Skaggs School of Pharmacy

Doctor of Pharmacy Program
Student Handbook

2018-2019
Academic Year
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<td>Student Services on Campus</td>
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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 program requirements, curriculum, scholarships, internship, awards and much more. If you cannot find an answer to your questions through other students or staff, check in with your faculty advisor or Donna Beall, Director of Student Services. We are here to assist you, and if there is one thing we are very proud of in our School, it is that we are small enough to get to know you personally.

You are entering into a rigorous academic program that will prepare you for contemporary pharmacy practice. In addition to the traditional role of pharmacists as providers of medication and drug information, pharmacists today provide clinical services that involve direct patient care. We expect that you will be committed to a full-time effort towards achieving your educational goals. This means that obligations outside of the academic program should be kept to a minimum. If you have employment or family responsibilities, you should 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 responsibilities, often struggle to be successful in our program. You will have many work years ahead of you; this is the time to devote yourself to becoming a health care professional.

You are entering a partnership with faculty and clinicians that are dedicated to your professional development, so appropriate conduct is essential. The faculty expect our classrooms to be a place for outstanding learning experiences for all. We expect all students to be involved in class discussions, be respectful of other students, faculty and staff, and refrain from disruptive activities in the classroom, laboratory or clinical practice site (e.g. unnecessary conversation or use of social media).

Pharmacy is not a stand-alone profession. A term that you will hear repeatedly is Interprofessional Education. It has become a major focus for all of the health professions in acknowledgment of the fact that patient care requires a team approach. As part of the team, the pharmacist’s role is to provide clinical pharmacy services such as drug therapy monitoring and recommendations. In the Skaggs School of Pharmacy, you will be learning and working alongside students and residents in other healthcare professions in order to become better prepared to provide patients with the best possible health care.

As a student in the Skaggs School of Pharmacy, you are preparing to enter a highly respected profession dedicated to providing high quality healthcare to the people of your community. As healthcare professionals, society expects its pharmacists to be technically competent, ethical practitioners with high moral standards and integrity. 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.

Howard Beall
Associate Dean for Pharmacy
ACADEMIC YEAR CALENDAR

Autumn Semester 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>Aug 27</td>
<td>(M)</td>
<td>Instruction begins</td>
</tr>
<tr>
<td>Sept 3</td>
<td>(M)</td>
<td>Labor Day, Holiday</td>
</tr>
<tr>
<td>Oct 1</td>
<td>(M)</td>
<td>Advising begins for Spring semester 2019</td>
</tr>
<tr>
<td>Oct 22</td>
<td>(M)</td>
<td>Spring 2019 pre-registration begins</td>
</tr>
<tr>
<td>Oct 19</td>
<td>(F)</td>
<td>Health Professions Career Fair</td>
</tr>
<tr>
<td>Nov 6</td>
<td>(T)</td>
<td>Election Day, No Classes</td>
</tr>
<tr>
<td>Nov 12</td>
<td>(M)</td>
<td>Veterans Day Observed, Holiday</td>
</tr>
<tr>
<td>Nov 21-23</td>
<td>(W-F)</td>
<td>Thanksgiving vacation</td>
</tr>
<tr>
<td>Dec 10-14</td>
<td>(W-T)</td>
<td>Final exams</td>
</tr>
</tbody>
</table>

Spring Semester 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 10</td>
<td>(R)</td>
<td>Instruction begins</td>
</tr>
<tr>
<td>Jan 21</td>
<td>(M)</td>
<td>Martin Luther Kings Jr. Day, Holiday</td>
</tr>
<tr>
<td>Feb 18</td>
<td>(M)</td>
<td>Washington-Lincoln Day, Holiday</td>
</tr>
<tr>
<td>Mar 25-29</td>
<td>(M-F)</td>
<td>Spring break</td>
</tr>
<tr>
<td>Mar 18</td>
<td>(M)</td>
<td>Advising begins for Autumn semester 2019</td>
</tr>
<tr>
<td>Apr 1</td>
<td>(M)</td>
<td>Autumn 2019 pre-registration</td>
</tr>
<tr>
<td>Apr 29 -May 3</td>
<td>(M-F)</td>
<td>Final Exams</td>
</tr>
<tr>
<td>May 4</td>
<td>(Sat)</td>
<td>Commencement</td>
</tr>
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</table>

2018-2019

P4 ROTATION SCHEDULE (subject to change)

FALL SEMESTER 2018
August 27 - September 21 (includes Labor Day)
September 24 - October 19
October 22 - November 16
November 19 - December 14 (includes Thanksgiving)
3 weeks off

SPRING SEMESTER 2019
January 7 - February 1 (includes MLK Day)
February 4 - March 1 (includes President’s Day)
March 4 – March 29
April 1 - April 26

PROFESSIONAL MEETING CALENDAR

2018
<table>
<thead>
<tr>
<th>Date</th>
<th>Days</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>Oct 20-23</td>
<td>(S-T)</td>
<td>ACCP Annual Meeting, Seattle, WA</td>
<td></td>
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<tr>
<td>Oct 26-28</td>
<td>(F-Su)</td>
<td>APhA-ASP Regional Meeting, Boise, ID</td>
<td></td>
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<tr>
<td>Dec 2-6</td>
<td>(Su-Th)</td>
<td>ASHP midyear meeting, Anaheim, CA</td>
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2019
<table>
<thead>
<tr>
<th>Date</th>
<th>Days</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 11-13</td>
<td>(S-T)</td>
<td>MPA Meeting, Big Sky, MT</td>
<td></td>
</tr>
<tr>
<td>March 22-25</td>
<td>(F-M)</td>
<td>APhA Annual Meeting, Seattle, WA</td>
<td></td>
</tr>
<tr>
<td>May 30-June 2</td>
<td>(Th-Su)</td>
<td>Northwest Pharmacy Conference, Coeur d’Alene, ID</td>
<td></td>
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Directory

DEAN’S OFFICE – Skaggs Building, room 340
Telephone #: 243-4621 FAX: 243-4209
Hours: 8:00 a.m. - 5:00 p.m. (Monday through Friday)
The office is closed for lunch from 12:00-1:00 p.m.

Reed Humphrey, Ph.D., Dean  SB 340  reed.humphrey@umontana.edu
*Howard Beall, Ph.D., Associate Dean  SB 340  howard.beall@umontana.edu
Tim Edwards, Accountant  SB 340  timothy.edwards@umontana.edu
Jen Geist, Administrative Associate to the Dean  SB 340  jennifer.geist@umontana.edu
Jonathan Neff, College Information Technology Director  SB 242  jonathan.neff@mso.umt.edu

Office of Student Services - Skaggs Building, room 341
The Student Services team provides support to prospective and current students from the admissions process through graduation, including a broad range of student services, advising, student leadership and community outreach programs, and conducting PharmD program admissions and recruitment.

Donna Beall, Pharm.D., Director of Student Affairs  SB 341  243-4080  donna.beall@umontana.edu
Erika Claxton, Administrative Associate  SB 341  243-4656  erika.claxton@umontana.edu
Brittney Spatzierath, Administrative Associate, Graduate Program Coordinator  SB 341  243-2761  brittney.spatzierath@umontana.edu

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

Donna Beall, Pharm.D., Director of Experiential Programs  SB 341  243-4080  donna.beall@umontana.edu
*Cherith Smith, Pharm.D., Assistant Director  SB 324  243-6263  cherith.smith@umontana.edu
Peggy Griffin, Administrative Associate  SB 323  243-4226  peggy.griffin@mso.umt.edu

Diversity Programs Office
The overall goal of Diversity Programs is to increase the number of American Indian/Alaska Native students and faculty in pharmacy, to improve the healthcare delivery to American Indian/Alaska Native populations through better professional preparation, and achieve cultural awareness for all pharmacy graduates.

Shane Sangrey Diversity Coordinator  SB 335  243-2768  shane.sangrey@umontana.edu

CURRY HEALTH SERVICE PHARMACY
634 Eddy Street, 243-5171
Hours: 9:00 a.m. - 5:00 p.m. (Monday through Friday) when classes are in session
*Ken Chatriand, Pharm.D.

DEPARTMENT OF PHARMACY PRACTICE - Skaggs Building, room 316

Vince Colucci, Pharm.D., Chair  SB 331  243-4634  vincent.colucci@umontana.edu
Shannon Sivertsen, Administrative Associate  SB 316  243-4624  shannon.sivertsen@umontana.edu

Doug Allington, Pharm.D.  SB 332  243-2498  douglas.allington@umontana.edu
Annie Belcourt, Ph.D.  SB 306  243-5454  annie.beltcourt@mso.umt.edu
*Donna Beall, Pharm.D.     SB 341  243-4080  donna.beall@umontana.edu
*Hayley Blackburn, Pharm.D.  SB 331  243-6796  hayley.blackburn@umontana.edu
*Sherrill Brown, Pharm.D.    SB 217  243-5299  sherrill.brown@umontana.edu
*Jessi Cahoon, Pharm.D.     Hospital  jessi.cahoon@umontana.edu
*Jean Carter, Pharm.D., Ph.D. SB 333A  243-5780  jean.carter@umontana.edu
*Ken Chatriand, Pharm.D.    CHC   243-5171  kenneth.chatriand@umontana.edu
*Kerry Haney, Pharm.D.      SB 322  243-4493  kerry.haney@umontana.edu
*Staci Hemmer, Pharm.D.     SB 320  243-2364  staci.hemmer@umontana.edu
*Rory Johnson, Pharm.D.     SB 353  243-4647  rory.johnson@umontana.edu
*Rose Maklin, Pharm.D.      SB 321A  243-4196  macklinr@hihc.usa.com
*Kim Madsen, Pharm.D.      SB 351  243-6635  kimberly.madsen@umontana.edu
*Ian McGrane, PharmD.       SB 328  243-4624  ian.mcgrane@umontana.edu
*Chris Migliaccio, Pharm.D., Ph.D. SB 318  243-2339  christopher.migliaccio@umontana.edu
*Sarah Miller, Pharm.D.     SB 330  243-5787  sarah.miller@umontana.edu
*Kendra Proacci, Pharm.D.   SB 352  243-2310  kendra.proacci@umontana.edu
*Cherith Smith, Pharm.D.   SB 324  243-6263  cherith.smith@umontana.edu
*Lisa Venuti, Pharm.D.     SB 318  243-4693  lisa.venuti@umontana.edu
*Rachael Zins, Pharm.D.   SB 321  243-4665  rachael.zins@umontana.edu

*Registered Pharmacists
A complete list of Pharmacy Practice faculty/preceptors is available on the website.

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Room #</th>
<th>Tel. #</th>
<th>E-mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Putnam, Ph.D., Chair</td>
<td>SB 395</td>
<td>243-4794</td>
<td><a href="mailto:elizabeth.putnam@umontana.edu">elizabeth.putnam@umontana.edu</a></td>
</tr>
<tr>
<td>Ashley Ochoa, Administrative Associate</td>
<td>SB 395</td>
<td>243-4767</td>
<td><a href="mailto:ashley.ochoa@umontana.edu">ashley.ochoa@umontana.edu</a></td>
</tr>
<tr>
<td>Kate Pennacchio, Administrative Associate</td>
<td>SB 395</td>
<td>243-4765</td>
<td><a href="mailto:catherine.pennacchio@umontana.edu">catherine.pennacchio@umontana.edu</a></td>
</tr>
</tbody>
</table>

Faculty

*Howard Beall, Ph.D., Associate Dean
Richard Bridges, Ph.D.
Lilian Calderon-Garciduenas, Ph.D., MD
Fernando Cardozo-Pelaez, Ph.D.
Yoon Hee Cho, Ph.D.
Doug Coffin, Ph.D.
Philippe Diaz, Ph.D.
David Freeman, Ph.D.
Kasper Hansen, Ph.D.
Andrij Holian, Ph.D.
Travis Hughes, Ph.D.
Darryl Jackson, Ph.D.
Michael Kavanaugh, Ph.D.
Diana Lurie, Ph.D.
Nicholas Natale, Ph.D.
Keith Parker, Ph.D.
Mark Pershouse, Ph.D.
Kevan Roberts, Ph.D.
Monica Serban, Ph.D.
David Shepherd, Ph.D. (Sabbatical 2018-19 AY)
Jerry Smith, Ph.D.
Chuck Thompson, Ph.D.
Erica Woodahl, Ph.D.

A complete list of faculty/research faculty is available on the BMED website.
# 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>PHAR 300 Pharmacy Practice I</td>
<td>4</td>
<td>PHAR 310 Pharmacy Practice II</td>
<td>2</td>
</tr>
<tr>
<td>PHAR 341 Pathophysiology</td>
<td>4</td>
<td>PHAR 311 Healthy People</td>
<td></td>
</tr>
<tr>
<td>PHAR 350 Drug Lit Eval</td>
<td>1</td>
<td>PHAR 329 Microbes &amp; Medicines</td>
<td>4</td>
</tr>
<tr>
<td>PHAR 360 Pharm Care Lab 1</td>
<td>1</td>
<td>PHAR 331 Pharmaceutics</td>
<td>4</td>
</tr>
<tr>
<td>PHAR 361 Pharm Sci Lab I</td>
<td>1</td>
<td>PHAR 342 Physiological Systems II</td>
<td>4</td>
</tr>
<tr>
<td>PHAR 371 Integrated Studies I</td>
<td>1</td>
<td>PHAR 362 Pharm. Sci. Lab II</td>
<td>1</td>
</tr>
<tr>
<td>Phar 381 Pharmaceutical Biochemistry</td>
<td>4</td>
<td>PHAR 372 Integrated Studies II</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
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**Summer (register in autumn)**

| PHAR 480 Community Introductory Pharmacy Practice Experience (IPPE) | 3   | **Total Credits** 97 |

## PHARMACY SECOND PROFESSIONAL YEAR

<table>
<thead>
<tr>
<th>Autumn Semester</th>
<th>Cr.</th>
<th>Spring Semester</th>
<th>Cr.</th>
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<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>
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<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>Elective</td>
<td>1</td>
<td>Elective</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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**Summer (register in autumn)**

| PHAR 481 Hospital Introductory Pharmacy Practice Experience (IPPE) | 3   | **Total Credits** 131 |

## 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 (Fall 2017 &amp; 2018)</td>
<td>3</td>
<td>PHAR 514 Pharmacy Ethics</td>
<td>3</td>
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<tr>
<td>PHAR 553 Therapeutics III</td>
<td>4</td>
<td>PHAR 554 Therapeutics IV</td>
<td>4</td>
</tr>
<tr>
<td>PHAR 559 Public Health/Pharmacoecocon</td>
<td>3</td>
<td>PHAR 563 Pharm Care Lab V</td>
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</tr>
<tr>
<td>PHAR 560 Pharm Care Lab IV</td>
<td>1</td>
<td>PHAR 565 Capstone APPE Prep</td>
<td>3</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><strong>15</strong></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
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## PHARM D FOURTH PROFESSIONAL YEAR

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

| PHAR 579 Community APPE               | 4   | **Total Credits** 164 |
| PHAR 580 Hospital APPE                | 4   |                      |
| PHAR 581 Inpatient APPE               | 4   |                      |
| PHAR 582 Ambulatory Care APPE         | 8   |                      |
| PHAR 58__ Elective APPE               | 4   | Must be completed in Montana. |
| PHAR 58__ Elective APPE               | 4   | May be completed in Montana or another state. |
| PHAR 58__ Elective APPE               | 4   |                      |

| Total                                  | **36** | **Total** 200 |

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

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

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

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

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

1. Earn a C- or better and Pass (Cr) in Cr/NCR in all pharmacy courses AND maintain a pharmacy GPA of > 2.0 in the PharmD curriculum (calculated based upon required and elective courses taken after matriculation into the PharmD program);
2. Successfully pass the Calculation Competency Exam before entering the P2 year;
3. Successfully remediate course grades lower than a “C-” (see Academic Remediation Section);
4. Complete IPPE requirements within the designated time frame;
5. Meet the student conduct and professionalism requirements of the School;
6. Not have been dismissed from an experiential site.

Academic Remediation: Students enrolled in the professional pharmacy program must maintain satisfactory academic progress. Students in the professional program who receive a grade of D+, D, D-, F, or NCR in any required course in the professional curriculum will be placed on academic probation. The Academic Standards Committee will notify the student after the semester with the recommendations of the committee to remediate. The student will then petition to the Academic Standards Committee Chair their remediation plan to continue in the professional pharmacy program. Remediation can include, but is not limited to:

1. Repeating a course the next time it is offered. This would “add on” to the semester. The student, if successful would graduate with the class they entered the program with. This strategy is used when a student has difficulty with one course and they ASC believes that they would be successful despite an increased course load.
2. If a student earns a D (D+, D, D-) with the approval of the course coordinator and the ASC, the student may enroll in a similar on-line course at a different institution during the summer. If a student earned a failing grade (F), they MUST repeat the course in our program.
3. If a student earns an “F” in a PHAR course, he/she will have their schedule altered to enhance academic success. This will require an additional year in the program. This strategy can also be recommended to students who are on academic probation.
4. A course coordinator has the academic privilege to remediate as he/she considers appropriate. (e.g. comprehensive exams, oral exams.)

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

Due Process and Right to Appeal: The School of Pharmacy extends the right of due process to all students. Students appealing a course grade should follow the University of Montana. Students appealing an Academic Standards Committee decision must file their appeal with the ASC in writing within 14 days of the ASC decision. The student may request to meet with the committee to discuss their case. If the decision of the ASC remains and the student feels that the decision is un-satisfactory, the student may appeal to the Associate Dean of the School of Pharmacy. The Associate Dean must be notified in writing or via email of a student’s intent to appeal within two (2) weeks of the ASC decision. After receipt of a formal written statement from the student, the Associate Dean or designee will set a date for a hearing to discuss the situation. The Associate Dean or designee shall chair and conduct the hearing and keep a written record of it. The hearing shall include the student, College of Pharmacy 2017/2018 Student Handbook, the Associate Dean or designee, and at least one Department Chair or faculty member not on the ASC. The student has the option of bringing one support person as long as the Associate Dean is notified of the support person’s role and attendance at least three (3) days prior to the hearing. The support person does not participate in the hearing, but may speak directly to the student. The student may read their formal written statement, but may not present new evidence at that time. The student may be asked questions to clarify any potential misunderstandings. Within five (5) business days following the hearing, the Associate Dean or designee shall issue a final determination in writing. The decision of the Associate Dean or designee is final.

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

Credits
Students should average 16 credits per semester. It is the student’s responsibility to stay on track and earn a minimum of 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 = 97
End of P2 Year = 134*
End of P3 Year = 164*
*3 IPPE credits included (Student should average 19 credits during the two semesters he or she does their Community or Hospital Introductory Pharmacy Practice Experience.)

ATTENDANCE
Professionals are involved in their own education. Students in a professional program are expected to be present during scheduled classes and to actively participate in those classes. Attendance is particularly important when guest instructors are teaching class. Instructors have the right to enforce attendance requirements as stated on syllabi and adjust grades accordingly. Documented illnesses, attendance at national or regional professional meetings, and University commitments (e.g. student athletes) are
considered excusable absences from learning experiences where attendance is required, but instructors must be properly notified. Skipping class to go to work or to study for an exam are examples of absences not considered excusable.

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

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

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

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

CALCULATIONS COMPETENCY EXAM
Students in the PharmD program must pass a competency exam in pharmaceutical calculations as a required component of the first professional (P1) year. A score of 80% or better is required on the comprehensive competency exam. Material for the exam is from professional pharmacy courses in the P1 year.

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

Students who do not achieve a score of 80% or better on the third competency exam will not be permitted to enter the P2 year and will be dismissed from the pharmacy program.
COMMITTEES
Pharmacy students serve an important role on many School committees. Students are appointed to many committees that conduct business for the Pharmacy Program. Participation in this service to your School and fellow students is encouraged.

1. **Student Leadership Committee.** Two students from each class and one from each student organization meet with the Associate Dean and/or Director of Student Services regularly to dialog about the program and how it can be enhanced.

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

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

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

DISABILITY
Disability Services for Students ensures that programs of the University of Montana are as accessible and usable by students with disabilities as they are for any student. DSS determines the student’s eligibility to request reasonable modifications and coordinates modifications for those who are registered with their office. DSS (located in Lommasson 154) coordinates and provides a variety of academic and support services to students. Any student who has registered with the Disability Resource Center and been granted an accommodation (e.g., notetaker, extra time for examinations) must speak with each of his/her instructors at the beginning of a semester to assure that a plan is in place to meet that accommodation.

E-MAIL
All pharmacy students will need to use their University of Montana e-mail address account (firstname.lastname@umontana.edu). Many of you may wish to retain another email address but all School related information will be sent to your official UM e-mail account. Please refer to the Information Technology office website for information about accessing your e-mail: [http://www.umt.edu/it/support/email/studentemail.php](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 III of this handbook.
FEES
In addition to the normal University tuition and fees, students enrolled in the professional pharmacy curriculum are assessed a program fee. The fee appears on the semester bills in equal installments. Students studying in the program on a part-time basis will still be assessed a program fee. Other fees are associated with specific courses and will be listed when registering in CyberBear.

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

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

1. **Short Term Loans:**
   90-day loans with a maximum of $1,000 are available through the Office of Student Services (SB 341). These funds are derived from donations made by the Burroughs-Wellcome Pharmaceutical Company. See Donna Beall in SB 341 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. Pharmacy students may apply for scholarships available through the School with the UM Scholarship Portal. The application is typically open from mid-December and due in mid-March.

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

   Scholarships awarded for 2018-19 are listed in Appendix IV.

Students are also encouraged to apply for campus-wide financial aid and scholarships. Applications for general scholarships are usually due in February, and forms may be obtained on the Financial Aid Office website: [http://www.umt.edu/finaid/scholar.htm](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. **Earn a Grade Point Average of 2.0 or higher in each of the following areas:**
   a. all courses attempted at The University of Montana (cumulative GPA).
   b. all required courses in the Pharm.D. Curriculum (Professional GPA).
   c. all courses with a PHAR prefix, both required and elective (Pharmacy GPA).

2. **Required pharmacy coursework must be completed with a grade of C- or better.**
3. Complete at least six full academic years, including pre-pharmacy instruction, and a minimum of eight semesters of professional instruction as a full-time student registered for a minimum of twelve credits per semester.

4. Complete a minimum of 200 credits of coursework.

5. Other activities as required (e.g., co-curricular or interprofessional requirements). See Current Students, Documents & Links for current requirements.

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

IMMUNIZATION REQUIREMENTS, BASIC LIFE SUPPORT CERTIFICATION & IMMUNIZATION CERTIFICATION PROGRAM

Immunization and testing requirements:

As students entering a professional health care program, documentation demonstrating compliance with immunization and testing requirements specific to health care personnel must be provided prior to participation in experiential programming. Documentation can come from a laboratory, the student’s medical records or personal immunization records. All documentation must include student name, date of birth, date dose given or testing performed, and any results as applicable. Please note records housed at Curry Health Center (CHC) or Health Service Pharmacy (HSP) are not shared with the Skaggs School of Pharmacy. Students who have records at CHC or HSP will need to request and retrieve physical documentation directly from CHC or HSP.

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

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

Please ensure the following documentation is submitted:

Measles, Mumps, and Rubella (MMR): Health Care Personnel born in 1957 or later can be considered immune to measles, mumps, or rubella only if they have documentation of (a) laboratory confirmation of disease or immunity or (b) appropriate vaccination against measles, mumps, and rubella (i.e., 2 doses
of live measles and mumps vaccines given on or after the first birthday, separated by 28 days or more, and at least 1 dose of live rubella vaccine).

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

**Hepatitis B (Hep B)**: Evidence of a 2-dose (Heplisav-B) series of hepatitis B vaccine at 0 and 1 month OR 3-dose (Engerix-B or Recombivax HB) series of hepatitis B vaccine at 0, 1, and 6-month intervals, AND hepatitis B surface antibody (anti-HBs) serologic testing 1-2 months after final dose in series:
- Series with *Engerix-B* or *Recombivax HB*: 3-doses
- OR series with *Heplisav-B*: 2-doses
- AND laboratory results of serologic immunity (anti-HBs titer)*

*If negative anti-HBs results contact Cherith Smith, cherith.smith@mso.umt.edu, for further instruction.

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

- Varicella: dose #1
- Varicella: dose #2
- OR laboratory results of serologic immunity (titer)

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

- 1 dose
- **Td**: booster every 10 years after Tdap

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

- **Influenza**: 1 dose annually

**Tuberculosis (TB) Screening**: Two types of tests are used to screen for TB; tuberculin skin test (TST), also known as a purified protein derivative (PPD) skin test, and QuantiFERON blood test. ALL students need baseline TB screening, then TB screening annually. Baseline TB screening requires a **Two-step TST** or a QuantiFERON blood test. Thereafter, annual TB screening must be completed before the previous documented test expires (<365 days); students who let testing lapse must repeat baseline testing. To ensure students do not lapse, annual screening must be completed at the end of Spring Semester each year of the professional program. Students are responsible for complying with additional site dependent protocol (e.g., positive results may require additional evaluation or testing). NOTE: LIVE vaccines can interfere with TST. If you need a live vaccine AND TST tell your health care provider to ensure the live vaccine does not interfere with TST results.
• Two-Step Tuberculin Skin Test Documentation must include:
  o Step One:
    ▪ Date first PPD skin test placed
    ▪ Date first PPD skin test read
    ▪ Result in millimeters**
  o Step Two: (7-21 days after Step One result read)
    ▪ Date second skin test placed
    ▪ Date second skin test read
    ▪ Result in millimeters**
• If tuberculin skin testing cannot be done due to previous positive skin tests or BCG vaccination, a QuantiFERON blood test is required to substitute for the two step PPD screening above.
  o QuantiFERON blood test documentation must include:
    ▪ Laboratory results with:
      • Date of QuantiFERON blood test
      • Results**

**If any of the above TB tests return with a positive result contact Donna Beall, donna.beall@mso.umt.edu, for further instruction.

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

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

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

The pharmacy program provides students with professional liability insurance. A copy of the certificate may be obtained in the Experiential Programs Office. Students will need to maintain health insurance during any IPPE or APPE courses.
INTERPROFESSIONAL EDUCATION
To be prepared for practice in the complex U.S. medical system, it is imperative graduates of Pharmacy programs are trained with other health care students and professionals. Interprofessional (IP) training experiences are offered throughout the curriculum to prepare students to work collaboratively and contribute effectively as new pharmacist practitioners on health care teams.

The Skaggs School of Pharmacy partners with programs within the College of Health Professions and Biomedical Sciences (Physical Therapy, Public Health, Social Work, Family Medicine Residency), across campus (Psychology, Communication Sciences and Disorders, Missoula College) and Montana State University College of Nursing to create interprofessional training for students enrolled in these areas of study.

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

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

The LSS, student lounge, student workroom, and student computer lab are available for student use during the hours listed in Appendix V, 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 the LIS/DIS at the assigned computer.

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.

Copy services are not provided in the LIS/DIS. If a student needs to make copies at an instructor’s request, please make arrangements with the appropriate department administrative assistant.

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 I.

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

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

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

PHARMACY INTERNSHIP & LICENSING REQUIREMENTS
The State of Montana requires the completion of 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. A student becomes eligible for an intern license on the first day of class.

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

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

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

Information on licensure in Montana may be obtained from:

Montana State Board of Pharmacy
P.O. Box 200513
Helena, MT 59620-0513
Telephone: (406) 841-2355
FAX: (406) 841-2305
PROFESSIONALISM
Students are expected to act as professionally. Several documents are contained in this handbook that refer to professionalism.

• The *Greetings From the Associate Dean* on page 1 emphasizes the importance of a professional attitude in your training and practice as a pharmacist.

• Pledge of Professionalism, developed and adopted by the American Pharmacists Association Academy of Students of Pharmacy, Appendix IX.

• The Skaggs School of Pharmacy Professionalism Policy is Appendix VIII.

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

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

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

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 advisors are Donna Beall and Ian McGrane and current president is Ira Li.

3. **Kappa Epsilon.** Kappa Epsilon is a professional fraternity for pharmacy students. Delta Chapter at UM is the fourth oldest chapter in the country. The group’s activities include organizing Cancer Awareness Weeks, the Skaggs School of Pharmacy Logowear, nametag sales, and assisting with the Spring Student Faculty and Staff Recognition. The faculty advisor is Professor Sherrill Brown and the current president is Emma Murter.

4. **Kappa Psi.** The Gamma Eta Chapter of Kappa Psi Pharmaceutical Fraternity was re-chartered at UM in April, 1990. It is a professional fraternity with membership open to both male and female pharmacy students. 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 Lindsey Compton.

5. **National Community Pharmacists Association (NCPA)** The chapter was started in Fall 2008. One goal of this new chapter is to recruit members who have an interest in independent community pharmacy, pharmacy ownership, and giving back to the community in general. The faculty advisor is Rory Johnson and the current president is Carly Huffman.
6. **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 Corle Morefield.

7. Students are invited to join the **Montana Pharmacy Association (MPA)**. If students join APhA-ASP, they also become members of MPA. Currently Donna Beall and Rory Johnson serve on the board of directors along with Jen Daly and Christie Blaskovich (P3).

**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://health.umt.edu/it/](http://health.umt.edu/it/).

**STUDENT LOUNGE**
Room 224 in the Skaggs Building has been set aside for student use. This room is open the same hours as Learning Support Services.

**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.

**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.

Career Services arranges a Career Fair during the fall semester. Visit the Career Services website or check Clues & News for more information.

**Curry Health Center**
The Curry Health Center is a full service out-patient clinic. Services include a medical clinic, Urgent Care clinic, a dental clinic, a prescription pharmacy, a counseling and behavioral health center, and health education/wellness programming. Pharmacy students are encouraged to take advantage of these services. The Curry Health Center Pharmacy serves as a training site for APPE rotations in the Pharm.D. program. A one credit elective is also available at the Curry Health Center Pharmacy.
Curry Health Center Counseling
Curry Health Center Counseling addresses the personal, behavioral, and mental health needs of UM students. They have licensed counselors and psychologists, as well as advanced graduate students. Individual appointments are $18.00 and the initial consultation is free if you have paid the health fee for the semester. Call to make an appointment: 406-243-4711.

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

Disability Services for Students
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 director of student affairs as needed.

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

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

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

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

If you (or someone you know) is addicted, it is essential that you seek help. EFFECTIVE TREATMENT IS AVAILABLE. On campus you may contact your faculty advisor or any professor of your choosing. You may also contact the Curry Health Center. Either of these two routes will help get you into the needed treatment program. All conversations will remain confidential. The faculty and administration of the University are interested in getting you the needed treatment.
The Behavioral Health Options Program (formally SOS) works with students to address behaviors that are making it difficult for them to reach their goals or behaviors that are negatively affecting those around them. Their mission is to educate and motivate students to address these high-risk behaviors. They design group programs targeting risky substance use behavior for students. These programs are led by trained interns or professionals and satisfy the requirements for many court mandated or university mandated sanctions. They also offer formal behavioral assessments. Services are located in Curry Health Center Counseling through the West entrance, downstairs. To schedule an appointment, call 406-243-2290.

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.

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

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

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

The University of Montana’s student disciplinary procedures as outlined in the Student Conduct Code will be followed to determine if such violations have occurred.

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

UNIVERSITY ALCOHOL & DRUG POLICIES
The University’s policies on alcohol and drugs are available on the University website: http://www.umt.edu/vpesa/Drug%20and%20Alcohol/default.php.
APPENDIX I

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 global recognition for the quality of the professional pharmacy program, cutting edge research in the biomedical and pharmaceutical sciences and graduate programs in neuroscience, toxicology, medicinal chemistry and pharmaceutical sciences and drug design. To prepare graduates to practice as pharmacist patient care providers in all health care settings with special emphasis on providing care in rural and medically underserved areas.

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, the website address is www.health.umt.edu/pharmacy. 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 an 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 II
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 III
EXAMINATION POLICY

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) Director 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 Director of Student Affairs, who will retain these agreements and use them to monitor for patterns in requests for early/late exams.

6. Rumors/allegations of violations of Procedure #4 above will be investigated by the Course Coordinator/Examining Instructor in conjunction with the Director of Student 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 Director of 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 Director of 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 IV
SKAGGS SCHOOL OF PHARMACY Scholarships Awarded 2018-2019

Academy of Past Presidents Scholarships
  Roger E. Ackerly Scholarship
  Albertsons Safeway Scholarships
  Alkire - Rutherford Scholarship
  Apothecary Scholarship
Arps and Fuller Working While Attending Pharmacy School Scholarship
  Brian James Bachmeier Memorial Scholarship
  Deane & Laurie Mutch Bell Scholarship
  Buck Family Pharmacy Scholarship
  Cardinal Heath Scholarships
Arthur and Clare Carlson and Pfizer Company Scholarship
  Arthur Carlson and Warner Lambert Scholarship
  Sidney J. Coffee Scholarships
Community Hospital of Anaconda
  Nathan Dague Memorial Scholarship
Beda Mattson and Charles E. Eck Family Scholarship
  Dean Forbes Scholarship
Lyle and Shirley Glascock Scholarship in Pharmacy
  Chris and Terri Halko Pharmacy Scholarship
  David Hartwig Pharmacy Scholarship
  Craig Johnston Memorial Scholarship
  Grace and John Lawler Pharmacy Scholarship
  Betty Lohn Pharmacy Scholarship
Montana Pharmacy Association - Bennett Scholarship
Montana Pharmacy Association - Grants-In-Aid Scholarships
Montana Pharmacy Association --Lori Morin Recognition Scholarship
Frank and Marjorie Pettinato Honorary Scholarship in Pharmacy
  Poe Family Scholarships in Pharmacy
  L.D. (Lud) Polich Scholarship
Stanley Reinhaus Foundation Scholarships
  Rosauers Scholarship
Skaggs Scholarships - Skaggs Scholars
  Carl J. Snyder Scholarship
  John F. Stoick Scholarship
Stoll Family Scholarship in Memory of Theresa M. Stoll-Sholey
  William and Helen Sullivan Scholarship
  Marcia Vollmer Pharmacy Scholarship
  John Wailes Scholarship
Walgreens Diversity & Inclusion Excellence Scholarship
  Walgreens Multilingual Scholarship
James Wedum Endowment Scholarships
Appendix V
College of Health Professions and Biomedical Sciences
2018-2019

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: August 27 - December 7, 2018
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 27-31, 8:00am – 5:00pm, Closed for weekend
Labor Day –September 1-3, Holiday, Closed for weekend
Election Day – November 7, Closed
Veterans Day (Observed) - November 12, Closed
Travel Day – November 21, 8:00am – 5:00pm
Thanksgiving - November 22-23, Closed & Closed for weekend
Finals Week - December 10-14, 8:00am – 5:00pm

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

Winter: December 15, 2018 - January 9, 2019
Monday – Friday, 8:00am – 5:00pm
Closed Weekends, Christmas and New Year’s Day

Spring Semester: January 10 – April 26, 2019
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 10-18, 8:00am – 5:00pm, Closed for weekend
Martin Luther King Day – January 21, Closed
Washington-Lincoln Day - February 18, Closed
Spring Break –March 25-18, 8:00 am – 5:00 pm, Closed for weekend before and after
Finals Week – April 29 –May 3, Friday, 8:00am - 5:00pm

Hours may change during Finals Week—Hours will be posted the week prior to finals.
APPENDIX VI
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
Reviewed September 2013

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

Purposes of Policy

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

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

The policy is meant to be consonant with University-wide policies regarding student conduct. It does not supersede any policy established by the University of Montana or the College of Health 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, email, 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 Director for Student Affairs in writing of the nature of the incident and the corrective steps recommended. The Director will review the incident and the steps recommended by the PSC to ensure that policies have been followed and that the rights and due process of all parties involved have been preserved. The PSC’s findings and actions shall be recorded in the student’s permanent academic file.

All disciplinary actions are subject to review by the Associate Dean. In the event that the Associate 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 Associate Dean shall discuss the issue with the PSC and the Department Chairs to determine an appropriate course of action. The determination of the Associate Dean shall be final within the School of Pharmacy.

If the faculty member is unwilling or unable to contact the student directly, the matter should be referred directly to the PSC. If the faculty member observing the inappropriate behavior
believes that a student has committed a serious enough breach of professional conduct, one that may place the School, CHPBS, or a clinical site in jeopardy, he or she may refer the matter directly to the Director of 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 Director 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 Director 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 Director for Student Affairs or the Associate Dean. Any complaint against a faculty member will be addressed in accordance with the Collective Bargaining Agreement Student Complaint Procedure. (See http://www.umt.edu/provost/pdf/CBA.pdf, Section 21:000, page 60.)

Right of appeal

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

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

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

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

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

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

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

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

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

I voluntarily make this pledge of professionalism.

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

The following Referencing Format is adapted from the AMA Manual of Style, 9th edition.\(^1\) 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. 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 once in the bibliography regardless of how many times it is cited in the document. All citations from the same reference use the original reference number. Reference numbers in the text should be superscripted and located after the sentence that contains the fact being referenced. Sentences with multiple references should have the references listed at the end of the sentence or throughout the sentence if each part is from a separate reference. If the sentence mentions the authors' names, the reference number immediately follows the names.

Examples:

Drug X has been shown to cause green rash with purple spots.\(^1,2\) Drug Y is used to treat hypertension, congestive heart failure, and arrhythmias.\(^1,3-5\)

Drug Z is compatible with normal saline\(^6\) and dextrose 5% in water.\(^7\) Smith and Jones\(^1\) found that diet and exercise lead to weight loss.

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

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

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

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

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

**Journal Articles:**

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


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:**

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

   Example:

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

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


**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:

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

   Example:

**Web documents:**

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

   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: Example:

NOT: http://www.cdc.gov

Online Drug Databases:
1. **Clinical Pharmacology**
   To cite the entire database, use this format:

   To cite an individual monograph, use this format:

2. For **Natural Medicines**, use this format (do not use entire web address): Name of document (date). Natural Medicines Web site.
Available at: https://naturalmedicines.therapeuticresearch.com/.
Accessed [date].

Example:


3. For Pharmacist’s Letter articles accessed online, use the following format:
Example:

4. Micromedex,

To cite the entire database, use this format:

For an individual monograph, use this format:
Example:

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

6. For Lexi-Comp Online, use the following format:
Lexi-Comp Online®, Title of database used, Hudson, Ohio: Lexi-Comp, Inc; Date accessed.
Example:
7. For **Lexi-Comp Mobile**, use the following format:
Lexi-Comp, Inc. (Title of database used). Lexi-Comp, Inc.; version and/or date accessed.
   Example:

8. For **UpToDate**, refer to this web site:

**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, April 30, 2015), 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:

4. **Podcast** format: Speaker’s name. Title of podcast episode. Name of podcast. Producer of podcast. Date of podcast.
   If the podcast is available at a specific web address, include the web address as well.
   Example:
APPENDIX XI
PHARMACY STUDENT CONDUCT CODE & HANDBOOK ACKNOWLEDGEMENT

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

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

It will be considered a violation of professional and ethical practice standards and policies of the College of Health 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. Violation of the Professionalism and Professional Conduct Policy.
6. Engage in plagiarism [See Student Conduct Code section of the University of Montana Catalog] and/or other types of academic dishonesty.

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

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

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

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

I have read and understand the Pharmacy Student Conduct Code.
I have read and understand the current (2018-2019) Student Handbook.

Name (print) Signature Date