

THE UNIVERSITY OF RHODE ISLAND

COLLEGE OF
PHARMACY

PROFESSIONAL HANDBOOK

CLASS OF 2013

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 DOSM



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PREPARING FOR YOUR CAREER AS A PHARMACIST

URI College of Pharmacy ***Your Professional Years***

INTRODUCTION

Congratulations! You reached the first professional year of your studies in pharmacy. You will now be designated as a P1 student. We all hope that you will be successful and join the ranks of registered pharmacists upon your graduation from URI.

This brochure has been prepared by personnel in the Office of Student Affairs to assist P1 students in planning for their career development. This is, of course, a continuing process. Your career may well involve experience in more than one branch of a profession which provides many opportunities for you to apply your training and abilities. Although it will be at least four years before you become a registered pharmacist, it is a good idea to start giving thought now on how you would like to see the initial stages of your career develop. If you have not already found a job as a pharmacy intern, you should do so now to insure that you have adequate practice skills when you are interviewing for your first job as a registered pharmacist. Employment now will also allow you to experience a variety of practice settings. In this way, you will have more insight when choosing a career path. It will also provide practical examples for the topics you are learning in class. Please note that you will also have opportunities to work in community and hospital settings as part of your early practice experience as well.

Many URI pharmacy graduates (about 50%) enter community practice. However, there are other important areas of practice which you may wish to consider, and of course even within community pharmacy there is significant variety in the types of professional experiences which are offered. In setting your career goals you will want to match your own interests and abilities with those required for different practice settings. The purpose of this brochure is to help you start thinking about relevant factors to be considered in career planning.

A recent survey of alumni indicates that 54% work in a community practice setting, while 14% work in hospitals. Others work in the pharmaceutical industry (7%), long-term care facilities (4%), HMO's (2%), federal agencies (2%), specialty areas (5%), and (4%) work in academia. Job responsibilities vary from staff pharmacist, manager, clinical specialist, consultant, executive, to professor. Seventy-one percent agree that their educational experience at URI contributed to their leadership abilities in the profession. As you can see, you have a lot of options when you graduate, so we hope that you take advantage of opportunities that arise as you progress through the curriculum.

You should be aware that in all branches of the profession your education cannot be regarded as complete the day you pass the Board examinations. There is still much for you to learn experientially in professional practice. You will want to observe and copy the techniques of many senior pharmacists who can function as role models for you. Also, mandatory continuing education is an increasingly important part of professional practice. Learning must be a life-long process in a career such as pharmacy for which rapid change is to be expected. This is particularly important as new practice roles emerge for pharmacists.

Students now have an opportunity in the curriculum to focus their training on a particular area of practice. Professional electives will allow students to focus on an area of professional interest. As part of your orientation you will be required to attend a professionalism workshop so that you will be aware of expectations of you as a member of the profession of pharmacy. You will also be asked to sign an oath of professionalism. Presented below are the characteristics which distinguish you as a professional. Read and reflect how you need to focus yourself to be successful in this training.

WHAT SKILLS AND ABILITIES ARE REQUIRED FOR THE VARIOUS PROFESSIONAL AREAS?

Universal Competencies

There are some competencies which are universal in that they are required by pharmacists in any branch of the profession. These universal competencies include, but are not limited to, those listed below:

Personal Integrity - Professional people are given by the community certain privileges. Inextricably linked to such rights are responsibilities. All pharmacists must be constantly aware of the ethical standards of their profession. Often ethical requirements are very clear, but situations can develop in which the individual pharmacist may find it helpful to seek the advice of others before deciding what course of action to adopt. For example, in working with an impaired pharmacist, (one subject to drug or alcohol abuse), there is an obvious duty to protect the interests of patients and others while at the same time trying to assist the impaired pharmacist return to an acceptable life style. Selecting appropriate action in such circumstances is not always easy, but is part of your professional responsibilities.

Professional dedication and attention to detail - Pharmacy is a demanding profession which requires a great deal of concentration and attention to detail to safeguard the health of the patient. Long periods of vigilance over one's own activities or those whom one is supervising can be exhausting. There can be no compromise in meeting our professional standards. You must keep your body in good health so that you have the stamina and mental attitude to perform your duties.

Communication skills (both receiving and transmitting) - Communication skills have always been the hallmark of successful pharmacists, and during recent years, especially in community and institutional pharmacy, the increasing emphasis on the clinical aspects of practice has highlighted the need for effective and empathetic communication skills. Some beginning pharmacists are "natural" communicators, while others have to work at developing their skills in this area (**Reminder:** *a good communicator must be a receptive listener as well as an articulate speaker*).

Knowledge of certain core professional data and knowledge of where to locate other relevant data - You must have a knowledge base in order to function as a pharmacist. Additionally, you must be able to find required information in an effective manner. Your professional training will provide an opportunity to establish both a data base on drugs, and an understanding of drug information systems.

Problem solving abilities / using both convergent and divergent thought processes as may be appropriate - Being able to integrate knowledge to provide pharmaceutical care is critical to your success as a pharmacist. Part of the job satisfaction which many of us find in pharmacy is related to the opportunities which are presented to us for the refinement of our problem solving skills. This skill, which some find easy to develop, is a slower and a more difficult process for others to achieve.

This handbook is divided into two sections; academic and professional. The academic section deals with the educational outcomes, academic expectations, and the professional curriculum. The professionalism section describes our expectations for professional development as a graduation requirement. It also identifies issues and consequences of professional misconduct.

ACADEMIC INTEGRITY AND EDUCATIONAL EXPECTATIONS

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. Your pre-professional curriculum gave you 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 must have good quantitative skills that you have learned in math and statistics. You have had the opportunity to develop good analytical and critical thinking skills in your general education and science courses. Chemistry and Biology are the foundation for this professional curriculum.

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 have viewed organic chemistry as a big hurdle which you needed to clear to stay in the program. The College of Pharmacy will expect you to apply these 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.

Educational Outcomes

The pharmacy curriculum is designed to meet national educational outcomes required for accreditation. These outcomes, as developed with the assistance of the American Association of College of Pharmacy and approved by the faculty, have been used to design the pre-professional requirements and professional course work. They describe the skills that practitioners should have mastered by the completion of their educational experience, and have been included so that you might see how the whole curriculum is integrated to help you become a successful practitioner. The outcomes are presented below.

College of Pharmacy Student Learning Outcomes 6/11/08

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

PROGRAM REQUIREMENTS

On the following pages you will find the professional curriculum and the professionalism portfolio that you are required to complete for graduation. Professional and/or legal exigencies arise from time to time which may necessitate changes in a pharmacy course, progression, and/or graduation requirements. Students should review their status with academic advisors on a timely basis and refer to current publications for updated information. Also included is a confidentiality statement which must be signed by all students who are earning credit at a practice site.

Please note current Program retention requirements:

- Students must earn a minimum quality point average (qpa) **of 2.00 overall and 2.20 in all professional courses** in order to qualify for graduation in the Pharm.D. Program.
- **Students can not earn less than C- in any of the core courses in the first three years of the professional curriculum. Specific courses include: BPS 301, 303, 305; PHP 310, 332, BPS 334; PHP 409, 413, BPS 421; PHP312, 324, BPS 322; PHP414, 410, BPS 422; PHP513, 5xx, BPS521.**
- **Students who receive a D in a core class will be allowed one challenge exam before the beginning of the next academic year. Students failing a Core Course will be required to repeat the course.**
- A student will be allowed to repeat up to 10 credits of pharmacy courses in which he or she received a C- or less in order to achieve the 2.2 qpa graduation requirement.
- **The student whose cumulative qpa in professional courses falls below a 2.00 at the end of any semester will be dismissed from the program.**
- Students will not be allowed to proceed into clerkship rotations without at least a 2.00 qpa in required professional pharmacy courses.
- Students must earn a C- or better for any clerkship rotation.
- Successful completion of a professionalism portfolio.

Students are expected to attend all classes and to take examinations at scheduled times. If a student expects to miss an exam due to serious illness or other catastrophic event, it is his or her responsibility to contact the course instructor prior to the examination. Other absences from exams are unexcused. Please DO NOT make travel plans that result in you missing some of your coursework.

Appeals Process

If your academic progress is below the College retention requirement, you will be eligible for potential dismissal from the College. The process to be followed to appeal this dismissal, as well as to contest a grade received in a course may be found on the web site. Click on Academic Programs. You will find an option Academic Issues. This section will describe the process to be used for any appeal.

Access to Records

Students have a right to view official records and files that are housed in the Office of Student Affairs. Guidelines for access to these records are available at the Office of Student Life.

Internship Requirements

When you have finished your sophomore year, most states will allow you to begin accruing internship hours towards your licensing requirements. Students are required to have an intern license from the state in which they are employed for this activity. In addition, **all students** engaged in experiential learning as part of their college curriculum (PHP 340, 350, 450, 591, 592, 593, 594 and 595) are required to obtain an intern license from the state of Rhode Island. Applications for this license are available in the Office of the Associate Dean or from the Experiential Coordinator. Information for other states is available through the NABP website.

For a more detailed description of these experiential requirements, refer to IPPE and APPE handbooks.

Professional Curriculum

Third Year Fall (P1)			Credits	Third Year Spring (P1)			Credits
			Grade				Grade
Found. Of Human Disease I	PHP/BPS 311	2		Found. Of Human Disease II	PHP/BPS 310	2	
Introduction to Pharmacol.	BPS 321	2		P'Col & MChem CVR	BPS 334	2	
Principles of Med Chemistry	BPS 313	2		Therapeutics, CVR	PHP 332	3	
Dosage Forms I	BPS 301	2		Law & Ethics	PHP 316	3	
Dosage Forms II	BPS 303	2		Drug Metab. & BioAnalysis	BPS 325	2	
Dosage Forms III	BPS 305	2		Integrated Lab I	PHC xxx	1	
Pharmacy Technology lab	BPS 318	1		Interactive Learning *	PHC 327	1	
Pharm.Prac. in HC	PHP 317	2		DI & Analy. Of Literature	PHP 305	3	
				IPPE I	PHP 340	0	
		15				17	

Fourth Year Fall (P2)			Credits	Fourth Year Spring(P2)			Credits
			Grade				Grade
Found. of Human Disease III	PHP/BPS 409	2		Found. of Human Disease IV	PHP/BPS 312	2	
P'Col& MChem, ID Pulm.	BPS 421	2		P'Col & MChem, Neuro	BPS 322	2	
				Psych			
Therapeutics, ID Pulm	PHP 413	3		Therapeutics, Neuro Psych	PHP 324	2	
Self-Care I	PHP/BPS 418	3		Pharmacokinetics I	BPS 403	3	
Pharmacy Management	PHP 401	3		Nutr in Health & Disease	NFS 444	3	
Integrated Lab II	PHC xxx	1		Professional Elective		3	
Interactive Learning *	PHC 417	1		Interactive Learning *	PHC 427	1	
IPPE II	PHP 350	0		Integrated Lab III	PHC xxx	1	
		15				17	

Summer – PHP 450 (Community) IPPE IV			Credits	Fifth Year Spring (P3)			Credits
Fifth Year Fall (P3)			Grade				Grade
Pharmacokinetics II	BPS 504	3		Found. of Human Disease VI	PHP/BPS xxx	2	
P'Col & MChem , GI/Endo	BPS 422	2		P'Col & MChem, Hemo/Onc	BPS 521	3	
Therapeutics, GI/Endo	PHP 414	3		Therapeutics, Hemo/Onc	PHP 513	2	
Health Systems I	PHP 503	2		Health Systems II	PHP 504	3	
Found. Of Human Disease V	PHP/BPS 410	2		professional elective		3	
Professional Elective		3		Integrated Lab V	PHC xxx	1	
Integrated Lab IV	PHC xxx	1		Interactive Learning	PHC 527	1	
Interactive Learning *	PHC 517	1					
IPPE III*	PHP 450	0				15	
		17					

- Student must be certified in CPR/First Aid (1credit), and Physical Assessment before rotations
- * IPPE IV can be taken in the fall or the spring semester of the P3 year

Sixth Year Summer, Fall and Spring

36 credits of APPE:

PHP 591 (Community x1), PHP 592 (Inpatient x 1), PHP 593 (Elective x2), PHP 594 (Institutional x1), PHP 595 (Ambulatory Care x 1)

Total credits required for graduation: 202

Professional and/or legal exigencies arise from time to time which may necessitate changes in a pharmacy course, progression, and/or graduation requirements. Students should review their status with academic advisors on a timely basis and refer to current publications for updated information.

**Professionalism Guidelines of the University of Rhode Island
College of Pharmacy (College) Doctor of Pharmacy Program v4 2009 Feb 10**

(Modified from the North Dakota State University College of Pharmacy, Nursing and Allied Sciences Student Conduct Policy - 5/14/2008)

Introduction

Pharmacists must live up to the high ideals of their profession. Their lives must be guided by the principles of honesty and integrity, in order to ensure that the public can regard their words and actions as unquestionably trustworthy.

To develop an understanding of and respect for these principles of honesty and integrity as applied to the academic work of pharmacy students, the College has developed this conduct policy applicable to all students, preceptors, faculty, and staff.

For prospective students, acceptance of this policy is required as a condition of admission to the College as a first-year professional student.

Students, faculty, preceptors, and staff are held responsible for exhibiting the following professional attributes: respect for others, empathy for patients and colleagues, honesty, integrity, accountability, confidentiality, knowledge of and involvement in the profession. Academic dishonesty and professional misconduct are considered unacceptable.

Fulfilling Professionalism Requirements in the Doctor of Pharmacy Curriculum

In a professional school, the curriculum of study consists of knowledge, skills, abilities, and attitudes/behaviors. The curricular goals and objectives of the Doctor of Pharmacy program at the College are articulated in the Student Learning Outcomes. Procedures for addressing academic competency and progression associated with students' knowledge, skills, and abilities are addressed by the Scholastic Standing Committee. Procedures and Policies for addressing professional competency, misconduct, and disciplinary actions are addressed here. Students are required to achieve a minimal competence in professionalism as a requirement of graduation. The major component of this requirement is the satisfactory completion of a professionalism portfolio.

Professionalism Portfolio Policy

Starting with the class of 2013, students will be required to create and complete a portfolio that demonstrates achievement in professionalism. Each of the Ten Professional Behaviors must be represented (see below).

Working with a faculty advisor, students will annually review their portfolio and receive constructive feedback on their progress.

Students must complete their portfolio no sooner than May of their P3 year, and no later than December of their P4 year.

Annual professionalism forums will be conducted to highlight examples of student professionalism, and to assist new and seasoned students to plan methods to complete their portfolio. Sample and eventual student-submitted completed portfolios will also be reviewed at these forums, and will be available to students for review during the academic year.

Dress Code Policy

(Adapted from sections of "Professionalism for Pharmacy Students" – South Dakota State University College of Pharmacy)

Professional dress is exemplified by the avoidance of extremes in dress and grooming.

Even though current dress code policy does not specifically require adherence to the professional dress standard in the classroom, students are expected to maintain a neat, clean appearance in the classroom, such that visitors and faculty members might discern they are in the presence of students within a professional program. Therefore, avoidance of extremes of dress and grooming, and adherence to personal cleanliness should be maintained in the classroom, or in any situation when the student represents the College of Pharmacy.

Professional Misconduct Policy

We expect professional conduct from all students, faculty, and staff. Individuals are expected to represent the College, professional program or profession in a positive, professional manner. Violation of any professions' codes of ethics is a violation of professional conduct.

Academic Misconduct, while also considered professional misconduct, will be adjudicated as outlined in the URI Student Handbook (accessed at www.uri.edu/judicial/studenthandbook.pdf).

Professional misconduct for URI College of Pharmacy PharmD students includes, but is not limited to: (Modified from the North Dakota State University College of Pharmacy, Nursing and Allied Sciences Student Conduct Policy - 5/14/2008)

1. Violation of conduct described in course policies or articulated by the instructor in writing.
2. Contributing to, or engaging in any activity which disrupts or obstructs the teaching, research, or outreach programs of the College or University, on campus or at affiliated training sites.
3. Entering the classroom or clinical experience habitually late or leaving early, arriving late to a professional activity, without prior permission from the instructor. The instructor also has the obligation to notify the class, if possible in advance, of any changes in class times, possible late arrival and/or cancelled classes.
4. Approaching faculty, staff or students in less than a professional manner and treating faculty, staff, peers and patients in a disrespectful and inconsiderate way.
5. Unprofessional dress (as outlined in the professional program, professionalism manual, class and/or clinical agency policies) during classes, clinical experiences, or when representing the College of Pharmacy.
6. Falsifying applications, forms, documents, reports or records of any kind or providing false information to the University personnel while an active member of the College's academic programs.
7. Unauthorized accessing or revealing of confidential information about faculty, staff, or students of the College and University (see <http://podcast.uri.edu/help/index.php/FERPA> for information on the federal Family Educational Rights and Privacy Act, or FERPA).
8. Violation of patient respect and confidentiality in any practice/learning setting (see <http://www.hhs.gov/ocr/privacy/index.html> for more information on the Health Insurance Portability and Accountability Act, or HIPAA).
9. Theft, damaging, defacing or unauthorized use of any property of the College, University, or training sites. (www.uri.edu/judicial/studenthandbook.pdf)
10. Computer Usage that violates URI and/or clinical sites acceptable use policies.
11. Sexual harassment as defined by URI and/or clinical sites (www.uri.edu/judicial/studenthandbook.pdf).
12. Harassment, Threats of Violence, Intent to do harm ((www.uri.edu/judicial/studenthandbook.pdf)).
13. Endangering patients, faculty, staff, and/or fellow students or damaging their property.
14. Intoxication, abuse, possession, illegal use or illegal sale of alcohol, other drugs, chemicals, firearms, explosives or weapons within the University campus, in any practice/learning setting, or when representing the College (www.uri.edu/judicial/studenthandbook.pdf). Conviction of such actions is grounds for dismissal.
15. Any violation and/or conviction of any federal, state or municipal law as well as a University rule or rule at a professional experience site. Any felony conviction is grounds for dismissal.

DISCLAIMER: Items referenced in the URI Student Handbook are managed by the Department of Student Life; items referencing federal, state, or local laws are additionally managed by the respective law enforcement agency.

Composition and Goals of Professional Conduct Committee (PCC)

Goals

- Develop, implement, and assess proactive programs to promote professionalism in the curriculum and among members of the College.
 - Work with curriculum committee to create, approve, and distribute professionalism language for syllabi.
 - Organize the white coat ceremony and professionalism discussion on first day of classes.
 - Develop professionalism content for URI 101 and introduction to pharmacy class (P1).
 - Promote professionalism seminars for faculty, staff, preceptors, and students.
- Create and enforce disciplinary outcomes for unprofessional student behavior.
 - Work with Student Life, Associate Dean's office, College of Pharmacy faculty, staff, and students to create fair and balanced disciplinary outcomes.
 - Insure that an acceptable appeals process works efficiently.

The PCC is comprised of four College faculty members including the Director of Student Affairs and one professional staff member, and is chaired by the Director. Up to four students (each from the P1-P4 professional years) can serve on the Committee, but only to meet its promotion and advocacy goals. No student Committee members will participate in conduct hearings. The Committee considers all issues related to unprofessional, unethical, or illegal student conduct presented to the Committee.

Policy on Adjudication of Unprofessional Conduct

The procedure for adjudication of alleged unprofessional conduct is handled by the Professional Conduct Committee (PCC). Conduct that is generally considered unprofessional or unethical (as listed in this manual) is typically considered unprofessional conduct for students.

Misconduct Reporting

Anyone can report professional misconduct to the Director in writing. Verbal reports must be followed up with a written form that lists the name of the reporter (**anonymous reporting will not be permitted**), the student violator, a detailed description of the offense(s), and the date(s). These forms serve as the basis for the complete documentation of the conduct adjudication process. All confirmed misconduct reported to the Committee will lead to some action by the Director and/or the Committee. The Director has 10 business days from receipt of the form to address the alleged misconduct, assemble the Committee (if needed), and decide on an appropriate disciplinary action. Offenses may require that the student meet with the Committee prior to a decision. The decisions of the Committee range from a letter in the student's professional file to a recommendation for immediate expulsion from the College.

Appeals Process

From the day the student is notified of the Director's or Committee's decision, the student has 10 business days to submit a written appeal to the Associate Dean for Student Affairs. The Associate Dean may choose to uphold, change, or override the Committee's decision, also within 10 business days of receipt of the appeal. The student may further appeal the Dean's decision to the University's Ombudsman. Students who are disciplined three times are subject for dismissal from the College.

Professionalism Expectations (Components of the Portfolio)
(Adapted from the APhA Professionalism Toolkit and the University of Georgia College of Pharmacy)

As defined in the [1999 APhA-ASP/AACP White Paper on Student Professionalism](#), pharmacists and pharmacy students act professionally when they display the following traits:

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

Detailed descriptions of the ten traits are listed below.

1. 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.

2. 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
- Maintains personal health and well-being

3. Service Orientation/Altruism

- Demonstrates concern for the welfare of others; uses skills and knowledge to improve their quality of
- 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

4. Continuing Commitment to Excellence and Pride in the Profession, College, and Community

- 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

5. Covenantal Relationship with the Patient and Respect for Others

- Empathetic and responsive to the needs of the patient, the patient's family and other health care team members
- 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

6. 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 patient-centered care

7. 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

8. Accountability

- Demonstrates initiative, reliability and follow-through in fulfilling commitments
- Promptly completes responsibilities in a timely manner
- 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

9. 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

10. 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

Sample Ideas for Portfolio

Descriptions (*and ideas for inclusion in the portfolio*) are listed below.

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.

(Curriculum proficiency, current license and completion early experience)

Interacts effectively with faculty, staff, other students, patients and their families, pharmacy colleagues and other health professionals.

(Good communication skills (written and verbal), time management skills, and a focus on IAL activities)

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

(Self-assessment at the end of each semester, doing your best, completing assignments on time)

Accepts and responds to constructive feedback

(Accepts faculty and peer evaluation feedback and develops improvement plan)

Provides constructive feedback to others

(Constructive comments should be helpful not hurtful)

Recognizes limitations and seeks help when necessary

(You can't expect to know everything; it is ok to ask for help)

Takes responsibility for learning; an active and self-directed learner

(Pursue extra learning, and come to class prepared)

Does not participate in activities that compromise learning

(Disruptive behavior and cheating)

Maintains personal health and well-being

(Has strategies for reducing stress, finding balance, journal entries to log progress, maintaining a positive outlook, good hygiene and professional appearance, and seeks professional assistance as needed).

Service Orientation/Altruism

Demonstrates concern for the welfare of others; uses skills and knowledge to improve their quality of life

(Engage in activities that will benefit others; outreach, community service and volunteerism)

Recognizes and avoids conflicts of interest

(Do not engage in or give the appearance participating in activities that provide you with unfair advantage)

Provides service to the community and society-at-large

(Portfolio of what doing in community...raising money, outreach, advocacy)

Offers to help others when they are busy or in need of assistance

(Outreach, tutoring, volunteering, college service and being a good citizen)

Shares opportunities for recognition with others

(Examples of team's accomplishments... work, school, etc...)

Does not seek to profit unfairly from others

(Does not take advantage of peers, faculty, staff, preceptors and patients)

Puts patient needs above their own, e.g., staying as long as necessary to ensure appropriate care

(Portfolio of what has been done, include testimony)

Continuing Commitment to Excellence and Pride in the Profession, College, and Community

Demonstrates dedication to his/her patients and the profession supported by a strong work ethic

(Preceptor testimony, letters of thanks, participation in professional organizations)

Upholds the competent delivery of health care services; addresses lack of knowledge or skill in self and others

(Knows and adheres to the standards of practice, for each environment and assist others who need help in meeting these standards)

Conscientious; well-prepared for class and clinical rotations

(Good grades and attendance)

Displays a consistent effort to exceed minimum requirements; demonstrates quality work

(Documentation from employees and preceptor, and description of own quality activities)

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

(Testimony from the preceptor and other professionals in the environment)

Respects a patient's autonomy, privacy, and dignity

(HIPAA, journal entries)

Involves the patient as a partner in his/her health care decisions; honors the patient's values and belief systems

(Do not impose your standards on others, respect their rights, portfolio entries)

Respects and appreciates the diversity of his/her patients

(Sensitivity to diversity, portfolio entries)

Listens and communicates effectively

(Testimony from preceptor, patient and faculty)

Maintains appropriate boundaries

(Knowing one's place in any environment. Evidence in the portfolio that you understand)

your role as a student)

Advocates for others

(Diabetes clinics, blood pressure, outreach, follow through)

Non-judgmental; displays compassion and empathy

(Testimony from preceptor, faculty, and patients)

Skillful in establishing a rapport with patients and other health care team members

(Testimony from preceptor, professionals in the environment and the patients)

Contributes to team building

(Elective activities, peer reviews)

Maintains composure and adapts well to changing or stressful situations

(Testimony of Preceptor, self-evaluation and documentation of improvement plan)

Resolves conflicts fairly

(Journal entry)

Creativity and Innovation

Contributes to quality improvement in all professional endeavors

(Document new ideas, organization participation)

Applies creative and innovative approaches to challenges

(Document new ideas, and measures outcome success)

Contributes to the development of new knowledge and practices that advance patient-centered care

(Document suggestions; look up new information and shares with team)

Conscience and Trustworthiness

Demonstrates a high degree of integrity, truthfulness, and fairness

(Preceptor and self-evaluation)

Uses time and resources appropriately

(Preceptor and self-evaluation)

Truthful about facts or events

(Self-evaluation and recognition of faults)

Does not hide errors

(Take responsibility for own actions)

Accountability

Demonstrates initiative, reliability and follow-through in fulfilling commitments

(Testimony of preceptors, faculty and professionals in the field)

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)
(Preceptor and Self-evaluation)

Accepts responsibility for one's errors and explores ways to prevent errors from occurring in the future
(Self-evaluation, preceptor, and faculty)

Confronts individuals who demonstrate unprofessional behavior
(Constructive peer mentoring)

Does not participate in activities that impair judgment or compromise patient care responsibilities
(Drug and alcohol abuse, non compliance in medication, accuracy in patient evaluations)

Accountable for his/her academic and professional performance
(Cheating, plagiarism, intentional falsification of information)

Ethically Sound Decision-Making

Demonstrates an awareness of professional norms, laws, and behavior; knowledge of theories and principles underlying ethical conduct
(What is the right thing and did you do it? Journal entries)

Adheres to high ethical and moral standards
(Self and preceptor evaluation)

Able to cope with a high degree of complexity and uncertainty
(Preceptor, faculty and skills assessment labs)

Controls emotions appropriately even under stressful conditions; maintains personal boundaries
(Avail oneself to self-improvement, stress reduction and takes responsibility for your behavior, journal entries)

Prioritizes responsibilities properly
(Sees the whole picture, preceptor progress reports)

Leadership

Contributes to the profession; actively involved in professional organizations or other venues
(Community and school, documentation testimony)

Proactive in solving social and professional challenges
(Documentation)

Helps promote a culture of professionalism
(Constructive peer evaluation, participation in professional activities and outreach))

Embraces and advocates for change that improves patient care
(Rotations, and preceptors pre and post evaluations)

Encourages current and future pharmacists in their professional development
(Peer mentoring program, visiting schools, and recruitment activities)

Confidentiality of Health Care and Business Information

Maintaining the confidentiality and security of health care information and all proprietary information relating to the business of our affiliated institutions is an essential requirement for pharmacy students. During your course work at the University of Rhode Island, College of Pharmacy, it will be beneficial for you to be aware of the restrictions and penalties imposed by state law for any unauthorized breach of such confidentiality. Access to health care and business information either in the medical record, prescription record, or business record is a privilege connected with your academic program. It is through an affiliation between the College of Pharmacy and the institutions that you are permitted to access health care and business information for educational purposes.

While the nature of coursework at this college requires the exchange of information, under no circumstances should any health care or business information be given to anyone inside or outside of the institution who has no need for the data as part of their normal job function. For the most part, the proper individuals will be the instructor, patient, physician, dentist, nurse, respiratory therapist, pharmacist, etc.

The Confidentiality of Health Care Act of Rhode Island became effective on May 12, 1978. It covers all information relating to an individual's health care history, diagnosis, condition, and treatment. The heightened awareness of patient's rights and the sensitive nature of certain diseases make this issue even more important. As health care providers and students you will routinely be exposed to this information. Anyone who violates the law could be liable for damages. Criminal penalties include a fine of not more than \$1,000 or up to six months in prison or both; and, of course, such violation would be cause for dismissal from the College.

Please acknowledge your receipt of this statement and conformance to these requirements by signing below and returning the signed original to Dean Lausier's office. Retain a copy for your reference.

Received and Acknowledged by:

Signature

Date

Print Name

