

THE  
UNIVERSITY  
OF RHODE ISLAND

COLLEGE OF  
PHARMACY

PRE-PROFESSIONAL  
STUDENT MANUAL

CLASS OF 2015

**Vision**

URI's College of Pharmacy will lead the way toward effective global health care by: developing innovative teaching practices, advancing research and practice, and merging true entrepreneurial spirit with care and compassion.

THINK BIG  WE DO<sup>SM</sup>

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From Dean Ronald P. Jordan

Dear College of Pharmacy Freshman

Welcome to the University of Rhode Island! This is the first year of your pre-professional training that will put you on your way toward entering the College of Pharmacy professional curriculum. There you will earn a Doctor of Pharmacy (PharmD) degree and eventually be licensed as a pharmacist.

Congratulations on choosing and being accepted at one of the strongest Pharmacy Programs in the nation. When you complete your studies, we know you will be as proud as the other 4,000 pharmacists who came before you and who have built our national reputation as a premier pharmacy program. You follow some proud footsteps here at The University of Rhode Island College of Pharmacy. Make the most of your time here.

Our graduates work throughout pharmacy, pharmaceutical manufacturing, and health care delivery industries. We have graduates doing big jobs. We have graduates who are CEO's of pharmaceutical companies, who run the largest integrated health systems in the country, who own independent pharmacies and who are executive leaders in government and private health care delivery business. You can achieve an enormous amount with the pharmacy training you will receive here at URI, so keep your options open and participate as much as possible to learn about all the opportunities that lie before you. Our branding message at the University is "Think Big-We do." Take this to heart, if you set big goals for your life and studies here, be persistent in pursuing those goals, work hard, you will achieve the big things that you and your family's dreamed of when you pursued college and URI.

We are all here to help you do just that. All your professors, the administration and the staff at URI want you to succeed. We want you to enjoy these college years and become the caring professional you have selected by pursuing pharmacy. Your experiences here will shape your life and a lifetime of great memories about your college years, so don't ever hesitate to ask for any help or assistance you might need to improve your experience and success here. Have fun while you are here, but work hard too. The pharmacy curriculum, especially in the early years, is quite rigorous. You'll need to develop good study habits. If you form friendships with others who can help you study and have fun too, then you'll be building the friendships, skill sets and habits you need to succeed right through the pharmacy program.

Right now you are in the University College where your pre-professional training occurs. You will have classes with living and learning groups in pharmacy and other science majors. If you maintain the grade standards described in the College of Pharmacy catalog for academic standing, we are sure when you apply for entry into the college and interview for the final step to the Professional Degree program in the College that you will be successful. We'll expect you to have good grades, be able to communicate well and have demonstrated you understand what it means to become a professional.

Congratulations again on selecting The University of Rhode Island and our College of Pharmacy. We look forward to getting to know you better and to helping you achieve Big Thinking in your life and for the life of others whom you will eventually deliver health care

## Introduction

Welcome to the College of Pharmacy! The students, faculty, and staff look forward to assisting you in achieving your goal to earn the Doctor of Pharmacy Degree. The path you have chosen is challenging, and requires a commitment from you throughout the coming years. Your academic performance in high school provides the foundation for your preparation to become a pharmacist. You should recognize, however that educational expectations at the college level are **significantly** different from high school. You will find that each semester becomes more challenging as you progress through the program. You will now be expected to develop skills in critical thinking and decision making so that you can apply principles learned in the classroom to real world issues. As you progress through the pharmacy curriculum, you will build a knowledge base in drug therapy, and will develop the ability to find important drug information.

As a freshman you will be assigned to the University of Rhode Island's University College for advisement. Your advisor is from the College of Pharmacy and is your direct link to the Pharmacy Program. In addition to assisting you in curriculum and career planning, he/she will be one of your best resources for obtaining knowledge and guidance about all areas of your academic life. Specifically the advisors will discuss your course schedule, will help you decide if it is necessary to drop or add a class, and generally will provide the best academic guidance in order for you to attain your degree on schedule.

Because you are a pharmacy student your curriculum is very structured. One false move on your part and you may create a situation in which you will need an extra year to finish your degree work. Please check with your advisor **before** you make any changes in the courses in which you are registered. **Do not ask other University students or other UC advisors in other disciplines for advice.** Rules that apply to you may be unique.

The University Bulletin has a very important statement which you should commit to memory. It is this: "**The responsibility for meeting all course and credit requirements for the degree must rest with each individual student.**" That means that your advisor is not the person responsible for your successful progress through this University. **YOU** are!

This student manual was prepared by the Office of Student Affairs, College of Pharmacy to assist and guide you in your academic career. It is important for you to recognize the need to maintain satisfactory performance during the next four semesters so that you do not lose your guaranteed seat in the professional curriculum. We urge you to work closely with your pharmacy advisor to insure that you are meeting College of Pharmacy expectations. Presented below are some of these expectations.

## Technical Standards

In addition to the academic requirements for admission, applicants must also meet the technical standards that the College deems essential for training and practice in the profession of pharmacy. Students who have concerns about their ability to meet these standards should contact the Associate Dean of the College. When requested, the College will provide reasonable accommodation to otherwise qualified students with disabilities. Disabled students must work with and be approved by the university office of Services for Students with Disabilities

These functions include, but are not limited to:

**Observation:** A candidate must be able to observe demonstrations and experiments in the basic sciences. A candidate must be able to observe a patient accurately at a distance and close at hand. The candidate must be able to visually observe and interpret presented information. This will necessitate the functional use of vision, hearing, and somatic senses.

**Communication:** A candidate must be able to communicate effectively and sensitively with patients, caregivers, faculty/staff, and all members of the healthcare team. The focus of this communication is to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communication. An applicant must be able to communicate effectively and efficiently orally and in writing.

**Sensory/Motor:** The candidate must have sufficient motor function and skills necessary to perform basic tasks in the practice of pharmacy. Examples of such tasks may include the compounding of medicinals, physical assessment, the administration of drugs, and the provision of basic cardiac life support. Such actions require the coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses.

**Intellectual:** A candidate must have the ability to measure, calculate, reason, analyze, synthesize, and integrate information that is essential to fully develop these skills. A candidate must be fully alert and attentive at all times in clinical settings.

**Behavioral/Social:** A candidate must be of sufficient emotional health to utilize fully his or her intellectual abilities, the exercise of good judgment, and the prompt completion of all patient care responsibilities. A candidate must possess the ability to develop mature, sensitive, and effective relationships with patients. A candidate must be able to tolerate physically and emotionally taxing workloads and to function effectively under stress. A candidate must be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. A candidate must possess compassion, integrity, interpersonal skills, and motivation to excel in pharmacy practice.

**Health.** Certain illnesses impair a student's performance. These include, but are not limited to, active drug and/or alcohol addiction, severe depression and other psychiatric illnesses. It is not permissible for students to interact with patients while impaired by these conditions. It is the policy of the College of Pharmacy to encourage recognition of these conditions and to support treatment so that the student may resume their studies in the College.

## **Professional Standards of Behavior For Pharmacy Students**

The College of Pharmacy demands that its students adhere to the highest standards of professional behavior. When you enter your P1 year, you will be expected to complete a professionalism portfolio and meet standards of professional conduct. Specific requirements include the following:

**Pledge of Professionalism** The College of Pharmacy expects all students to sign a pledge of professionalism when they enter the professional program.

**Honesty and Academic Integrity:** Students are expected to abide by the University of Rhode Island's Community Standards of Behavior as outlined in the University of Rhode Island Student Handbook. Pharmacy students are expected to adhere to the highest standard of academic integrity in both the pre-professional and professional programs. Any evidence of cheating or plagiarism may be grounds for dismissal from the program (see URI Student Handbook for definitions of cheating and plagiarism).

**Ethical Values:** Students must demonstrate the highest level of professional demeanor and behavior, and must perform in an ethical manner in all dealings with peers, faculty, staff, and patients.

**Students who violate these standards of behavior may be given a reprimand, placed on probation, suspended for a period of time, required to acquire professional evaluation and counseling or other medical care, required to complete community service, or dismissed from the program. Incidents of academic dishonesty, violation of HIPPA or privacy regulations, chemical impairment, violation of state and federal laws, sexual harassment, etc may delay or permanently prohibit progression in the PharmD curriculum**

## **A. PROFESSIONALISM**

By choosing to study pharmacy you have begun a journey toward becoming a member of one of the oldest and most respected health professions. Below you will find a list of traits in what it means to be a professional.

### **TEN TRAITS THAT DISTINGUISH A PROFESSIONAL**

As defined in the 1999 APhA-ASP/AACP White Paper on Student Professionalism, pharmacists and pharmacy students act professionally when they display the following behaviors as categorized into 10 board traits:

1. Knowledge and skills of a profession
2. Commitment to self-improvement of skills and knowledge
3. Service orientation
4. Pride in the profession
5. Covenantal relationship with client
6. Creativity and innovation
7. Conscience and trustworthiness
8. Accountability for his/her work
9. Ethically sound decision-making
10. Leadership

#### **Professional Knowledge, Skills and Behaviors**

- Performance responsibilities in a manner consistent with the school's or college's educational outcomes statement, the CAPE outcomes, NABP and ACPE competencies, professional associations' competency statements and other professionalism documents.
- Interacts effectively with faculty, staff, other students, patients and their families, pharmacy colleagues and other health professionals.

#### **Commitment to Self-Improvement and Life-Long Learning**

- Reflects critically on his or her actions and seeks to improve proficiency in all facets of his/her responsibilities
- Accepts and responds to constructive feedback
- Provides constructive feedback to others
- Recognizes limitations and seeks help when necessary
- Takes responsibility for learning; an active and self-directed learner
- Does not participate in activities that compromise learning (disruptive behavior, cheating)
- Maintains personal health and well-being

#### **Service Orientation/Altruism**

- Demonstrates concern for the welfare of others; uses skills and knowledge to improve their quality of life
- Recognizes and avoids conflicts of interest
- Provides service to the community and society-at-large
- Offers to help others when they are busy or in need of assistance
- Shares opportunities for recognition with others
- Does not seek to profit unfairly from others
- Puts patient needs above their own, e.g., staying as long as necessary to ensure appropriate care

### **Continuing Commitment to Excellence and Pride in the Profession**

- Demonstrates dedication to his/her patients and the profession supported by a strong work ethic
- Upholds the competent delivery of health care services; addresses lack of knowledge or skill in self and others
- Conscientious; well-prepared for class and clinical rotations
- Displays a consistent effort to exceed minimum requirements; demonstrates quality work

### **Covenantal Relationship with the patient and Respect for Others**

- Empathetic and responsive to the needs of the patient, the patient's family and other members of the health care team.
- Respects a patient's autonomy, privacy, and dignity
- Involves the patient as a partner in his/her health care decisions; honors the patient's values and belief systems
- Respects and appreciates the diversity of his/her patients
- Listens and communicates effectively
- Maintains appropriate boundaries
- Advocates for others
- Non-judgmental; displays compassion and empathy
- Skillful in establishing a rapport with patients and other health care team members
- Contributes to team building
- Maintains composure and adapts well to changing or stressful situations
- Resolves conflicts fairly

### **Creativity and Innovation**

- Contributes to quality improvement in all professional endeavors
- Applies creative and innovative approaches to challenges
- Contributes to the development of new knowledge and practices that advance pharmaceutical care

### **Conscience and Trustworthiness**

- Demonstrates a high degree of integrity, truthfulness, and fairness
- Uses time and resources appropriately
- Truthful about facts or events
- Does not hide errors

### **Accountability**

- Demonstrates initiative, reliability and follow-through in fulfilling commitments
- Promptly completes responsibilities in a timely manner (notifies appropriate individual of unexpected emergencies)
- Responsible for, and accountable to others (e.g., patients their families, to society and the profession)
- Accepts responsibility for one's errors and explores ways to prevent errors from occurring in the future
- Confronts individuals who demonstrate unprofessional behavior
- Does not participate in activities that impair judgment or compromise patient care responsibilities
- Accountable for his/her academic and professional performance

### **Ethically Sound Decision-Making**

- Demonstrates an awareness of professional norms, laws, and behavior; knowledge of theories and principles underlying ethical conduct
- Adheres to high ethical and moral standards
- Able to cope with a high degree of complexity and uncertainty
- Controls emotions appropriately even under stressful conditions; maintains personal boundaries
- Prioritizes responsibilities properly

### **Leadership**

- Contributes to the profession; actively involved in professional organizations or other venues
- Proactive in solving social and professional challenges
- Helps promote a culture of professionalism
- Embraces and advocates for change that improves patient care
- Encourages current and future pharmacists in their professional development

As part of our accreditation, we are required to assess your readiness for the professional curriculum. Part of this assessment will include an interview with the pharmacy faculty and preceptors. We will work with you to insure success in this endeavor.

Some of you may find that your adjustment to college does not go as well as you had expected. This is not unusual because you are experiencing a lot of change in a short period of time. The University is here to help you when problems of any kind arise. For more information you should visit the website [www.uri.edu/univcol/success](http://www.uri.edu/univcol/success) . Also the academic advisors are prepared to refer you to the appropriate office for any specific problems you may have. Please do not wait until it is too late to ask for help!

## **ACADEMIC INTEGRITY AND EDUCATIONAL EXPECTATIONS**

Members of a profession take an oath to be honest and ethical in the conduct of their professional responsibilities. This includes their treatment of others and in their own standards of personal conduct.

At the College of Pharmacy you will be asked to sign a pledge of professionalism when you enter the professional curriculum. In addition, you are expected to adhere to a high standard of academic integrity in all your coursework, including the pre-professional as well as the professional curriculum. What this means is that any evidence of cheating or plagiarism will be grounds for dismissal from the program (refer to URI student handbook for definitions of cheating and plagiarism). You are in training to manage the drug therapy of people who might well have life-threatening diseases. They do not deserve to be served by someone who did not master the knowledge base necessary to do their job correctly.

What we expect from you is your best effort in each and every course. We don't expect you to earn all A's, rather we want you to master the skill set being taught so that you can move on to the next level of practice skills development. For those of you in the pre-professional curriculum this means you will achieve a knowledge base that will serve as a foundation for success in the professional curriculum

As you will see we expect you to be able to communicate effectively in both written and oral forms. You will have the opportunity to practice these skills in your communication courses. You must have good quantitative skills, which you will learn in math and statistics. You should be starting to develop good analytical and critical thinking skills in your general education and science courses. Chemistry and Biology are the foundation for the professional curriculum. You need to understand how cells are constructed, how they communicate, and how they thrive so that you will be able to comprehend the effect of a drug or disease state on the body at both the cellular and organ level.

Drugs are primarily organic molecules, so it should be evident to you that you need to have a good understanding of organic chemistry and biochemistry. The effect of structure on the absorption, metabolism, potency and elimination of a drug will become very apparent in the professional curriculum. Some of you may view organic chemistry as a big hurdle which you need to clear to stay in the program. The College of Pharmacy will expect you to apply the principles learned in biochemistry and organic chemistry to your pharmacy courses. We are not going to re-teach them to you as we have a full complement of professional outcomes for you to master.

You need to read the educational outcomes which are presented below. They will enable you to see why courses are part of the curriculum, and what you need to be able to do by the time you finish the curriculum.

## **B. EDUCATIONAL OUTCOMES:**

*Concept: Critical Thinking and Problem Solving*

**Outcome #1: Methodically identify, describe, analyze and solve pharmacy-related problems.**

Performance Criteria ( characteristics, skills, knowledge, attitudes and/or values the student will exhibit)---  
these will help in mapping course objectives):

- 1) Recognize a problem
- 2) Analyze a problem
- 3) Find and evaluate potential solutions
- 4) Choose optimal solution
- 5) Evaluate outcome

*Concept: Interpersonal / Collaboration Skills*

**Outcome #2: Function effectively in groups to accomplish objectives.**

Performance Criteria:

- 1) Participate effectively and work cooperatively with others, including healthcare providers and patients
- 2) Recognize, respect, and encourage diverse views
- 3) Recognize and manage conflict
- 4) Lead as the need arises to accomplish the group's objectives
- 5) Evaluate and motivate others to improve performance as necessary

*Concept: Knowledge*

**Outcome #3: Demonstrate the body of knowledge that encompasses the profession of pharmacy.**

Performance Criteria:

- 1) Demonstrate appropriate depth and breadth of knowledge in the basic, biomedical, pharmaceutical, social and administrative, and clinical sciences.\*
- 2) Demonstrate mastery of integration of basic, biomedical, pharmaceutical, social and administrative, and clinical sciences.
- 3) Demonstrate application of knowledge in the practice of pharmacy and in the resolution of pharmacy-related problems
- 4) Contribute to the development of knowledge

\* Specific Example: Utilize understanding of drug and receptor structure-activity relationships, mechanisms of action, pharmacokinetic profiles, adverse effects, interactions, contraindications and formation characteristics for various drugs to guide judgments in relations to drug selection, dosing, timing, and patient education.

*Concept: Self-Directed Learning*

**Outcome #4: Demonstrate responsibility for own learning and professional competence.**

Performance Criteria:

- 1) Independently acquire new knowledge and skills
- 2) Evaluate new information critically.
- 3) Incorporate new knowledge and recommendations into the practice of pharmacy and the management of medication use systems
- 4) Develop and enhance skills to contribute to the development of new knowledge

*Concept: Literature Skills and Drug Information*

**Outcome #5: Demonstrate a rational and systematic process to comprehensively access and evaluate pharmacy-related information**

Performance Criteria:

- 1) Develop and document a rational and systematic search strategy to retrieve information
- 2) Comprehend benefits and limitations of different forms of literature
- 3) Critically evaluate basic science and clinical information with respect to appropriateness and validity of the evidence and implications of the major findings for the practice of pharmacy
- 4) Apply critically evaluated information to formulate **and communicate** an appropriate response

*Concept: Professionalism and Ethics*

**Outcome #6: Demonstrate appropriate professional and ethical behavior throughout the pharmacy curriculum that will serve as the foundation for professional practice.**

Performance Criteria:

- 1) Recognize that patient care is a primary responsibility of the pharmacist
- 2) Articulate ethical and legal principles relevant to pharmacy practice
- 3) Maintain honesty, confidentiality, sensitivity and tolerance in educational and professional interactions
- 4) Provide compassionate patient care in a professional manner
- 5) Interact in a respectful manner in all educational and professional settings
- 6) Assume personal responsibility for promoting professionalism in pharmacy

*Concept: Leadership*

**Outcome #7: Demonstrate leadership in professional and community activities and organizations.**

Performance Criteria:

- 1) Develop and promote activities to help individuals and to improve the community at large
- 2) Develop, recognize and apply leadership skills
- 3) Encourage leadership in others

*Concept: Population-based practice: Policy development and public health*

### **Outcome #8: Actively promote public health**

#### Performance Criteria:

- 1) Educate the public in health promotion and disease prevention
- 2) Identify the special needs and barriers to care of at-risk populations
- 3) Demonstrate an understanding of the process for developing health policy
- 4) Advocate for public health policy

*Concept: Communication*

### **Outcome #9: Communicate effectively to diverse audiences**

#### Performance Criteria:

- 1) Effectively communicate with health professionals, patients, their care-givers and the general public
- 2) Demonstrate the use of technology to communicate effectively
- 3) Write effectively in a style appropriate for clinical, scientific and administrative audiences and the general public

*Concept: Collaborative Patient Care*

### **Outcome #10 : Provide patient-centered care**

#### Performance Criteria:

- 1) Gather and assess appropriate patient-related information
- 2) Apply knowledge of drugs and diseases to develop a patient-centered care plan
  - 2a. Apply knowledge of physiology, pathophysiology, and disease characteristics to the development of a patient-centered care plan
  - 2b. Apply knowledge of the medicinal chemistry, pharmacology, toxicology, pharmacokinetics, pharmaceuticals, and therapeutics of drugs to the development of a patient-centered care plan
- 3) Design an evidence-based, patient-centered care plan, respecting patient health care beliefs and preferences
- 4) Implement a care plan in a manner that promotes a patient's autonomy.
- 5) Evaluate effectiveness of patient-centered care plan and adjust to promote adherence and to ensure appropriate outcomes
- 6) Document and communicate patient-centered care plans to other health care providers
- 7) Critically evaluate, prepare and dispense prescriptions in inpatient and outpatient settings to ensure optimal patient outcomes and minimize drug misadventures

### **Outcome #11: Provide population-based care**

Performance Criteria:

- 1) Demonstrate competency in evaluating and applying pharmacoepidemiologic and pharmaco-economic information
- 2) Conduct a medication use evaluation in a simulated or patient care setting and communicate the results to key stakeholders
- 3) Create a population-specific evidence-based strategy for the optimal use of pharmacotherapy and communicate the results to key stakeholders
- 4) Demonstrate an understanding of drug use policy and development of pharmacy benefits

*Concept: Practice and Resource Management*

**Outcome #12: Effective Pharmacy Practice and Resource Management**

Performance Criteria:

- 1) Demonstrate appropriate and cost effective use of resources to optimize operational functions
- 2) Demonstrate appropriate and cost effective use of resources to optimize therapeutic outcomes
- 3) Manage a successful patient-centered practice
- 4) Employ quality assurance strategies

## **C. GENERAL EDUCATION REQUIREMENTS:**

As an undergraduate student in the pharmacy curriculum you will be required to take General Education courses. These requirements give you the opportunity to explore other areas of interest and to receive a well-rounded educational experience.

The University Bulletin lists the specific courses which may be used to meet the General Education requirements, but a few words about each group and your need to concern yourself with that particular group may be of help. As a pharmacy student please keep in mind this information.

### **1. Every Freshman must complete - URI 101 - Transitions and Transformation**

### **2. Communications (Cw) – 6 credits**

(a) WRT 106

(b) Oral Communications COM 100 or equivalent

### **3. Mathematics (M):**

MTH 131 fulfills this University requirement (141 may also be used)

### **4. Natural Sciences (N):**

As a pharmacy student you will have more than enough credits in this category.

### **5. Social Sciences (S):**

You must take **ECN 201**. In addition you may take any other approved social science course. You will then have the required number of credits.

### **6. Fine Arts and Literature (A)\***

**7. Letters (L)** You must take **PHL 212** as one of the Letters requirements

### **8. Foreign Language or Culture (F)\***

*\*From the above three groups you must complete five three credit courses: (15 credits) two from each of two areas and one from the third.*

If you have a question whether a particular course can be used for General Education credit, look up the course description in the URI Bulletin. If the course is acceptable for General Education credit there will be a capital letter in parentheses at the end of the description that will designate in which division(s) General Education credit can be earned. Also you may check your general education booklet, you received at Freshman Orientation.

If you choose to take 6 credits of a foreign language to complete the "F" requirement, they must be in the same language and consecutively numbered (eg. ITL 101, ITL 102). You must check for the level of the language you are eligible to take. If you want to use 6 credits for Cultural Competencies, the courses must come from the same culture (eg, RLS 131, HIS 171). If you prefer to take only one course, it can be either a cultural competency or a foreign language.

Graduation from the University of Rhode Island is not permitted until all division requirements have been successfully completed--regardless of your success in the pharmacy courses. You should aim to complete these requirements as soon as possible, although you have until graduation to finish them. **\*Note: Curriculum requirements change. It is the student's responsibility to keep abreast of the changes.**

## D. PRE-PROFESSIONAL CURRICULUM FOR PHARM.D DEGREE

### First Year

#### First Semester: 15 credits

3 CHM 101 General Chemistry I  
1 CHM 102 Lab for Chemistry 101  
3 WRT 106 or COM 100  
4 BIO 101 General Biology  
3 PHL 212  
1 URI 101

#### Second Semester: 17 credits

3 CHM 112 General Chemistry II  
1 CHM 114 Lab for Chemistry 112  
3 MTH 131 Applied Calculus (or MTH 141)  
3 WRT 106 or COM 100  
4 BIO 121 Human Anatomy  
3 Elective

### Second Year

#### First semester: 17 credits

3 CHM 227 Organic Chemistry Lecture 1  
3 ECN 201 Principles of Economics: Microeconomics  
4 MIC 201 Introductory Medical Microbiology  
3 BIO 242 Introductory Human Physiology  
1 BIO 244 Introductory Human Physiology Lab  
3 Elective

#### Second semester: 17 credits

3 BCH 311 Introductory Biochemistry  
3 CHM 228 Organic Chemistry Lecture  
2 CHM 226 Organic Chemistry Lab  
3 STA 307 Introductory Biostatistics  
6 Electives

During your second year you may wish to take advantage of the National Student Exchange Program (contact the coordinator in University College) or the Study Abroad Program (housed in Taft Hall) for a semester. You need to work closely with the advisor to plan accordingly so that you will not lose your seat.

Another opportunity for off campus study comes toward the end of your work at the University of Rhode Island. Students may go abroad during an elective rotation. You may try to be placed at the University of Rennes in France for elective credit work in pharmacy or you may prefer to select another approved foreign clinical site. The International Pharmacy Program is in the final stages of approval. This program would require a significant number of courses in a foreign language as well as two rotations in a foreign country. If you are interested in participating, please contact the Office of Student Affairs.

**Final permission for all off-campus work must be obtained from the Associate Dean of Pharmacy, Fogarty Hall.**

## E. TRANSFER REQUIREMENTS FROM UNIVERSITY COLLEGE

After the third semester at University College, you will have completed a sufficient number of the pre-requisites and may be eligible to transfer into the professional part of the pharmacy program. Make an appointment with the pharmacy advisor to initiate the transfer process. During your fourth semester, you will have an interview to demonstrate your communication skills and basic knowledge of the profession. Transfer will be initiated in University College, and will be processed by the Associate Dean of Pharmacy (Fogarty Hall) to complete your formal transfer into the College of Pharmacy.

It must be clearly realized that students admitted to the pre-pharmacy program are **NOT** necessarily guaranteed a place in the pharmacy program which starts in the third year. Those URI pre-pharmacy students, who at the end of three semesters have satisfactorily completed **11 of the 15 pre-requisites science and math courses** below and have a grade average on all required science courses of at least **2.50 with no grade lower than C-**, will be automatically admitted in the pharmacy program. **(You must maintain the 2.5 with nothing less than C- requirement during the 4<sup>th</sup> semester to keep your seat).**

For you to transfer out of University College into the College of Pharmacy at the end of the third semester you must have the following:

1. successful completion of 45 credits\* and an overall gpa **>2.00**
2. successful completion of 11 of the 15 following courses with a gpa  $\geq$  **2.50** and no grade less than **C-**

**BIO 101, 121,242,244**  
**CHM 101,102,112,114,226,227, 228**  
**MIC 201**  
**BCH 311**  
**STA 307**  
**MTH 131**

3. Completion of **ECN 201, WRT 106, COM 100, and PHL 212**

Unsuccessful candidates will lose their pharmacy seat at the end of the third semester. The students still interested in pharmacy, will have to compete during the fourth semester, for any **remaining seats** with transfer students from other universities or URI students who wish to change their major to Pharmacy. Competition will be based on academic performance in the pre-pharmacy science courses, as well as; PCAT Scores, volunteer/work experience and also a personal interview. In addition, all 15 of the above listed courses, will be used to compute the pre-professional gpa. If you lose your seat because your pre-professional gpa is  $<2.5$ , your chances of successfully competing for a seat are extremely limited given the number of transfer applicants each year.

In **NO** case will students who have a grade average of less than 2.50 be admitted to the pharmacy program. Pre-pharmacy students who find at the end of their first year of studies that they may have difficulty in being admitted to the pharmacy program because of their academic performance, should seriously consider choosing another major. Since admittance to the pharmacy program is competitive and the number of places is limited, it is regretted that some pre-pharmacy students may be disappointed.

\*It is strongly recommended that the General Education courses also be completed by the end of the fourth semester, since it is difficult to find the space in the professional curriculum.

## **F. COLLEGE SERVICES AND ACTIVITIES**

As a member of the College of Pharmacy, you are eligible to participate in College activities. We encourage you to join a professional organization so that you can learn more about the profession. Presented below is information that should be of interest to you.

### **PHARMACY READING LOUNGE**

The Pharmacy Reading Lounge for students and faculty is located in room 117 Fogarty Hall. The facility is open daily and provides an excellent location for study between classes. Some professors distribute required reading material in the facility for easy access for the students. There are a few computers, as well as, a copy machine for you to use.

### **PHARMACY ORGANIZATIONS**

As a new student at URI you will find that the student pharmacy organizations have many things to offer to you. One benefit is the opportunity to meet other students in pharmacy--not only your own classmates but the upperclassmen who can give you added insight into what is ahead.

Pharmacy organizations offer you a chance to meet people in pharmacy, have a voice in your education, gain information about the curriculum and add to your knowledge through professional service projects. It's definitely worth your while to get involved.

If you are interested in becoming a member of any organization just put a note in the organization's mailbox in room #115, Fogarty Hall or look for meeting announcements on the bulletin boards and in the Pharmacy Reading Lounge (117 Fogarty Hall). There will be a picnic in September for all incoming pharmacy students.

#### **1. ACADEMY OF STUDENTS OF PHARMACY (ASP)**

ASP, the student affiliate of the American Pharmaceutical Association, is working for a change in the pharmacist's role on the health team. To effect this change the public must be educated with regard to the pharmacist's potential. ASP-URI has attempted to do this through participation in public service projects such as hypertension screening, over-the-counter drug usage, R.I. Diabetes Health Fair, poison prevention and others.

ALL pharmacy students are eligible, regardless of class or QPA!

#### **2. STUDENT LEADERSHIP COUNCIL (SLC)**

SLC represents students in the professional curriculum, as well as, the student organizations. Members are elected by the student body, and serve as an intermediary between the students and faculty in the College. Each year they organize a health promotion activity for the College.

#### **3. KAPPA PSI ( KΨ )**

This is not the traditional type of social fraternity. Kappa Psi is a professional pharmaceutical fraternity for members of the URI College of Pharmacy. Several of the pharmacy faculty members are brothers of Kappa Psi.

Through various functions, Kappa Psi tries to promote and maintain a high level of professionalism in pharmacy. These functions include the annual drug fair, Heart Fund promotions, and trips to various pharmaceutical manufacturers in the area. Kappa Psi also sponsors various social events throughout the

year. Membership in Kappa Psi is open to pharmacy students in classes 1-6.

#### **4. LAMBDA KAPPA SIGMA (ΛΚΣ)**

Lambda Kappa Sigma is an international, professional sorority in pharmacy. Its purpose is to promote the profession of pharmacy among women and, at the same time, develop a sense of friendship and goodwill among its members.

Here at URI LKS has become quite active in the past few years. Among the activities of this organization are fund raising events, community health education projects, college service projects and social events. Often these activities are combined with Kappa Psi. Members also attend regional and national conventions throughout the country. To become a member of the organization you need only possess a desire to join with women in pharmacy and, of course, be registered in the College of Pharmacy.

#### **5. PHI LAMBDA SIGMA(φΛΣ)**

The pharmacy leadership society was chartered at URI on May 6, 1982. The primary objective is to recognize individuals in pharmacy who have shown a high standard of leadership by contributing time and effort toward the advancement of pharmacy. Students are elected in their P1 (third year). You must have an overall gpa of 2.5 and must also be a member of ASP in order to be eligible for election.

#### **6. RHO CHI (PX)**

Like all other honor societies, Rho Chi, the honor society for pharmacy, has always had the stimulation and recognition of academic excellence as its fundamental objective. Through its activities the society has also served as an instrument for the advancement of the profession of pharmacy.

The undergraduate who is elected to active membership in the Rho Chi Honor Society has displayed academic excellence. Men and women who rank in the highest 20% of their class and who have obtained a scholastic average of 3.00 or better are eligible for election after having completed six semesters of scholastic work applicable toward the degree granted by this College of Pharmacy. The Society also provides graduate student, faculty, alumni, and honorary membership.

The society also honors pre-pharmacy students who have maintained a >3.0 in their pre-pharmacy course work with a recognition certificate.

#### **7. National Community Pharmacy Association (NCPA)**

The National Community Pharmacists Association, (formerly known as National Association of Retail Druggist), is an organization that represents Independent Retail Pharmacy. Its goal is focused on students who are planning a career in community practice. The chapter is involved in health promotion on campus and in the local communities. National scholarships are available for students who plan a career in retail pharmacy.

#### **8. The American Society of Health-System Pharmacists (ASHP)**

The American Society of Health-System Pharmacists is the 30,000 member national professional association that represents pharmacists who practice in hospitals, health maintenance organizations, long-term care facilities, home care agencies, and other components of health care systems. The Society has extensive publishing and educational programs designed to help members improve their delivery of pharmaceutical care, and it is a national accrediting organization for pharmacy residency and pharmacy technician training programs.





**University of Rhode Island**

