, 7:00am – 9:00pm
Friday, 7:00am - 6:00pm
Saturday, 9:00am - 6:00pm
Sunday, 12:00pm – 9:00pm

Holidays/ Special Hours
First Week of Class – August 25-29, 8:00am – 5:00pm, Closed for weekend
Labor Day – August 30-September 1, Holiday, Closed for weekend
Veterans Day - November 11, Holiday, Closed
Travel Day – November 26, 8:00am – 5:00pm
Thanksgiving - November 27-28, Holiday, Closed & Closed for weekend
Finals Week - December 8-12, 8:00am – 5:00pm

Hours may change during Finals Week—Hours will be posted the week prior to finals.

Monday – Friday, 8:00am – 5:00pm
Closed Weekends, Christmas, New Year’s Day, and Martin Luther King Day

Spring Semester: February 2 - May 8, 2015
Monday – Thursday, 7:00am – 9:00pm
Friday, 7:00am - 6:00pm
Saturday, 9:00am - 6:00pm
Sunday, 12:00pm – 9:00pm

Holidays/ Special Hours
First Week of Class – January 26-30, 8:00am – 5:00pm, Closed for weekend
Washington-Lincoln Day - February 16, Closed
Spring Break –March 30-April 3, 8:00 am – 5:00 pm, Closed for weekend before and after SB
Finals Week - May 11-15, Friday, 8:00am - 5:00pm

Hours may change during Finals Week—Hours will be posted the week prior to finals.

Summer: May 16-August 23, 2015
Monday – Friday, 8:00am – 5:00pm
Closed Weekends, Memorial Day, and Independence Day
APPENDIX VII
Educational Outcomes of the Pharm.D. Program

The University of Montana
College of Health Professions and Biomedical Sciences
Skaggs School of Pharmacy

Doctor of Pharmacy Program Competencies and Outcome
Approved by Faculty September 10, 2009

Mission

The mission of the Doctor of Pharmacy Program is to prepare future pharmacists, in both formal
and informal learning environments, to provide patient-centered and population-based care and
to manage the systems within which pharmacists work while fostering professionalism,
leadership and advocacy, interprofessional collaboration, self-directed learning, cultural
competency and scholarship.

Doctor of Pharmacy Professional Competencies and Outcomes

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

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

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

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

IV. Work effectively within an interprofessional team

V. Manage and utilize resources of the health care system for the benefit of individual and public health.
   A. Promote patient and public safety
   B. Perform quality assurance techniques to improve the medication use system
   C. Seek to reduce health care disparities.
VI. Efficiently utilize information resources and technology
   A. Identify, retrieve and interpret relevant professional literature
   B. Communicate evidence-based information to other health care providers, patients, and the public

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

VIII. Practice professionally
   A. Apply ethical, social, legal and economic principles to practice
   B. Respond to patients’ needs in a culturally sensitive manner
   C. Apply practice standards to optimize patient care
   D. Maintain professional competence by becoming a self-directed learner

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

X. Engage in scholarly activity
   A. Use a scholarly approach to become an agent of change to advance pharmacy practice
   B. Demonstrate a commitment to life-long learning

*Each ability is many faceted. The ACPE Accreditation Standards, Guidelines, and Appendices (http://www.acpe-ccredit.org/pdf/ACPE_Revised_PharmD_Standards_Adopted_Jan152006.DOC) and the CAPE Educational Outcomes 2004 and Supplements (http://www.aacp.org/Docs/MainNavigation/Resources/6075_CAPE2004.pdf) describe these abilities in much more detail and can be consulted for further definition.
APPENDIX VIII
STATEMENT ON PROFESSIONALISM

The University of Montana
College of Health Professions and Biomedical Sciences

Fundamental Attributes of Professionalism

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

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

Standards for Professional Behavior

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

Students in the College of Health Professions and Biomedical Sciences are expected to:

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

Purposes of Policy

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

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

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

Fundamental Attributes of Professionalism

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

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

Standards for Professional Conduct

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

1. Honesty and integrity:
   a. Act with honesty and integrity in academic matters and professional relationships.
2. Trustworthiness:
   a. Demonstrate dependability to carry out responsibilities.

3. Empathy and cultural diversity:
   a. Demonstrate appropriate interpersonal interaction with respect to culture, race, religion, ethnic origin, gender, and sexual orientation.
   b. Demonstrate regard for differing values and abilities among peers, other health care professionals, and patients.

4. Communication:
   a. Communicate effectively with faculty, staff, students, patients, and other professionals.
   b. Demonstrate confidence in actions and communications.
   c. Formulate written communications with professional content and tone.

5. Punctuality:
   a. Demonstrate punctuality in academic and professional environments.
   b. Adhere to established times for classes, laboratories, professional experiences, and meetings.
   c. Comply with established verbal and written deadlines.
   d. Respond to requests (written, verbal, e-mail, telephone) in a timely fashion.
   e. Perform pharmaceutical care responsibilities in a timely manner.

6. Professional behavior:
   a. Display professional behavior toward faculty, staff, students, patients, and other health professionals in the classroom, laboratory, and professional settings.
   b. Show regard for persons in authority in classroom, laboratory, and professional settings.
   c. Exhibit fitting behavior when representing the Skaggs School of Pharmacy in extracurricular activities and professional meetings.

7. Ethical standards:
   a. Demonstrate high ethical standards related to pharmacy education and practice.

8. Social contracts:
   a. Demonstrate professional interactions with patients.
   b. Relate to patients in a caring and compassionate manner.
   c. Recognize instances when one’s values and motivation are in conflict with those of the patient.
   d. Demonstrate an attitude of service by putting others’ needs above one’s own.
   e. Comply with federal, state, university, school and institutional requirements regarding confidentiality of information.

9. Promote appropriate drug-taking and drug use:
   a. Recommend medications only when appropriate.
   b. Do not abuse/misuse prescription drugs, nonprescription drugs or alcohol.
   c. Do not use illegal drugs/substances.
   d. Seek treatment for potential substance abuse problems.
e. Refer others for substance abuse problems.

10. Negotiation, compromise, and conflict resolution:
   a. Demonstrate abilities of conflict resolution.
   b. Formulate constructive evaluation of others’ performance.
   c. Display positive attitude when receiving constructive criticism.

11. Lifelong improvement and professional competence:
   a. Produce quality work in academic and professional settings.
   b. Demonstrate a desire to exceed expectations.
   c. Demonstrate characteristics of lifelong learning.

12. Time management and decision-making:
   a. Utilize time efficiently.
   b. Demonstrate self-direction in completing assignments.
   c. Demonstrate accountability for decisions.

13. Appearance:
   a. Maintain a professional appearance when representing the Skaggs School of Pharmacy.
   b. Maintain dress appropriate to classroom, laboratory, clinical and professional settings.
   c. Maintain personal hygiene and grooming appropriate to the academic or professional environment.

14. Skaggs School of Pharmacy requirements:
   a. Comply with student health requirements for working with patients in various health care environments.
   b. Maintain appropriate records (e.g., intern license, CPR certification, immunizations, insurance) to demonstrate professional competence.

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

**Policy for Violation of Professional Standards**

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

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

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

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

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

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

If the faculty member is unwilling or unable to contact the student directly, the matter should be referred directly to the PSC. If the faculty member observing the inappropriate behavior believes that a student has committed a serious enough breach of professional conduct, one that may place the School, CHPBS, or a clinical site in jeopardy, he or she may refer the matter directly to the Assistant Dean for Student Affairs.

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

Student observation

Professionals are expected to uphold the standards of their profession and to hold accountable their professional colleagues and peers. For that reason, students who observe a breach of professional conduct are expected actively to address the issue.
When a student observes a failure of professional conduct by another student, that student should attempt to discuss the incident in a constructive manner with the person in question. The Skaggs School of Pharmacy recognizes that this can be very difficult for students; hence, students may also report the observed behavior to a trusted faculty member, such as the faculty adviser, the department chair or the Assistant Dean for Student Affairs. In this instance, the student must agree to report the offender by name and, in turn, to be identified as the individual filing the complaint. Anonymous complaints cannot be acted upon. All parties must recognize the need for confidentiality to protect the rights of all parties.

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

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

Right of appeal

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

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

Responsibilities of the CHPBS

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

Attributes of Professionalism

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

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

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

**Values directed to one’s self**
- self-awareness
- commitment to excellence

**Values directed to one’s profession**
- autonomy and self-regulation
- commitment to excellence

**Values directed to one’s society**
- commitment to social justice and equity in health care
- commitment to playing an active role in one’s community
APPENDIX X
Pledge of Professionalism

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

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

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

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

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

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

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

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

I voluntarily make this pledge of professionalism.

Developed and adopted by the American Pharmacists Association Academy of Students of Pharmacy
APPENDIX XI
Basic Reference Format

The following Referencing Format is adapted from the AMA Manual of Style, 9th edition.\textsuperscript{1} If you have questions about referencing an item, please refer to the AMA Manual of Style, 9th ed., located in the DIS/LSS or at the Mansfield Library. There are, however, a couple notable exceptions. \textit{This document takes precedence over the AMA Manual of Style, 9th ed.}

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

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

Examples:
Drug X has been shown to cause green rash with purple spots.\textsuperscript{1,2}
Drug Y is used to treat hypertension, congestive heart failure, and arrhythmias.\textsuperscript{1,3,5}
Drug Z is compatible with normal saline\textsuperscript{6} and dextrose 5\% in water.\textsuperscript{7}
Smith and Jones\textsuperscript{11} found that diet and exercise lead to weight loss.

\textbf{General Rules:}

1. Avoid using abstracts as references. Always use the primary source for your papers when possible.

2. Use authors’/editors’ last name followed by initials. No periods after initials. No titles (ex. MD, PharmD). Do not use the word “and” between names. Separate names with commas.

3. List all authors/editors unless there are more than six. If there are more than six authors/editors, list the first three then use “et al.”

4. Only capitalize the first word, acronyms, and proper nouns in titles of articles and book chapters.

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

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

   Examples:


2. The journal title is abbreviated according to the style used in Index Medicus. Go to PubMed (pubmed.com), then click on the Journal Database on the left side of the screen and enter the journal name. If you are unsure of a journal's abbreviation, ASK!

   Examples:
   The Journal of the American Medical Association JAMA

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

   Examples:

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

   Example:

6. Online articles (refer to PubMed if unsure of format):
   a. For online journals (not available in print) with no volume or page information, use the following format: Author(s). Article title. Journal abbreviation [serial online] Date of publication (Month date, year);doc #.

      Example:

   b. For articles published online prior to print publication, use this format: Author(s). Article title. Journal abbreviation Year;volume:page numbers (if known). Epub [date].

      Example:
Books and Book Chapters:

1. **FOR ENTIRE BOOKS:** list author/editor information (if more than 6 authors/editors, list first 3 then “et al.”), then title of book, edition number (if applicable), city and state (or country) of publication, name of publisher, and year of publication.

   Example:

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

   Example:

Internet documents:

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

2. If the Web page has an author and date listed, use this format: Author. Title (date). Host name Web site. Available at: [URL]. Accessed [date].

   Example:

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

   Example:

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

   Example:

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

6. Write out the date you accessed the page.
   Examples:

7. Use the Web address of the EXACT page where the information was found, except for subscription sites.

   NON-SUBSCRIPTION WEB SITE EXAMPLE:
   NOT: http://www.cdc.gov

   SUBSCRIPTION WEB SITE EXAMPLE:
   NOT: http://www.naturaldatabase.com/(S(0elrvyvi54rwpy45bnxrabjk))/nd/Search.aspx?cs=&s=ND&pt=9&Product=garlic


   Example:

Online Drug Databases:

1. For Clinical Pharmacology, refer to the following Web site:

2. For ePocrates, refer to the following Web site:
   http://www.epocrates.com/support/knowledge?sk=citation


   Example:

4. For Facts & Comparisons eAnswers, use the following format:  
   Example:

5. For Lexi-Comp, refer to the following Web site:
   http://webstore.lexi.com/s.nl/ctype.KB/it.I/id.342/KB.3229/.f

6. For UpToDate, refer to the following Web site.
   http://www.uptodate.com/home/help-faq-using-utd#cite

Other Documents/Sources of Information:

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

2. References to personal communication should be included in the text.  Include the date of the communication, whether the communication was oral or written, and the affiliation of the person.
   Example:
   According to the manufacturer (L. Smith, Eli Lilly & Co., oral communication, July 13, 2005), the drug should not be used in pediatric patients.

3. PDA software format: Name of company that licensed the software, (name of PDA book or database). Publisher; version and/or date of program accessed.
   Example:
APPENDIX XI
PHARMACY STUDENT CONDUCT CODE

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

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

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

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

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

(1) Any concerned party, including faculty, students and staff, may report suspected violations of the substance abuse policy to the Dean.
(2) The Dean, or his appointee, shall investigate the allegations, and;
(3) The Dean shall meet with the student about the allegations.
(4) The Dean shall document his findings and decisions, and shall give written notice of the decision to the student. The records will be placed in a confidential file in the Dean's Office.
(5) If the student is not satisfied with the action of the Dean, he/she may appeal to the Pharmacy Academic Standards Committee that will hear arguments and render a decision. Written notice of intent to appeal must be submitted within 10 days of receiving the Dean's decision.
(6) The student has the right to request appointment of one student member to the Academic Standards Committee for the appeal process. The Academic Standards Committee will select the student member.
(7) If the student is not satisfied with the decision of the Academic Standards Committee, he/she may appeal to the entire pharmacy faculty that will hear arguments and render a decision. Written notice of intent to appeal must be submitted within 10 days of receiving the Committee's decision.
(8) Further appeal will follow existing University procedures for student appeal of faculty and administrative actions.

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

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

I have read and understand the Pharmacy Student Conduct Code.

Name (print)       Signature       Date