

Wilkes University

NESBITT SCHOOL OF PHARMACY

STUDENT HANDBOOK

2024-2025

Wilkes University

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Code of Ethics for Pharmacists (American Pharmacists Association)

Pharmacists are health professionals who assist individuals in making the best use of medications. This Code, prepared and supported by pharmacists, is intended to state publicly the principles that form the fundamental basis of the roles and responsibilities of pharmacists. These principles, based on moral obligations and virtues, are established to guide pharmacists in relationships with patients, health professionals, and society.

I. A pharmacist respects the covenantal relationship between the patient and pharmacist.

Considering the patient-pharmacist relationship as a covenant means that a pharmacist has moral obligations in response to the gift of trust received from society. In return for this gift, a pharmacist promises to help individuals achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.

II. A pharmacist promotes the good of every patient in a caring, compassionate, and confidential manner.

A pharmacist places concern for the well-being of the patient at the center of professional practice. In doing so, a pharmacist considers needs stated by the patient as well as those defined by health science. A pharmacist is dedicated to protecting the dignity of the patient. With a caring attitude and a compassionate spirit, a pharmacist focuses on serving the patient in a private and confidential manner.

III. A pharmacist respects the autonomy and dignity of each patient.

A pharmacist promotes the right of self-determination and recognizes individual self-worth by encouraging patients to participate in decisions about their health. A pharmacist communicates with patients in terms that are understandable. In all cases, a pharmacist respects personal and cultural differences among patients.

IV. A pharmacist acts with honesty and integrity in professional relationships.

A pharmacist has a duty to tell the truth and to act with conviction of conscience. A pharmacist avoids discriminatory practices, behavior or work conditions that impair professional judgment, and actions that compromise dedication to the best interests of patients.

V. A pharmacist maintains professional competence.

A pharmacist has a duty to maintain knowledge and abilities as new medications, devices, and technologies become available and as health information advances.

VI. A pharmacist respects the values and abilities of colleagues and other health professionals.

When appropriate, a pharmacist asks for the consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professionals may differ in the beliefs and values they apply to the care of the patient.

VII. A pharmacist serves individual, community, and societal needs.

The primary obligation of a pharmacist is to individual patients. However, the obligations of a pharmacist may at times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.

VIII. A pharmacist seeks justice in the distribution of health resources.

When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.

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The Doctor of Pharmacy Program at Wilkes University

The Nesbitt School of Pharmacy (NSoP) offers an entry-level Doctor of Pharmacy degree. It is a 2 + 4 degree program with admission into the professional program after completion of required pre-pharmacy courses. There are three primary pathways into the Nesbitt School of Pharmacy: pre-pharmacy guaranteed seat students, parallel Wilkes students enrolled in the pre-pharmacy parallel pathway, and direct professional applicants (a bachelor's degree is not required). The pre-pharmacy guaranteed seats (PPGS) include a selection process involving academic evaluations and a personal interview of candidates. Students must meet all criteria set forth in the PPGS contract. The first two years of pre-professional study provides a strong foundation in the liberal arts and sciences appropriate in depth and breadth to allow our students to think independently, weigh values, and understand fundamental theories to carry through into professional level courses. This curriculum also serves to develop skills of critical thinking and communication necessary in a baccalaureate education and essential to professional socialization. The Doctor of Pharmacy professional curriculum begins in the first professional year (P-1) and continues through the fourth professional year (P-4).

Accreditation:

The Nesbitt School of Pharmacy was most recently accredited to grant the Doctor of Pharmacy Degree (Pharm.D.) by the Accreditation Council on Pharmacy Education in January 2021 for an additional eight years.

School Mission, Vision, Values, and DEIA Statements:

The students, staff, and faculty updated the School of Pharmacy Strategic Plan in 2020 to provide continued support to the Mission, Vision, and Values adopted in 2009. The Diversity, Equity, Inclusion, Accessibility, and Anti-racism (DEIA) Task Force implemented a DEIA statement in 2022 and has since become a standing committee in 2024, DEIA Committee. We want to be the best institution of pharmacy education that we can possibly be. This will take a tremendous amount of effort by the faculty, administration, and most importantly, you, the current student and future alumni of Wilkes University. The Strategic Plan involves alteration in

courses, refocusing on early and advanced experiential components of the curriculum, and most importantly, a dedicated approach to curricular and programmatic assessment. A strategic planning process, like assessment, is not static. It must allow for constant reevaluation and revision of the program in order to be successful. Also, it is not a top-down process, but must be a bottom up decision process, where students, staff, and faculty have a voice in the future of our school.

Mission

Our mission is to develop pharmacists who will provide high quality health care and to make meaningful contributions to the science and practice of pharmacy.

Vision

We will be recognized as an exceptional pharmacy program through innovative education, contemporary practice, and valuable scientific contributions.

Values

Teamwork
Professionalism
Lifelong Learning
Cultural Competency
Personalized Attention
Community Engagement

Diversity, Equity, Inclusion, and Accessibility

It is the shared responsibility of The Nesbitt School of Pharmacy and its community to uphold the foundational principles of promoting diversity, equity, inclusion, accessibility, and anti-racism. All students, faculty, and staff have a moral and professional obligation to create an environment respectful of diversity, including but not limited to: race, ethnicity, age, culture, gender identity and expression, socioeconomic status, religion, and ability. Our goal is to value and support the diverse backgrounds and perspectives of our students and community to achieve an environment for all to thrive in. Through a culture of collaboration and respect, we can continue to grow, develop, and excel in an ever-changing society and healthcare community.

School of Pharmacy Governance

School of Pharmacy: The Constitution of the Nesbitt School of Pharmacy defines the role of the faculty, administration, and standing committees of the School. A copy is available from the Dean's office upon request.

Administration

The Dean of the School of Pharmacy is the primary administrative officer of the School and is responsible for all faculty, student activities and academic business directed to the successful completion of the Mission, Vision and Values of the School of Pharmacy through the Strategic Plan.

Executive Committee

The School of Pharmacy Executive Committee is composed of the Dean, Assistant/Associate Dean(s), and Academic Department Chairpersons.. The responsibilities of the School of Pharmacy Executive Committee include appointment of faculty to serve on committees, charges to committees, and executing recommendations and policy made by committees. Minutes of School of Pharmacy Executive Committee meetings are available to faculty..

Academic Departments

The faculty of the School of Pharmacy are organized into academic departments according to professional or scientific areas and teaching disciplines. The Department of Pharmaceutical Sciences is composed of faculty holding academic appointments in pharmacology, toxicology, pharmaceutical or medicinal chemistry, pharmaceuticals, basic pharmacokinetics or biopharmaceutics, pharmacy administration, or similar and related basic pharmaceutical science disciplines. The Department of Pharmacy Practice is composed of faculty holding academic appointments in various areas of contemporary pharmacy practice including but not limited to community, hospital and ambulatory care.

School of Pharmacy Standing Committees:

Curriculum Committee

The Curriculum Committee is responsible for conducting a continuing appraisal and evaluation of the current professional pharmacy education curriculum and outcome statements. The Curriculum Committee also responds to recommendations for curricular revisions, additions, and other alterations to assure optimal student learning and outcomes. The membership of the Curriculum Committee is composed of the Associate Dean of Academic Affairs, five faculty members with at least one from each department, the Director of Assessment (non-voting), the Associate Dean of Experiential Programs or designee as approved by the Executive Committee, and two pharmacy students (non-voting, two-year term), nominated by the Pharmacy Student Government and approved by the Executive Committee.

Committee on Progression and Professionalism

The Committee on Progression and Professionalism (CoPP) is responsible for the adjudication of academic disciplinary rules and progression (for example, academic honesty infractions). The membership of the CoPP shall be composed of the Assistant/Associate Dean of Academic Affairs (co-chair), the Assistant/Associate Dean of Student Affairs and Admissions or designee (co-chair), at least one member from each department (tenured-preferred), the Assistant/Associate Dean of Experiential Education or designee as approved by the Executive Committee, and one additional faculty member from either department.

Student Affairs Committee

The Student Affairs Committee (SAC) is charged with developing policies and recommendations pertaining to standards for pre-pharmacy and professional pharmacy student recruitment and admission to the program. The committee is responsible for reviewing applications, voting on admission, reviewing requests for re-admission to the program and leaves of absence. The Student Affairs Awards and Scholarships Subcommittee also establishes and recommends standards for the awarding of professional pharmacy student scholarships, awards and prizes, and supervises the giving of such. The membership of the Student Affairs Committee is composed of the Assistant/Associate Dean of Admissions and Student Affairs, Director of Admissions and Student Affairs, five faculty members with at least one member from each department, the Assistant/Associate Dean of Experiential Education (or designee), and two pharmacy students (non-voting, two-year term) nominated by the Pharmacy Senate Student Government and

approved by the Executive Committee. Student members of the Student Affairs Committee do not have access to other student's records; they do not participate in student grievances, disciplinary procedures or scholarship selection.

Assessment Committee

The Assessment Committee is charged with providing leadership and support for assessment activities within the School of Pharmacy. The Assessment Committee works closely with the Curriculum Committee, Strategic Planning Committee, and Student Affairs Committee to establish assessment tools, evaluation processes, feedback and control processes to assure the Strategic Plans of the School are met. The membership of the Assessment Committee is composed of the Assistant/Associate Dean of Academic Affairs (or designee, non-voting), Director of Assessment, Assistant/Associate Dean of Experiential Education (or designee), five members of the faculty with at least one from each department, and two pharmacy students (non-voting, two-year term) nominated by the Pharmacy Student Government and approved by the Executive Committee.

Strategic Planning Committee

This Committee is charged with developing and continually refining the School of Pharmacy Strategic Plan. The Committee makes recommendations to the Executive Committee, all other standing committees and the faculty as appropriate. The membership of the Strategic Planning Committee is composed of the Dean, Director of Assessment, Director of Admissions and Student Affairs or designee approved by the executive committee, Chairpersons, one faculty from each department, one representative from the staff (may overlap with previous roles), two pharmacy students (non-voting, two-year term) nominated by the Pharmacy Student Government and approved by the Executive Committee. The Assistant/Associate Dean of Academic Affairs may be included by invite.

Diversity, Equity, Inclusion, Accessibility/Anti-racism Committee (DEIA)

The DEIA Committee provides leadership and support to develop actionable and sustainable recommendations, guidance, leadership, and resources in support of the School of Pharmacy's commitment to building a more diverse, equitable, and inclusive institution. The committee is

charged with the following: developing specific goals and objectives that support the school of pharmacy's DEIA mission; reviewing and recommending practices or processes to promote the school of pharmacy's DEIA mission; promoting and providing guidance and support for ongoing DEIA educational and personal growth opportunities for students, faculty, and staff; serving as a point of contact for coordination and collaboration on individual courses within the NSoP surrounding DEIA efforts and issues; and organizing an annual DEIA symposium. The membership of the DEIA Committee is composed of volunteer faculty, staff, and students who report to the Dean.

Pharmacy Student Senate

Pharmacy Student Senate is responsible for representing the pharmacy school student body, electing of students for School Committees, acting as a liaison between the school's students and the faculty, staff, and administration, planning and executing leadership and professional development-enhancing activities on and off campus, and developing a rapport that promotes fellowship, scholarship, and the name of the Nesbitt School of Pharmacy. Once per year, each student team selects one of its members to represent that group as a Team Representative on Pharmacy Student Senate. Once per year, each class selects two members from their class to serve as the Class President and Vice President, respectively.

Meetings of the student body are convened at least once during each fall and spring semester and at such other times as may be needed. The Pharmacy Student Senate meets every two weeks.

The Executive Board of the Student Senate is present at each full Board meeting but also may meet privately as needed.

The membership of the Pharmacy Student Senate is composed of the Executive Board, a representative of the Pre-Pharmacy Club (non-voting), all pharmacy clubs presidents (non-voting), all the selected representatives from the teams of the School of Pharmacy, and each Class President, Vice President, and Diversity, Equity, Inclusion, and Accessibility Chair.

Activities of Pharmacy Student Senate include but are not limited to:

- Coordinating student activities for the School of Pharmacy

- Approval of the establishment or continuation of student professional organizations of the School of Pharmacy
- Approval of any fundraising activities conducted by student professional organizations of the School of Pharmacy.
- Organizing an annual Student Career/Interview Fair
- Serving as a sounding board for student questions and concerns

The membership of the Pharmacy Student Senate Executive Board is composed of the Dean of the School (Ex-Officio, non-voting), the Executive President, Executive Vice President, Executive Secretary, and Executive Treasurer of Pharmacy Student Senate.

Activities of the Executive Committee include but are not limited to:

- Setting the agenda for Pharmacy Student Senate
- Recommending to the student body students to serve on the School of Pharmacy Committees as previously described. The names will be supplied to the NSoP Associate Dean of Admissions and Student Affairs by the Pharmacy Student Senate Executive President
- Recommending resolutions to conflicts that arise to Pharmacy Student Senate

The School of Pharmacy Curriculum

Student Teams:

All students entering the first professional year (P-1) will be assigned to teams of approximately 10-12 students. Each team will select one of its members to represent that group in the Pharmacy Senate for that year. Organization of the pharmacy student body into teams has three primary purposes. First, this structure is designed to enhance student participation and representation in the Pharmacy Senate. Second, it is hoped that student-faculty communication will become more natural and ongoing through group interactions. Finally, the team approach is intended to give each student experiences in building and functioning within effective continuing work groups as part of their profession.

The team will remain together throughout the four years of formal pharmacy education with a faculty advisor as an ongoing resource for team building, academic advising and developmental advising. There will be classroom discussions on the challenges of building and maintaining functioning work groups for effective leadership. In the health care delivery process, pharmacists are required to work closely with other health care providers in providing accurate, reliable, and cost-effective health care to the patient. Our graduates will be an integral component of teams and the development of team skills is critical.

In line with the University's mission to promote mentoring across campus, the School of Pharmacy has implemented an alumni network program for professional year students (P-1 thru P4). Additionally, selected P-2 peer mentors provide advice on how to acclimate to the academic, professional, and social aspects of the first professional year of the program. A professional student mentor is also provided to new students joining Wilkes University. The alumni mentors contact information is available for students and faculty to reach out to discuss the profession of pharmacy, networking opportunities, and other advice graduates of our program have for incoming students. Peer mentors will first meet with students during P-1 orientation and work with their teams throughout the semesters. Peer mentors should be included, when appropriate, on email communications with the team.

Curricular Philosophy

The Nesbitt School of Pharmacy designed the Doctor of Pharmacy curriculum to educate students on a holistic, individualized and equitable approach to healthcare provision, blending evidence-based and patient-centered considerations for medication therapy management.

We recognize interprofessional collaboration as an integral part of upholding high standards of patient care. Meaningful connections between faculty, students and staff in the School of Pharmacy facilitate personal and professional growth and development to create positive change in the community and profession of pharmacy.

We value: teamwork, leadership, professionalism, community service/engagement, meaningful relationships between students and faculty and the school and the workforce, the scientific foundation of medications, evidenced based therapeutic interventions, critical thinking, technology, patient individuality/autonomy and wellness.

Curriculum Objectives - Abilities Based Outcomes:

The Doctor of Pharmacy curriculum prepares future pharmacy practitioners to provide quality patient care in an ever-changing health care environment. To accomplish this objective, students are engaged in a dynamic curriculum that utilizes a student-centered approach to teaching and learning. A variety of active learning strategies such as small group discussions, cooperative learning, computer-assisted instruction, experimentation, role-playing, and clinical experiences are utilized to build a strong foundation in the biomedical, pharmaceutical and clinical sciences.

In addition, quality patient care can only be provided if the practitioner is an effective communicator and member of the health care team. As such, the development of interpersonal, team building, and communication skills are hallmarks of the curriculum. Inherent in this style of education is the development of critical thinking and life-long learning abilities in students. Therefore, this approach requires students to take accountability for their own learning and appropriately conduct self and peer assessments by which they can continue to develop and grow as health professionals throughout their careers.

Our accreditation body, the Accreditation Council for Pharmacy Education (ACPE) strongly recommends that all schools of pharmacy in the United States structure their individual abilities based on outcomes detailed in the 2022 Curricular Outcomes and Entrustable Professional Activities (COEPA) document. The Nesbitt School of Pharmacy adopted these outcomes for full incorporation and measurement of all courses.

Educational Outcomes – Revised 2022

Educational Outcomes

Domain	Sub-Domain #	Sub-Domain	One Word Descriptor	Outcome Description
1 Knowledge	1.1	Scientific Thinking	Learner	Seek, analyze, integrate, and apply foundational knowledge of medications and pharmacy practice (biomedical; pharmaceutical; social, behavioral, administrative; and clinical sciences; drug classes; and digital health.
	2.1	Problem-solving Process	Problem-solver	Use problem solving and critical thinking skills, along with an innovative mindset, to address challenges and to promote positive change.

2 Skills	2.2	Communication	Communicator	Actively engage, listen, and communicate verbally, nonverbally, and in writing when interacting with or educating an individual, group, or organization.
	2.3	Cultural and Structural Humility	Ally	Mitigate health disparities by considering, recognizing, and navigating cultural and structural factors (e.g. social determinants of health, diversity, equity, inclusion, and accessibility) to improve access and health outcomes.
	2.4	Person-centered Care	Provider	Provide whole person care to individuals as the medication specialist using the Pharmacists' Patient Care Process
	2.5	Advocacy	Advocate	Promote the best interests of patients and/or the pharmacy profession within healthcare settings and at the community, state, or national level.
	2.6	Medication-use Process Stewardship	Steward	Optimize patient healthcare outcomes using human, financial, technological, and physical resources to improve the safety, efficacy, and environmental impact of medication use systems.
	2.7	Interprofessional Collaboration	Collaborator	Actively engage and contribute as a healthcare team member by demonstrating core interprofessional competencies.
	2.8	Population Health and Wellness	Promoter	Assess factors that influence the health and wellness of a population and develop strategies to address those factors.
	2.9	Leadership	Leader	Demonstrate the ability to influence and support the achievement of shared goals on a team, regardless of one's role.
	3 Attitudes	3.1	Self-awareness	Self-aware

	3.2	Professionalism	Professional	Exhibit attitudes and behaviors that embody a commitment to building and maintaining trust with patients, colleagues, other health care professionals, and society.
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Medina MS, Farland MZ, Conry JM, Culhane N, Kennedy DR, Lockman DK, Malcom DR, Mirzaian E, Vyas D, Stolte S, Steinkopf M, Ragucci KR. The AACP Academic Affairs Committee's Final 2022 Curricular Outcomes and Entrustable Professional Activities (COEPA) for Pharmacy Graduates to replace 2013 CAPE and 2016 EPAs. *Am J Pharm Educ.* 2023 Jul 7:100558. doi: 10.1016/j.ajpe.2023.100558. Epub ahead of print. PMID: 37423389.

School Of Pharmacy Elective Courses:

The School of Pharmacy requires all students to complete **8 - 12 credits** of electives in the program earned ***through a minimum of 4 courses***. With the *APPROVAL* of the student’s advisor, the student may select electives from courses offered by the School of Pharmacy or other departments in the University. These electives should be higher-level courses that will challenge students, increase personal/professional aptitude, explore personal interests, or lead them to a specific career path in pharmacy.

Students may receive credit for up to two elective courses (six credit hours) for approved elective classes successfully completed prior to acceptance into the professional program. Courses must not have been previously used to satisfy prerequisite or General Education requirements. Grades from these courses prior to the pharmacy program will not be included in the GPA. Students may also complete approved elective courses at other accredited colleges or universities while enrolled in the School of Pharmacy if the classes are designated as equivalent through transfer. Grades for these courses transferred in will be included in the internal pharmacy GPA but will not be recorded or reported in the official Wilkes University GPA. Wilkes University will only issue credit for accepted courses. A description of School of Pharmacy Elective Courses can be found in the current edition of the Wilkes University bulletins.

For students enrolled in the MBA program, up to 12 elective credits from the fall and spring semesters will be used. Pharmacy electives will be applied to the elective course requirements prior to MBA courses counting. MBA courses will be taken in the order they were completed during the fall and spring. Summer courses will not be included in the first twelve credits. An

exception to the use of summer courses would be for a student who withdraws from the MBA program. In that situation, the electives from the summer would be included. Up to 12 elective credits in the MBA program will have grades added in to their internal pharmacy GPA. This GPA will be used for Rho Chi, a pharmacy honor society, reporting and class rank reports. Students will be informed that the official GPA is what will be stated on their Wilkes professional transcript. The reason for this policy is that the MBA courses must remain on the graduate transcript for accreditation purposes and cannot be transferred to the professional pharmacy transcript.

Spanish Concentration for Pharmacy Students:

The Spanish Concentration for Pharmacy Students at Wilkes University is a collaborative effort between the School of Pharmacy and the College of Arts and Science. This specialty concentration is consistent with the university's mission of educating our students in a "multicultural world" and embracing the values of diversity and community. The concentration is designed to benefit existing students completing experiential and community service initiatives in Spanish-speaking communities and improve the marketability of our students for post graduate training and employment opportunities.

Since pharmacy students have 8-12 credits of electives, completion of the 18 credits required of a Spanish minor is challenging. The Spanish Concentration would include both didactic and experiential components (offered as a 2 week, 3 credit course or a 4 week, 6 credit course). All didactic courses involved in the concentration are within the Department of Global History and Languages. Required didactic courses to complete the Specialty concentration include: SP 203 or 204 (*Intermediate Spanish, 3 credits*), SP 205 (*Conversation, 3 credits*) and SP 211 (*Conversational Spanish for Health and Social Studies, 3 credits*) and study abroad in Spain or other designated experience upon approval by the Program Co-Directors. A total of four Self-Directed Introductory Pharmacy Practice Experience (SD-IPPE) hours must be completed while working with the Spanish community. Prerequisites identified in the bulletin will apply. Further information available at: <https://www.wilkes.edu/academics/nesbitt-school-of-pharmacy/dual-degrees-concentrations-and-minors/index.aspx>

Contact Dr. Malinowski at jennifer.malinowski@wilkes.edu, the Co-Director of the Spanish Concentration Program for the School of Pharmacy, if you have any questions.

Public Health Concentration for Pharmacy Students:

There are an increasing number of health care practitioners who are seeking public health credentialing. Due to the changing landscape of healthcare both locally and globally, the demand for public health professionals has significantly expanded in an effort to meet the needs of diverse populations. Public health initiatives prevent, identify, and intervene in a wide arena of public health settings. Components of public health are introduced in the current curriculum but do not meet the professional criteria for students who wish to pursue this discipline. Students must contact the coordinators of the concentration for enrollment and guidance to assure timely completion prior to graduation.

There are five courses, primarily delivered in a hybrid format (a total requirement of 15 credits). The fifth course is a public health independent research project. Information can be found at <https://www.wilkes.edu/academics/nesbitt-school-of-pharmacy/dual-degrees-concentrations-and-minors/index.aspx>

Please contact Dr. Mary McManus at mary.mcmanus@wilkes.edu or (570) 408-4273 for more information.

Cannabis Production and CBD Extraction Certificate Program

The certificate is designed to serve the needs of current pharmacy, biology and chemistry students, as well as those working in the industry who want to advance their careers. The cross-disciplinary nature of the certificate, featuring experts from pharmacy, biology and chemistry, provides you with a broad perspective on analytical methods and side effects of cannabis-derived compounds. Students will have access to cutting-edge facilities including growth chambers and greenhouses, as well as sophisticated equipment used for extractions and chemical analysis. Over two years, students will gain vital hands-on experience, which culminates in capstone research, demonstrating your knowledge of cannabis quality and safety. As legislation changes and medical and recreational use of cannabis increases, certificate completion will enhance students' employment opportunities and provide a competitive

advantage in this soon-to-be billion-dollar industry. To learn more go to: <https://www.wilkes.edu/cbdcert> or contact Dr. Marie Roke-Thomas at marie.roke@wilkes.edu

Joint PharmD / MBA Program:

The joint Doctor of Pharmacy/Master of Business Administration (PharmD/MBA) program at Wilkes University was designed to educate students to assume responsibilities as managers, administrators, consultants, and executives in health care systems. Students educated with this dual degree will possess a broad organizational overview to successfully control, lead, organize, and plan in a dynamic health care environment. The curriculum of the Doctor of Pharmacy degree combined with an MBA degree is designed to provide the student with an understanding of the major functional areas in health care organizations and to design strategic plans and policies to cope with the changing pharmaceutical and health care environments.

The School of Pharmacy, in conjunction with the MBA program at Wilkes University, has established an advising structure that allows students enrolled in the PharmD degree to simultaneously pursue an MBA degree. This has been accomplished with no curriculum modifications to either degree, but rather requires an intensive advising program for the student who wished to earn both degrees. A student must have a B.S. to enroll in the MBA program. For students with no previous Bachelor's degree, this is typically earned at the end of the P2 year contingent upon School and University requirements. In order to ensure that interested students receive the proper advising to complete both degrees in a timely manner, it is mandatory that students apply to the MBA program and meet with the Director of the MBA Program as early in the pharmacy curriculum. Please contact the Associate Director of Graduate Programs, Mr. Corey Moore (570) 408-5163 or corey.moore@wilkes.edu for more information.

Assessment:

Assessment is recognized as an essential tool in advancing student learning and experiences. To this end, the School of Pharmacy and Wilkes University implemented assessment activities and are committed to assessing student performance, curricular quality and student services. This shift in educational paradigms is not only a current trend in higher education but is also mandated by our accreditation agencies. ACPE has made assessment an integral part of its "Standards" by which it evaluates the strengths and weaknesses of pharmacy programs in this country. We, as an accredited pharmacy school in this country, must abide by and meet all

Standards set forth by ACPE. Students will be continuously evaluated on their competency in educational outcomes as listed in the revised Educational Outcomes-2022 document. The curriculum of the school and student services will be continuously assessed to provide the best education and services for our students. All faculty, staff, and students must be committed to the School's assessment efforts.

Academic Policies and Procedures

Academic Advising:

Faculty in the School of Pharmacy place a high value on academic advising and team building. All teams are assigned faculty advisors and P-2 student mentors during the P-1 term. In addition to student mentoring, the advisor helps students review transcripts to comply with all general elective courses, skill requirements, professional classes, and electives necessary to graduate from the University.

It is the responsibility of the Academic Advisor to:

- Orient students to their rights and responsibilities in the advising relationship.
- Regularly record significant discussions with students and place such records in the students' folders.
- Explain academic policies and procedures, especially curriculum requirements, to students.
- Post a minimum of 5 hour office hours per week and encourage students to utilize these times.
- Informally assess students' ongoing performance to make appropriate referrals to the learning resource center, the writing center, or tutors.
- Monitor advisees' academic progress through regular meetings, evaluating mid-term reports, final grades, and early notifications.
- Assist students in course selection during registration, especially for the selection of appropriate pharmacy elective courses.
- Review, and discuss, Continuing Professional Development student questionnaire results and goals.

It is the responsibility of the student to:

- Recognize that she/he HAS THE ULTIMATE RESPONSIBILITY TO ENSURE THAT ALL DEGREE REQUIREMENTS ARE MET.
- Meet with their team and individually for both academic and developmental advising.
- Seek advice from the advisor when academic problems or difficulties are experienced.
- Act on the advice given by the advisor.

- Notify the advisor when adding/dropping a course.
- Recognize that s/he cannot register for courses without advisor approval.
- Complete the Continuing Professional Development questionnaire and establish goals. The student is responsible to develop a plan to achieve the self-established goals.

Under the FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, academic information (grades, GPA, etc.) cannot be shared with the student's parents or other parties without the written consent of the student unless the parent asserts their rights if you are a dependent.

Graduation Requirements:

It is the student's responsibility to meet all graduation requirements, and it is expected that all students accepted into the Pharm.D. Program will meet regularly and frequently with their advisors to ensure timely progress toward completion of the Doctor of Pharmacy degree. Graduation is dependent upon successful completion of all required and elective course requirements in the School of Pharmacy (see Progression Requirements). Completion of all General Education Curriculum requirements mandated by Wilkes University for those who have not previously earned a bachelor's degree.

A student entering the Professional Program with an approved bachelor's degree is exempt from the University's General Education Requirements but is not exempt from the prerequisite requirements prescribed by the School of Pharmacy for entry into the Professional Program. Students applying from a non-US college or university must provide transcripts and independent evaluations from a designated agency of their academic courses. Even though the agency may credit the student with a bachelor's level degree, the School of Pharmacy will determine if the course work is sufficient in depth and breadth to satisfy the prerequisite courses. Students will be notified in writing of deficiencies in these courses.

All non-degree students entering the Professional Program are encouraged to complete the General Education curriculum requirements prior to beginning the Professional Program curriculum and especially before the completion of the second professional year (P-2). Students may be denied admission, or they must petition the Student Affairs Committee, if they are lacking more than 2 General Education/Skill requirements prior to admission into the P-1 year. ***There is limited room in the professional curriculum to fulfill general education requirements; therefore, it is necessary that students complete general education requirements outside of the professional curriculum.***

As a matter of record, non-degree students who have successfully completed the second professional year (P-2) in the School of Pharmacy and completed all General Education curriculum requirements will be awarded a generic Bachelor of Science degree. Earning this degree is a requirement for students who are pursuing the Pharm.D. and have not previously earned a bachelor's degree. The pass-through B.S. degree does not meet eligibility requirements for licensure as a pharmacist. It is intended to acknowledge the academic achievement of students completing four years of university level education.

Pharmacy licensure is governed by state law and requires graduation from an accredited school of pharmacy. Additional requirements/forms for licensure must be requested by the student from the State Board of Pharmacy in which licensure is sought. Licensure forms should be submitted to the Dean's Office in the Nesbitt School of Pharmacy.

Standards of Academic Performance Policies:

The Nesbitt School of Pharmacy's mission is to educate and prepare Doctor of Pharmacy graduates who will provide quality patient care in a wide range of health settings, in metropolitan and rural areas, and who will be leaders in the profession. Believing that knowledge, skills, and attitudes are the foundation for these abilities, the School requires that all Pharm.D. Students meet minimum standards for academic progression.

For the purpose of academic progression within the School of Pharmacy, grades from courses taken prior to the first day of class in the School of Pharmacy, or General Education courses, will not count towards the pharmacy cumulative GPA, professional graduation requirements, or awards. The exception to this statement is Medical Biochemistry (PHA/CHM 365) taken at Wilkes will be counted. This course will be transferred from the undergraduate transcript to the pharmacy transcript. **(However, students must meet all General Education requirements of Wilkes University in order to graduate, unless they enter the program with a bachelor's degree.)**

Students enrolled full-time in the professional program of the Nesbitt School of Pharmacy are expected to successfully complete the prescribed courses in the correct time and sequences as defined in the Wilkes University Bulletin. ***Students who fail to meet academic expectations are referred to the Committee on Progression and Professionalism (CoPP) for guidance and adjudication of academic and disciplinary actions.***

Grade Replacement Policy:

The Nesbitt School of Pharmacy (NSoP) does not replace grades for courses in which a 2.0 or higher passing grade has been earned. If the first time taking a course results in a passing grade of 2.0 or higher, this grade will be used to calculate prerequisite and overall GPA for all purposes in the NSoP. This policy applies to the pre-professional and professional programs.

Substandard Course Grades:

The course syllabus identifies the minimum passing grade required to successfully complete the course. The remediation policies are described below.

Remediation:

The course syllabus identifies if remediation, or repeating a course, outside of the traditional semester schedule is available for that individual course. Course content must first be approved by the course coordinator(s). A maximum of one course may be remediated per academic year. If the course is approved by the course coordinator and the CoPP, the student may take the course outside of the traditional semester schedule. If not approved, or not available, the student will be required to repeat the course during the next offering at Wilkes University. A student may submit a written appeal to the Chair of CoPP to take up to two courses under extenuating circumstances with an understanding that this will likely result in delayed experiential courses and graduation. The appeal will be presented to CoPP for review and the student may be requested to appear before the committee.

The student must repeat the remediated course at Wilkes University or an approved course at a non-Wilkes institution. To obtain approval of a non-Wilkes course, the student must:

- Present a current syllabus at least two weeks prior to the start of the outside course class for approval by the applicable Wilkes course coordinator(s) and the ADAA. At a minimum, the course must have the same number of credits or greater than the Wilkes course.
- Following approval by the course coordinator, the CoPP will vote to allow the student to take the course; the action decision will be provided in an academic status letter notification.

- Following successful completion of the approved course, **a grade of 2.0 will be noted on the academic transcript.** Courses remediated with an original grade under a 2.0 at Wilkes University will show the new grade earned and the previous zero will be excluded from GPA calculations.
- The original grade of zero will count toward the total cumulative number of courses below a 2.0.

Academic Standing:

Students who fail to meet academic progression requirements in the professional program are placed on academic probation by the CoPP. Students on academic probation will be requested to participate in academic counseling through the Office of Academic Success and/or enroll in a remedial program of study. Regular meetings with course instructor(s) and/or Rho Chi tutoring is also highly recommended. In more severe cases, students may be suspended or dismissed according to the policies described in subsequent sections. The Associate Dean of Academic Affairs of the Nesbitt School of Pharmacy notifies electronically in writing such action to the student. The actions taken in these matters are not to be viewed as punitive, but as a recognition that it is unrealistic for a student to continue in a course of study where there is little probability of success.

Academic Probation

Academic Probation is usually the initial action taken against a student failing to make satisfactory academic progress. Depending on the nature of the academic deficiencies and the overall academic record, a student placed on academic probation may not be permitted to continue in the regular sequence of the professional curriculum.

A student will be placed on academic probation for:

- a) Failure to earn a minimum 2.00 GPA in any semester in the professional curriculum.
- b) Failure to maintain a minimum 2.00 GPA cumulative in the professional curriculum.
- c) Earning a grade less than 2.00 in 3 PHA/PHS courses during the professional program
- d) Failing (grade of “0”) PHA/PHS courses.

A student placed on academic probation for violations of semester and/or overall GPA requirements will be given a specified time limit by the CoPP to correct deficiencies. The CoPP will review the student's record at the end of the term of probation.

- a) If the semester and/or cumulative GPA for that semester improve to 2.00 or above, the student will be released from academic probation.
- b) If the semester and/or cumulative GPA do not improve to 2.00 or above, the student will remain on academic probation.
- c) A student remaining on academic probation for two or more consecutive semesters will be subject to academic suspension or academic dismissal.

Students who earn <2.0 in one or two courses may be required to meet with the CoPP. A student placed on academic probation for earning a grade less than 2.00 in 3 required or professional elective courses will be given a maximum of two consecutive semesters to correct deficiencies or in a time frame approved by the CoPP.

- a) Under guidance from advisors, students must formulate an academic plan to progress to the next academic year and retake courses in the professional program during subsequent semesters. The course must be repeated with the minimum passing grade needed for the applicable Wilkes course.
- b) The student (with advisor guidance) must present the academic plan to the CoPP for approval. The original zero for the course still remains in the total cumulative count of failed courses.
- c) Class time and course conflicts must be avoided when planning to retake courses.
- d) The CoPP or academic advisors may restrict the number of credits or place additional restrictions such as participation in extracurricular activities. These sanctions may lengthen the time required to complete the program.
- e) If the CoPP does not approve the academic plan, the student will not progress in the curriculum, and the student will be placed on academic suspension from the professional program.

A student placed on academic probation for failing courses in the professional curriculum:

- a) A student placed on academic probation for failing (grade of “0”) a required or elective professional course will be provided the timeframe approved by the CoPP, to repeat the failed course with at least a 2.0 elsewhere. If the student fails an elective course, the student may choose the same or another approved elective to repeat.
- b) The original grade of “0” will still be counted toward the number of cumulative courses below a “0”. See the “Remediation” section above regarding grades.
- c) Failure to repeat the course within the prescribed time and earn a minimum grade of a 2.0 will result in academic suspension from the School of Pharmacy, with conditions detailed below.
- d) Failing (grade of “0”) the same course in the professional curriculum twice will result in academic dismissal, with conditions detailed below.

Academic Suspension

Academic Suspension from the normal course progression occurs when a student has academic deficiencies during a period of academic probation defined by:

- 1) Has continued or additional academic deficiencies during a period of ***academic probation***.
- 2) Earning a grade less than a 2.0 in 4 or more courses in the Professional Program.
- 3) Persistent academic deficiencies that preclude continuation in a normal program of study, but may be expected to complete the requirements for the degree under a modified program of study with or without remedial courses.
- 4) Receiving a failing course grade in a professional prerequisite course that prevents progression into other required courses.
- 5) A student’s complete record, including non-academic standing, will be considered.

A student on academic suspension will not be allowed to progress in the normal course of study. Students are not permitted to take any PHA/PHS didactic/experiential courses while on suspension. The exception to this rule is that students may take courses in the Cannabis Production and CBD Extraction Certificate since it is not required to be a pharmacy student. Students should consult with the Financial Aid Office to understand how their financial aid might be affected. The CoPP will specify the length of time of the suspension, remediation work required for reinstatement, and the program of study required upon reinstatement.

This situation indicates a deficiency in comprehending course content or a deficiency in prioritizing study/work/social times. This academic deficiency cannot be overcome by concurrently repeating courses in the normal progression, and therefore, the student will be placed on academic suspension from the School of Pharmacy. A failing grade in a course designated as a prerequisite course for other courses in the curriculum will prevent the student from progressing in the professional curriculum. Under guidance from advisors, students must formulate an academic plan to progress to the next academic year and retake courses in the professional program during subsequent semesters. Refer back to the remediation policy section for more details.

Academic Dismissal

Academic dismissal from the School of Pharmacy may be recommended by the CoPP if a student:

1. Fails to make satisfactory academic progress during a period of academic probation, or academic suspension.
2. Have academic deficiencies that preclude continuation in the prescribed program of study, and may not reasonably be expected to complete the requirements for the degree.
3. Fails a required professional course more than once.
4. Earns a grade less than a 2.0 in 5 or more courses in the Professional Program.
5. Accumulates a cumulative GPA deficiency that precludes the possibility of completing the degree.
6. Fails to meet Technical Standards
7. A student's complete record, including non-academic standing, will be considered.

Dismissal

Students are dismissed from the Nesbitt School of Pharmacy by a majority vote of the CoPP. Students dismissed from the School of Pharmacy may seek re-entry into the program by applying to the Student Affairs Committee (SAC) for readmission at the time frame indicated by the Committee on Progression and Professionalism (CoPP). The SAC will consider readmission to the program based on information presented by the student citing reasons for past performance and what changes in home life, lifestyle, study habits, or other circumstances will lead to future positive academic experiences.

Experiential Education Failure Policies

Experiential Education Failure Policy (IPPE):

If an Introductory Pharmacy Practice Experience (IPPE) course is failed for any reason, the CoPP, in consultation with the Associate Dean of Experiential Education, will determine when the IPPE may be repeated. The Associate Dean of Experiential Education will consult with the involved course coordinator(s) for the IPPE prior to providing input to the CoPP. At a minimum, the nature of the failure, timing of the failure relative to other scheduled IPPEs, and content of those IPPEs will be considered in determining if the student may progress/continue with other IPPEs prior to repeating the failed rotation. All IPPEs must be successfully passed prior to beginning APPEs; failure of a P3 IPPE will likely delay progression. Even with a single failure in IPPE, progression may be suspended or dismissed in extreme cases (e.g. patient safety is in question, a law may have been broken or with egregious unprofessionalism) based on the decision of the CoPP. The student will automatically and immediately be removed from the scheduled progression and evaluated for dismissal and/or additional remediation if the following situation occurs:

- Two IPPE's are failed, whether consecutively or not.
- Two individual IPPE rotations within any IPPE course are failed, whether consecutively or not.

Any IPPE failure may also impact progression in the didactic curriculum, subject to documented prerequisites of the didactic courses.

Experiential Education Failure Policy (APPE):

If an Advanced Pharmacy Practice Experience (APPE) is failed for any reason, the SAC and/or CoPP, in consultation with the Associate Dean of Experiential Programs, will determine when and where the APPE may be repeated. In most cases of a single failure in APPE, the student may progress to the other regularly-scheduled APPEs. Even with a single failure, APPE progression may be suspended or dismissed in extreme cases (e.g. patient safety is in question, a law may have been broken or with egregious unprofessionalism) based on the decision of the SAC and/or CoPP. The student will automatically and immediately be removed from the scheduled progression and evaluated for dismissal and/or additional remediation if the following situation occurs:

- Two APPE's are failed, whether consecutively or not.

Students must be aware that APPE failure(s) will likely result in changes to the rotation schedule, and that graduation may be delayed.

The CoPP may recommend student support services be utilized for students failing experiential APPE rotations. A referral to Health Services for counseling or Office of Academic Success for academic support may be recommended. In some cases, the Associate Dean of Experiential Education and CoPP may identify an individual or a team to provide additional individualized support to the student's success. This team may include preceptors who have experience with the student, the student's academic advisor, and/or the Chair of Pharmacy Practice or specific faculty members. Areas contributing to the lack of success will be identified, and methods to remediate and improve these areas will be suggested; benchmarks that must be achieved in order to progress in scheduled experiential rotations may be documented. Methods may be preceptor- and faculty-supported, however student self-learning and self-practicing will be the primary improvement force.

Review of Student Academic Records:

At the end of each academic semester, the Associate Dean of Admissions and Student Affairs will review the academic performance (i.e. GPA) and completion of courses (i.e. electives and required courses) of all students enrolled in the Nesbitt School of Pharmacy. The Associate Dean of Admissions and Student Affairs will share pertinent information with advisors, on an annual basis, and the Associate Dean of Academic Affairs. Situations that require a more time sensitive review of academic performance (i.e. decisions on progression, academic advising, etc), faculty, NSoP Student Affairs personnel or the chair of CoPP can review a student's academic performance in Degree Works or by contacting the Office of the Registrar for a copy of the transcript. This supportive role of the ADASA does not replace the advisor or student responsibilities. Students should review their unofficial transcript through the Wilkes University portal or Degree Works to review progress towards requirements and course grades. Students are ultimately responsible for ensuring that all requirements are met. Student and advisor responsibilities are outlined above in the Academic Advising section of the handbook.

Appeal Policies

Appeals

Any student in the School of Pharmacy has the opportunity to appeal a decision made by the CoPP or SAC. The Associate Dean of Admissions and Student Affairs must receive written confirmation of a student's intent to appeal within seven business days after receipt of the notification letter. A written petition must be presented containing the specific waiver requested, a description of any extenuating circumstances intended to justify granting the waiver, and a proposed course of study and/or conditions for consideration should the waiver be granted. Students wanting to appeal must appear before the committee. The committee will render a decision and reply to the student within seven business days, unless additional information is needed to complete the decision. Notification of the time extension will be forwarded to the student. The decision of the committee after the initial appeal process may be further appealed to the Dean of the School of Pharmacy. If a personal conflict exists, the appeal will be reviewed by the Dean of the College of Health and Science.

Appeal of Grade Procedure:

This policy applies to appealing a course grade. Grades themselves are not generally grievable. More often students challenge grades based on a deviation from course policy or grading practices outlined in the course syllabus. Exams must be reviewed during the time period outlined in the course syllabus. The deadlines published in the Wilkes University Student Graduate Bulletin apply to the appeal process. The course appeal must be made by the end of the fourth week of the subsequent semester. Students are encouraged to submit an appeal earlier if the course is part of a sequence. They should also notify the Associate Dean of Admissions and Student Affairs in the Nesbitt School of Pharmacy (NSoP) of their intention to appeal.

Students who have a clear and justifiable grievance with reference to a grade have the right to appeal the grade through the following process:

1. The student is encouraged to first seek resolution with the instructor(s). The student may choose to involve the course coordinator if it is a team taught course. This resolution process should be a time for both the student and instructor(s) to calmly discuss the discrepancy in grade. The student will prepare a written letter or email to the faculty member describing the reason for the appeal of the grade. The instructor(s) will respond in writing to this appeal. Both the student and faculty member will provide copies to the Associate Dean of Admissions and Student Affairs for the NSoP for inclusion in the student's file. If a

resolution to the situation is reached, the instructor(s) has the authority to remedy the situation as needed.

2. If a resolution to the matter is not reached, the student may contact the faculty member's chairperson(s) to discuss the situation. The student should submit all documentation involved in the original appeal to the chairperson(s). It is expected that the chairperson(s) will consult with the faculty member in an effort to resolve the dispute. The chairperson may involve others in discussion to assess the situation. The chairperson should independently review the situation and render a decision. The department chair will provide a written summary to the student and to the Associate Dean of Admissions and Student Affairs of the NSoP for inclusion in the student's file. If a resolution to the situation is reached, the instructor(s) has the authority to remedy the situation as needed.
 - If the faculty member is the chairperson of a department or the student's academic advisor, the student may skip this step and go directly to the Dean of the NSoP. If a personal conflict exists, the appeal will bypass the Dean of NSoP and go to the Dean of the College of Health and Education. It is expected that the Dean will consult with the chairperson/instructor in an effort to resolve the dispute. If a resolution to the situation is reached, the instructor(s) has the authority to remedy the situation as needed.
3. If the grievance is still not resolved, the student may appeal to the Dean of the NSoP. If a personal conflict exists, the appeal will bypass the Dean of NSoP and go to the Dean of the College of Health and Education. The appeal must be made by the end of the fourth week of the ensuing fall or spring semester. The Dean will consult with the Department Chairperson/Director and will establish an Appeal Committee of three faculty members - at least two of whom shall be from the department of the faculty member concerned, if possible. A Committee Chairperson will be appointed by the Dean. The Committee Chairperson will notify the faculty member of the appeal and the composition of the Committee.
4. The Appeal Committee will review the student's complaint, interview the faculty member, and study the evidence presented by both parties. If necessary, the Committee may interview the student, other students or faculty in its efforts to determine the facts.
5. The Committee will make a report to the Dean in which it reviews the issues and recommends a solution. In most cases this will be a recommendation to uphold the grade awarded by the instructor or to alter the grade that the student received. In some cases, the recommendation may be to present the student with other alternatives such as the completion of additional work before a final grade is determined.

6. The Dean, after consultation with the Provost, will inform the faculty member and the student of the recommendations of the Appeal Committee and will take the steps that are necessary to implement the recommendations.

Non-Academic Behavior

A student may be placed on probation, suspension, or dismissed for non-academic behaviors. Probation, suspension or dismissal from the Nesbitt School of Pharmacy may be recommended by a majority vote of CoPP. Students are expected to adhere to the University's Student Code of Conduct and the NSoP code of conduct as a student enrolled in a professional program. Examples of non-academic behaviors that violate the NSoP student code of conduct include, but are not limited to, violations of professionalism policy, social media guidelines, experiential manuals, professional behavior outlined in course syllabi, behavior not aligned with the Oath of a Pharmacist and Code of Ethics. A formal letter will be provided by the Associate Dean of Admissions and Student Affairs outlining the outcome and consequences of the meeting. Students dismissed from the School of Pharmacy may seek re-entry into the program by applying to the SAC for readmission in the timeline identified by the committee.

Professionalism Statement

Professionalism is demonstrated by a student who:

- communicates effectively – uses appropriate verbal & non-verbal communication including but not limited to emails, body language, and tone of voice communication while accurately and appropriately engaging in dialogue and discussion.
- is responsible – consistently meets deadlines and attends scheduled classes at designated times in appropriate attire. If a task is left incomplete or a problem is not resolved, the student seeks aid.
- is ethical – in behavior within and outside of class including presence on social media (see School of Pharmacy Handbook for specific statements).
- is committed to professional growth – able to give and receive fair, reasonable and constructive criticism void of malicious intent. Included in these attributes, the student is reliable, dependable, and accountable for one's actions

- is respectful and diplomatic – demonstrates regard for self, standardized patients, peers, faculty, staff and university property. The student is fair and tactful in all dealings with patients, peers, faculty and staff.
- is empathetic and non-judgemental – demonstrates appreciation of others’ positions; attempts to identify with others’ perspectives; demonstrates consideration towards others and cooperates with others with an open mind.
- is versatile – remains calm, level headed, and composed in critical, stressful or difficult situations. The student is open to all experiences.
- is an active learner – seeks knowledge; asks questions, searches for information, takes responsibility for own learning. The student is self-directed in undertaking tasks, self-motivated.
- leads by example – acts & communicates in a self-assured and confident manner, yet with modesty and humility.

Lack of respect for other students, professors or staff as demonstrated by comments, tone of voice, or disruptive behavior or absenteeism will not be tolerated. Everyone has a right to be heard and should be able to express their constructive comments without ridicule. When expressing opinions etc. “I” phrases should be used. Additionally, there is to be no disruptive eating in the classroom. Students who violate the professionalism policy can be dismissed from class. Re-entry into the class (including taking exams or quizzes) can only occur after the student writes an essay on professionalism and civility; the essay must be deemed acceptable by the instructor(s).

School of Pharmacy Early Notification Policy

The School of Pharmacy has a pro- and interactive environment between students, instructors, advisors, and the Student Affairs team in regards to early intervention on students’ progress and behavior. This will allow advisors to interact with students earlier to prevent the escalation of serious academic or behavioral infractions. It will also provide a repository for documentation of instances available to all current and future faculty through the advisor and the Student Affairs Office.

This notification policy is intended to keep all interested parties informed of student issues. This is especially true to provide “longitudinal” communication between instructors, advisors, and the Associate Dean of Admissions and Student Affairs

throughout the curriculum. The preferred mode of communication for documentation of instances should be through the pharmacy version of the University sponsored Early Alert System.

- The faculty/instructor must utilize the Pharmacy Early Alert system. This will automatically notify the advisor, the Associate Dean of Admissions and Student Affairs, and the Assistant to the Dean for the School of Pharmacy regarding incidents described below. For student athletes, coaches will also be notified of any early alerts generated in the system.
- For more serious / urgent infractions such as cheating/plagiarism, perceived impairment, and threatening behavior the faculty/instructor should refer the incident to the appropriate resource noted in the corresponding sections below promptly depending on the nature of the situation.
- The advisor must discuss the issue and assist the student in developing an improvement/correction plan and recommend appropriate School of Pharmacy and University support resources that may help the student.
 - For first-time instances, the advisor may choose to discuss the situation with the student via email (except in cases of cheating/plagiarism or threatening behavior). This situation may require further action by the Committee on Progression and Professionalism.
 - If the instructor or preceptor indicates that they have addressed the behavior, the advisor may forego a meeting and note the early alert in the student's record. However, if there is a pattern of unacceptable behavior (i.e. more than one alert of concerning behavior(s).), the advisor must then meet with the student to discuss the concern as described above.
- The discussion with the student will be summarized by the advisor in a response via the early alert system. The advisor will use best judgment when the student requests confidentiality of the matter.

Instances requiring intervention:

- Behavior: Any non-academic behavior not conforming to the guidelines set forth in the School of Pharmacy Student Handbook should be reported as described above. Examples of such behavior include, but are not limited to:
 - Classroom or experiential site tardiness,
 - Breaches of social media civility,
 - Failure to meet prescribed deadlines requested by faculty/instructors, the Office of Experiential Education, or the Dean's Office,
 - Disruptive behavior,
 - Behavior not consistent with the Wilkes NSoP code of conduct and professionalism policies, as outlined in course syllabi and the student handbook,

- o Behavior that is deemed to pose a danger or threat to another student, the class, or themselves must be reported to Public Safety immediately (x4999) or 911 and follow-up with a student affairs team member as soon as feasible.
- Absences: All faculty/instructors must have an attendance policy stated in their course syllabus. All students should follow the excused absence policy for events they are aware of in advance (i.e. conferences, weddings, other personal or professional events). Patterns of repeated requests for absences from exams will be tracked and addressed. Coordinators should initiate an early alert for each absence request for an exam, whether excused or unexcused, anticipated or unanticipated. Also, if repeated instances of class absences are observed, faculty should use the early alert system to report.
- Perceived impairment: Students observed (gross motor skills, smell, or confused behavior) to be under the influence of alcohol or other drugs must be reported to the Associate Dean of Admissions and Student Affairs of the School of Pharmacy. If the situation is severe, the behavior becomes violent or there is the possibility of the student becoming unconscious, the faculty/instructor must notify Public Safety or 911
 - o Students displaying any signs of impairment or reported to be misusing substances are to be reported to the Associate Dean of Admissions and Student Affairs and will be referred to the Physicians' Health Program (PHP) for an evaluation. The faculty liaison to the PHP and Associate Dean of Admissions and Student Affairs will serve as the primary contacts within the NSoP.
- Academic: All instances of substandard (less than 2.0 or the % representing a 2.0) performance on individual tests, final recorded quiz grade less than a 70% on more than one occasion (including missed or requests to take quizzes late), presentations, and other assignments must be reported (as described) within the Early Alert file, immediately after assignments are returned. The faculty/instructor may also choose to intervene and discuss the situation with the student. This will allow rapid notification or intervention by the advisor to assist and support the student in developing an improvement plan. These suggestions may include, but are not limited to: discuss outside pressures or responsibilities that may detract the student, suggest additional interaction with the faculty/instructor to better understand the material, request a Rho Chi tutor, and seek the opinion of University Counselors or others regarding learning issues.
 - o Further actions may be requested by a faculty member, the advisor, the chair of the Committee on Progression and Professionalism, the Associate Dean of Admissions and Student Affairs and/or Academic Affairs.
- Cheating/plagiarism: All instances of cheating/plagiarism will be referred to the advisor and to the chair of the Committee on Progression and Professionalism (CoPP),

and the Associate Dean of Academic Affairs. The student will be required to appear before the Committee on Progression and Professionalism and may be sanctioned as defined in the School of Pharmacy Student Handbook. For exceptionally egregious instances, the student may be referred to University Student Affairs for additional disciplinary actions.

This policy does not preclude the Committee on Progression and Professionalism from bringing in a student for a reason deemed appropriate by the committee.

The School of Pharmacy Honor Code, Academic Honesty, and Plagiarism

(The following includes information obtained from the 2024-2025 Wilkes University Bulletin and the 2024-2025 Wilkes Student Handbook. Every student will be held accountable to these standards)

You have entered the profession of pharmacy, and you have taken the *Oath of a Pharmacist* (printed on the inside back cover). Central to this Oath is the statement: “*I will maintain the highest standards of moral and ethical conduct.*” The basis for this statement is upholding moral principles throughout your entire pharmacy career, including the educational process. *Moral and ethical conduct* precludes cheating, plagiarism and any acts of dishonesty; these acts will not be tolerated in the School of Pharmacy, in accordance with guidelines set forth in the School of Pharmacy Honesty Code and described in the Wilkes University Student Handbook.

The Student Honor Code at the School of Pharmacy at Wilkes University was established by the Student Honor Code Committee to allow all students the opportunity to learn in an environment fostering the highest level of moral and ethical principles that will be applied to their profession. The School of Pharmacy Student Senate adopted this Honor Code, and all students will uphold this Code. The Honor Code, through the Associate Dean of Admissions and Student Affairs, and Academic Affairs, will function in fulfilling the following goals:

- To inform all students in the school about the honor code and to emphasize full compliance with its purposes.
- To encourage students to use the Associate Dean of Academic Affairs as a medium for reports of honor code violations or related concerns.
- To serve as a liaison to faculty members regarding the honor code and its purposes.

Every student must sign the Honor Code Agreement prior to beginning classes in the School of Pharmacy at Wilkes University and all students must sign the Honor Code Agreement every year in the School of Pharmacy. In addition, faculty may require signing a statement on

exams or assignments to abide by the rules set forth in the Honor Code agreement. Each student is responsible to uphold the Honor Code and enforce it amongst his or her peers.

The statement reads:

I, the undersigned, understand that during my tenure as a student at the School of Pharmacy at Wilkes University I am obligated to behave and act in a professional manner complying to, but not limited to, the rules and regulations outlined in the School of Pharmacy at Wilkes University Student Honor Code:

“On my honor, I pledge that I will not violate the provisions of the School of Pharmacy at Wilkes University Student Honor Code.”

I understand all of my responsibilities as outlined in the School of Pharmacy at Wilkes University Student Honor Code, and I will, to the best of my ability, comply with those responsibilities.

The following are among the forms of academic dishonesty to which the Honor Code will apply and disciplinary sanctions that may be invoked.

Cheating

Cheating is defined as, but not limited to, the act of using or attempting to use, in examinations or other academic work, material, information, study aids, or material supplied, which are not permitted by the instructor. Examples of cheating include, but are not limited to:

- Use of books, notes, or other materials during an examination or quiz, unless permission is expressly stated by the instructor in the syllabus or at the beginning of the test.
- Copying other work or unauthorized cooperation during assignments or during an examination; this includes collusion. (Collusion is defined as entering into a secret agreement or cooperation for an illegal or deceitful purpose.)
- Acquiring, having possession of, or providing to others, examinations or other course materials unauthorized by or prohibited by the instructor.
- Taking an examination for another person or arranging for someone else to take an examination for you.
- Falsifying or fabricating the need for extension on any assignments including papers or make-up exams.
- Using artificial intelligence where students are expected to demonstrate their own understanding or skills
- Use of an unauthorized electronic device during exams and quizzes

Plagiarism

Plagiarism is defined in the Wilkes University 2024-2025 Student Handbook as “*The use of another’s ideas, programs, or words without proper acknowledgment.*” Academic writing assignments that require the use of outside sources generally are not intended to teach students to assemble a collection of ideas and quotes, but rather to synthesize the ideas they find elsewhere

in order to construct new knowledge for themselves. The process requires a higher level of thinking than some students may have been trained to engage in, and inexperienced writers may be tempted to copy wording since they may not have the skills to improve or restate the issues.

Students are responsible for providing original work in their courses without plagiarizing. A writer who fails to give appropriate acknowledgement (i.e. citation) when repeating another's wording or particularly apt term, paraphrasing another's argument, or presenting another's line of thinking is guilty of plagiarism. Plagiarism is a serious issue that violates most people's sense of property rights, honest representation, and fairness.

Examples of plagiarism include, but are not limited to:

- Use of purchased essays, reports or other written or electronic material for submission as assignments, including submissions of work originally done by someone else.
- Submission of the same work in more than one course.
- Copying or borrowing from published, copyrighted works, or printed materials whether material is taken verbatim or with minor alterations, without proper acknowledgment.
- Copying or presenting material from instructors, including but not limited to, notes, handouts, electronic presentations or other forms of lecture material without approval or properly citing the source.
- Unauthorized use of AI/machine learning software, products, or services to complete an assignment, project, or paper.

Sanctions

The instructor of the course is responsible for initiating investigation of each suspected incident of academic dishonesty. The severity of sanctions will be evaluated by the instructor (or in the case of experiential courses, the course coordinator) and determined by the circumstances and the nature of the act. The academic sanctions imposed are the purview of the instructor. The instructor/experiential course coordinator must notify the Associate Dean of Academic Affairs of all acts of academic dishonesty for which academic sanctions were imposed. The Associate Dean of Academic Affairs will confer with the instructor/experiential course coordinator to determine if disciplinary actions above and beyond academic sanctions will be brought before the Committee on Progression and Professionalism. If no disciplinary action will be imposed, the Associate Dean of Academic Affairs will maintain a confidential record of the matter. This record will remain in the student file until graduation and will only be presented to the

Committee on Progression and Professionalism if the student displays subsequent acts of academic dishonesty.

The instructor/experiential course coordinator has the authority to impose sanctions on students involved in incidents of academic dishonesty to include:

- Requiring resubmission of work with imposition of previous or more rigorous grading criteria on the resubmitted assignments.
- Assigning a failing grade on the exam or assignment. This individual grade may affect the progression of the student in the school of pharmacy.
- Failing the student for the course (grade of “0”). This individual grade may affect the progression of the student in the School of Pharmacy.

If the instructor or experiential course coordinator feels the incident is a significant breach of academic honesty, the Associate Dean of Academic Affairs for the School of Pharmacy will present the case to the Committee on Progression and Professionalism to impose disciplinary actions. The committee may impose the following disciplinary actions against the student, in addition to academic sanctions imposed by the instructor:

- The Associate Dean of Academic Affairs, based on the recommendation of the CoPP, may present an oral reprimand to the student about academic dishonesty. No entry will be made on the student's permanent record (transcript).
- The Associate Dean of Academic Affairs, based on the recommendation of the CoPP may place a written censure in the student's academic file, but no entry will be made on the student's permanent record (transcript).
- The Associate Dean of Academic Affairs, based on the recommendation of the CoPP, may prevent the progression of the student in the School of Pharmacy for a specified term, i.e., suspension from the School of Pharmacy. The student will not be permitted to take any class offered through the School of Pharmacy. A student's scholastic record would read: "Non-academic suspension from the School of Pharmacy from (date) to (date)."
- The Associate Dean of Academic Affairs, based on the recommendation of the Committee on Progression and Professionalism, may confer with the Dean of Students and recommend suspension from Wilkes University for a specific time. At this point, the Dean of Students will advise the student of due process and the involvement of the Wilkes University Student Government. A student's scholastic record would read: "Non-academic suspension from Wilkes University from (date) to (date)."
- The Associate Dean of Academic Affairs, based on the recommendation of the Curriculum on Progression, may confer with the Dean of Students and recommend permanent expulsion from the University. At this point, the Dean of Students will advise the student of due process and the involvement of the Wilkes University Student Government. A student's scholastic record would read: "Non-academic expulsion from Wilkes University”.

For all matters in which disciplinary action is taken, the student shall be informed of the recommendation of the Committee on Progression and Professionalism and the student will be allowed to present an appeal to the Dean of the School of Pharmacy before final disposition.

The appeal of an incident involving academic dishonesty will follow the grade appeal policy outlined above or the appeal of a NSoP Committee decision as outlined under Appeals Policies in this NSoP Handbook.

Standards of Conduct

Development of Professional Identity

School of Pharmacy students are entering the profession of pharmacy. According to the definition of the term, those belonging to a “profession” acknowledge criteria and characteristics that distinguish them from other occupations. In general, a profession:

- Practices a defined calling.
- Subscribes to an organized body of knowledge and principles.
- Meets recognized standards of training and competency.
- Instills that workers must meet standards of quality and conduct.
- Deems satisfaction of work as equal to monetary value.
- May require a specialized license to practice.
- Claims and produces a recognized image and product.

As future members of the profession of pharmacy, students should acquire, build and maintain a professional conduct and identity based on high levels of integrity, ethical behavior, honesty and fairness. Students will be viewed as professionals and, therefore, should adopt appropriate dress and personal hygiene standards, exhibit appropriate demeanor and practice punctuality and civility. Adherence to these principles will strengthen the development and understanding of professionalism between the student, practitioner, faculty, and society.

School of Pharmacy students should adhere to the “Pledge of Professionalism,” as directed by the American Pharmacists Association Academy of Students in Pharmacy and the American Association of Colleges of Pharmacy Council of Deans Task Force on professionalism:

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

- FOSTER professional competency through life-long learning, and strive for high ideals, teamwork, and unity within the profession in order to provide optimal patient care.
- SUPPORT professional colleagues by actively encouraging personal commitment to the Oath of a Pharmacist and code of ethics for Pharmacists as set forth by the profession.
- DEDICATE their lives and practice to excellence. This will require an ongoing reassessment of personal and professional values.
- MAINTAIN the highest ideals and professional attributes to insure and facilitate the covenantal relationship required of the pharmaceutical caregiver.

Patient Confidentiality

During the course of experiential assignments, students may be party to a variety of patient information. This access will be solely for enhancing the students' knowledge and understanding of disease/disorder processes and correlating that information with pharmaceutical care. Such information will be shared with students only on a "need to know" basis and students must maintain this information in strict confidence. Students are expected to adhere to the Confidentiality Policies instituted by the individual practice settings. Any disclosure of patient information by a Nesbitt School of Pharmacy student will be reported by the Associate Dean of Admissions and Committee on Progression and Professionalism and may result in disciplinary actions. The student may also be subject to actions brought against him/her by the patient for any breach of confidence, as allowed by state and federal laws, without support from the Nesbitt School of Pharmacy and Wilkes University.

Classroom, Laboratory, Team Protocol

The classroom, laboratory, Pharmacy Area for Collaboration (PAC), and case conference rooms are environments for teaching and active learning between faculty and students.

Calculators

Students are required to possess a basic scientific non-programmable, non-graphing calculator that is capable of solving base-10 and natural log functions. These calculators may be required for examinations in some classes and specific criteria for calculator usage will be documented in course syllabi.

Behavior

Students are expected to maintain professional standards and promote a positive learning experience in these settings. Students will refrain from behavior that can be regarded as

rude, disruptive, uncivilized or detrimental to the rights of other students or faculty to receive or conduct a positive learning experience. Students represent Wilkes University, as well as the School of Pharmacy. Inappropriate behavior outside of the class and off campus **will be reported to the Committee on Progression and Professionalism for disciplinary action.**

Social Media

Platforms such as *FACEBOOK, THREADS, X, SNAPCHAT, INSTAGRAM, TIKTOK* and blogging are popular methods of communication currently being utilized by our students. The School of Pharmacy recognizes that these social media websites and applications are an important and timely means of communication. By identifying their affiliation with the Nesbitt School of Pharmacy and Wilkes University, student pharmacists create perceptions about the School, University and the profession of pharmacy. Therefore, they must assure that all public content is consistent with the values and professional standards of the School and the profession. In order to set a standard of quality for these social media platforms, we ask that you adhere to the following guidelines:

1. Respect copyright and disclosure law.
 - a. Copyright laws are set in place for a reason. Not only does breaking copyright reflect poorly on yourself, it will also create a negative feeling towards the association with the School and University. Be original and creative and make sure you cite any material that you do not have ownership over.
2. Think before you speak
 - a. Step away from your phone when a situation upsets you, going straight to social media can lead to impulsive posts that are permanently on the internet, consider leaving your phone in a safe space.
 - b. Only publicly share content that adds value and positivity to your life and community. If you plan to post something that does not meet those criteria, make sure it is protected or private.
 - c. It is vital to be conscious of your audience, even those people who you never intend to be the audience. Virtually anybody has access to what is posted online, and nothing is ever “deleted” completely. Don’t post anything you would not feel comfortable sharing with future employers or patients.
3. Be respectful
 - a. Act with respect. Respect for your friends, your co-workers, bosses, teachers, peers and especially yourself. Sometimes what you may think is funny or is meant

to be purely satirical, is inappropriate and/or hurtful. Not everyone thinks the same as you do. Not everyone thinks what you say is funny. Be aware that others may not interpret something the way you had originally intended, and this can lead to a problematic situation. Right or wrong, another person's opinions of you might come just from what you post on social media.

- b. Always remember that what you say affects other people. Your opinions may be acceptable to you, but they should not be used to deface or demean anything or anyone who may have access to them. If you post something online that involves another person, be sure to obtain their permission first.
 - c. Use of electronic devices in class should be restricted to classroom activities as deemed appropriate by the individual professor. Inappropriate use of devices during class is not only interfering with your learning, but also everyone around you.
4. Be aware of your association with Wilkes University
 - a. Understand that as a student you are associated with Wilkes University, even on social media. If you wish to post an opinion, identify it as your own and not that of the University.
 5. These social networks must not promote activities that are illegal or that violate the rights of others.
 6. Experiential: As noted in all experiential course manuals, the policy states the following:
Cameras (such as on mobile devices) should not be used on the property, and social media should not be accessed in any way while on site.

Attendance

Class attendance is expected and may be mandatory in individual classes and laboratories. Repeated absences are a sufficient cause for failure. The NSoP will follow any temporary COVID pandemic-related protocols for attendance and documentation policies put in place by Wilkes University regarding on campus or virtual class attendance. Please refer to the University information and announcements for the most up-to-date information. After five consecutive instructional hours of unexcused absences from a class, students may be readmitted to the class only by action of the Associate Dean of Admissions and Student Affairs and the department chairperson concerned. Any absence beyond that permitted in the course is a matter between the student and the instructor. Absences due to illness, religious holidays, or participation in athletic or other University sponsored activities are usually considered to be acceptable reasons for absences, but notification of such absences and arrangements to make up missed work should be made with the instructor by the student. Students should notify their

instructors prior to class if ill, when possible, or as soon as feasible. Students should be courteous in entering the room, and in the case of tardiness, refrain from disrupting class. The consequence for tardiness in class is up to the discretion of the faculty. Eating and drinking in the classroom will be left up to the discretion of the faculty. Smoking and all tobacco products are prohibited in all classrooms and labs. Faculty may take appropriate disciplinary action when such acts of inappropriate behavior are presented.

Missed Course Work

Information on the policy for an excused or unexcused absence from class can be found below and in the course syllabus. The grade implications and decision to allow a student to make up missed coursework from an unexcused absence is at the discretion of the instructor. Students who are aware of a special event should follow the policy to request an excused absence, as described below, and utilize the NSoP Excused Absence Request Form (see below). The NSoP will follow any temporary COVID pandemic related protocols regarding attendance, missed work, and documentation policies put in place by Wilkes University regarding on campus or virtual class attendance. Students with an excused absence will not be penalized but will still be required to complete course work in a timeframe specified by the instructor. Students should work with their instructors to reschedule labs and other critical academic activities as soon as possible. The specific policy for missed exams is addressed below. Absences and missed course work for experiential courses are handled by the Office of Experiential Education. Additional information can be found in the APPE and IPPE Experiential Manuals.

Missed Exams: For anticipated absences, course coordinators will provide make-up exams only for approved/excused absences. If approved, students must arrange the date of the make-up exam with the coordinator(s) at least one week in advance of the absence. The make-up should occur within 1 week of the original date of the exam unless there is an extenuating circumstance preventing it.

- If the next exam in a course is close to the end of the 1-week timeframe, an earlier make-up is encouraged

- Instructors may schedule the make-up earlier than 1 week at their discretion.

For unanticipated absences, documentation must be provided and approval gained before a make-up exam is scheduled. If approved, students must arrange the date of the make-up exam with the coordinator(s) as soon as possible and no later than the return date of the absence. The make-up should occur within 1 week of the original date of the exam, unless the return date makes this not feasible. In that case, it should be scheduled as soon as possible upon return.

- If the next exam is close to the 1-week timeframe, an earlier make-up is encouraged
- Instructors may schedule the make-up earlier than 1 week at their discretion.

Exams missed for unapproved reasons will not be allowed to be made up, resulting in a zero.

Absence from exams is discouraged, and patterns of repeated requests will be tracked and addressed. Coordinators will initiate an early alert for each absence request, whether excused or unexcused, anticipated or unanticipated. Course coordinators and instructors may request information from advisors regarding repeated patterns of requests to miss exams when considering approval of requests.

Policy for Requesting Excused Absences

Permission to miss class time for **anticipated** reasons: Students requesting to miss class for anticipated events, such as personal and professional activities (e.g., conference attendance, travel), must receive approval in advance (see table below). Approval of the request to miss class time is not guaranteed and is dependent on instructor and advisor approval. Before committing to an activity (e.g., registering for activity, booking trip accommodations) a student must gain approval using the following process:

- Requests for planned class absences must be made in advance per the table below, unless otherwise specified by the course syllabus.
- Requests to miss class must include communication with both the class instructor(s) teaching that day and all course coordinators for each individual course that will be missed.

- Documentation is required as listed in the table below, and must accompany the request.
- Documentation of the approval process from all involved parties (instructor(s), course coordinator(s), advisor) is required and should use the “NSoP Excused Absence Request Form” below. The use of this form is required and can be hard copy or electronic, however if electronic is chosen, a shared Google doc (one student per form/request) or editable pdf must be sent by the student. The form must be presented to the advisor for approval as the final step in the process. The advisor will keep this form as a record of your absence.
- Please consider prioritizing events as multiple requests for absences may not be granted. If considering multiple events throughout the year, a meeting with your advisor at the beginning of the semester/year is recommended in order to prioritize appropriately.

Approval of missed class time for **unanticipated** (i.e., emergent) reasons: The “NSoP Excused Absence Request Form.” below **does not** need to be utilized for **requests from the “Unanticipated” absence category**. In these unexpected instances, a student can reach out individually to all involved instructors and course coordinators as soon as possible (see the table below). In the event that an emergency limits the feasibility of reaching out to all involved instructors and course coordinators, the student may centralize the process by reaching out to the Associate Dean of Admissions and Student Affairs (Dr. Olenak). Note the documentation requirements in the table below to be provided as soon as they are available, but if not available at the time of request/notification, no later than the day of return to class.

Table of Excused Absences - Anticipated and Unanticipated:

Please see the guidance below.

Title IX affords pregnant students certain rights. Please reach out to Dr. Olenak for additional information on excused time from courses. A student may also reach out to Title IX Director, Elizabeth Leo for clarification or additional information.

For other reasons not listed in the table, consult with your course coordinators for the advanced notice, considerations and documentation they will require. Of note, travel for vacation will be considered an unexcused absence.

Anticipated	Reason for absence	Description	Affected person	Advance Notice	Considerations	Documentation
-------------	--------------------	-------------	-----------------	----------------	----------------	---------------

	Professional development	Local, regional or national professional organization meetings	Student	30 days	Must miss least number of days possible. Use of travel efficiency is expected.	Conference registration prior. Meeting badge or equivalent may be requested after.
	Travel for a Wedding	Attending a wedding for a family member or close friend	Student	30 days	Must miss least number of days possible. Use of travel efficiency is expected.	Wedding Invitation to include dates and location
	University Athletics	Athletic competitions	Student	First day of course	If schedule of competitions changes during a course(s), prompt updates to instructors and coordinators is expected.	Competition schedule
	Court	Jury duty or required court proceedings	Student	As soon as possible, in advance	Should be scheduled to avoid conflict if possible; a letter from the school may be requested to reschedule jury duty	Service commitment or court appearance
	Military duty	Active-duty service	Student	As soon as possible, in advance		Service commitment
	Religious Observances	Obligations/commitments to religious activity or observance	Student	As soon as possible, in advance		Details of the obligation (nature of observance, date, etc.)
Unanticipated	Acute illness or injury	Medical emergencies or unanticipated medical care	Student Spouse Child or Parent/ Sibling if the student is the primary/dir	As soon as possible, before absence if possible	Use sound judgment for safety of yourself and others when considering attendance	Healthcare provider note with date, time, and confirmation of needed absence

			ect caregiver			
	Accidents or victim of crime	Motor vehicle accident, fire, flood, theft	Student	As soon as possible		Police report, insurance claim, or date/time stamped photo of damage
	Death	Passing of loved one	Spouse Child Parent Sibling Grandparent Close Friend/Pet	As soon as possible, before absence	5 school days, for close relatives, with inquiries for longer periods to be presented to the ADSA (Dr. Olenak) One day for close friend, pet, or distant relative	Obituary, memorial program, veterinarian document or equivalent
	Travel delay	Beyond student's control (e.g., canceled flight, closed or impassable roads)	Student	As soon as possible, before absence	Does not include holidays or booking errors. Students are expected to plan a cushion into itineraries when possible.	Itinerary change, severe weather warning, or equivalent

Instructions on How to Complete the NSoP Excused Absence Request Form

This form will be available to students as a Google Document housed on the Senate Drive. It should be shared as a Google doc, not a Word document or non editable pdf.

Students requesting an absence will use the following steps to complete the form: 1.

Make a copy of the “NSoP Excused Absence Request form” in Google Docs (located on Senate Drive) or copy and paste the content into a new google document.

2. Student will fill out the required elements of the form and rename the document Example: *LastName NSoP Excused Absence Request Form*

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3. Student will share the form and required documentation from the table above with

course instructors teaching on the days affected by their absence request, all course coordinators and academic advisor

4. Course faculty and advisors can electronically sign/initial the form (see guidance document located on the Senate Drive: *How to use Google Docs to fill out the NSoP Excused Absence Request Form*).

- If there are stipulations to the absence approval, make comments in the notes section (e.g., quiz will be administered the day before absence).
- Advisors should verify form is “signed” by all faculty listed
- If the request is denied by any party, an in-person meeting to discuss rationale may be requested
- Additionally, if a denied request is for an activity related to a pharmacy

organization, the academic advisor will inform the club advisor about the denial of the absence.

5. Only after the process is complete with all other signatures, the advisor should receive the form and inform the student of the decision on the absence request (by signature/approval or express disapproval) and print a copy to be placed in the advisee’s advising file.

6. Alternatively, students may choose to print the form and fill it out by hand. The advisor should keep a copy for their file.

Nesbitt School of Pharmacy Excused Absence Request Form

Student Name:

Reason for Absence:

Course and Number	Date(s) of absence	Class All Course Instructor(s) Teaching on Requested day(s) Coordinator Approval Signatures*	Date of Approval	Notes

Advisor Name:

Advisor Notes:

- Excused absence approved
- Unexcused

Advisor Signature*:

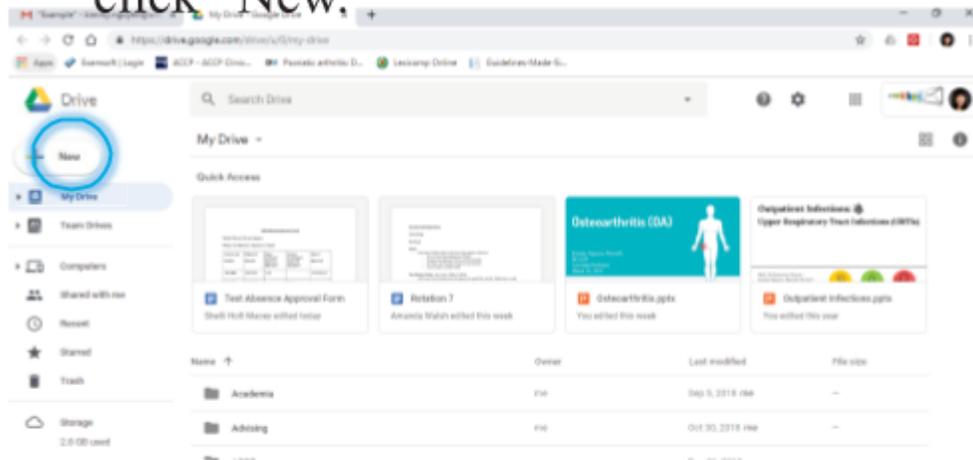
***If there is not a written/electronic signature, please attach any electronic communication of approval (e.g. e-mail). Approval requires ALL instructors and coordinators in the course granting approval for the excused absence.**

How to use Google Docs to fill out the NSoP Excused Absence Request Form



Step 2: If in Google Drive,

click “New,”



Step 3: Copy and paste the “SOP Excused Absence Request Form” into the blank Google Doc.

A screenshot of a Google Doc titled 'SOP Absence Approval Form'. The document contains the following text and table:

Student Name: _____

Reason for Absence: _____

Course and Number	Date(s) of absence	Class Instructor Approval Signature*	Course Coordinator Approval Signature*	Date of Approval

Step 4: Fill out form and rename

document.

The screenshot shows a Google Docs interface with a document titled "SOP Absence Approval Form". The document content includes the student name "Kimmy Nguyen" and the reason for absence "Vacation to Hawaii". A table with 5 columns is present, with the first two columns filled with data. The "Share" button in the top right corner is highlighted with a blue box.

Course and Number	Date(s) of absence	Class Instructor Approval Signature*	Course Coordinator Approval Signature*	Date of Approval
PHA 000	3/15 - 3/30			
PHA 000	3/15 3/30			

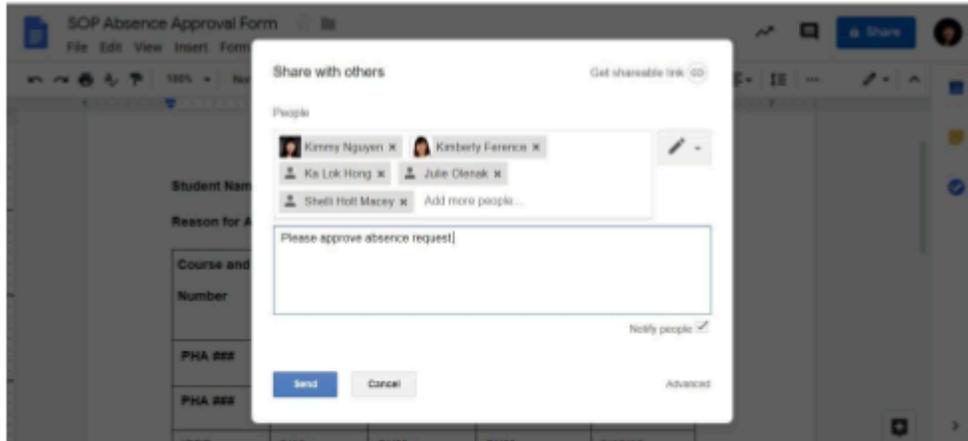
Ste

p 5: Click "Share."

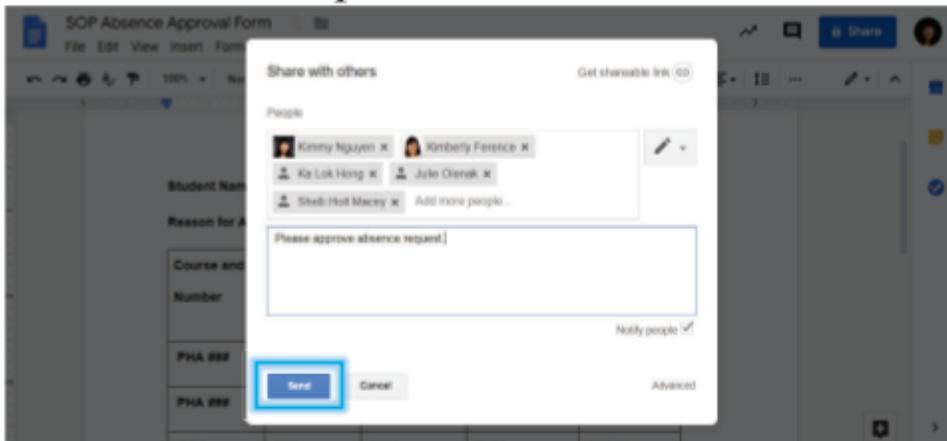
This screenshot is identical to the one above, showing the same Google Docs document. The "Share" button in the top right corner is highlighted with a blue box, indicating the next step in the process.

Course and Number	Date(s) of absence	Class Instructor Approval Signature*	Course Coordinator Approval Signature*	Date of Approval
PHA 000	3/15 - 3/30			
PHA 000	3/15 3/30			

Step 6: Enter email addresses for your **all instructors, all course coordinators, and advisor.**



Step 7: Click send.



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Step 8: Instructors, coordinators, and advisors will enter their initials or name to approve.

The screenshot shows a Google Docs interface with a form titled "SOP Absence Approval Form". The form contains the following text:

Student Name: Kimmy Nguyen
Reason for Absence: Vacation to Hawaii

Course and Number	Date(s) of absence	Class Instructor Approval Signature*	Course Coordinator Approval Signature*	Date of Approval
PHA 888	3/15-3/30	JLO		3/13/19 JLO

Step 9: Faculty and advisors can verify signatures by clicking “all changes saved in Drive.”

This screenshot is identical to the one in Step 8, but it highlights the text "All changes saved in Drive" in the top toolbar of the Google Docs interface with a blue box.

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Step 10: Hover over different sections to see the author.

Course and Number	Date(s) of absence	Class Instructor Approval Signature*	Course Coordinator Approval Signature*	Date of Approval
PHA 888	3/15-3/30	JLO		3/13/19 JLO
PHA 888	3/15-3/30		KLH ok	
IPPE	3/16	SHM	SHM	3/13/19
PHA 402	3/16		Mary McManus MFM	

Version History

Total 19 edits

Only show named versions

2019

- March 13, 4:20 PM
 - Current version
 - Kimmy Nguyen
 - Shell Hill-Money
 - Julie Cleash
 - Kimberly Ference
 - Ka Lok Wong
 - Mary McManus
 - Monica Reed
- March 13, 3:47 PM
 - Kimmy Nguyen

Show changes

Attire

Classrooms

The School expects that all students maintain a neat, clean, and appropriate appearance in the classroom. Due to the presence of hazardous or caustic chemicals, fragile glassware, and other laboratory instruments, all students will be required to wear white lab jackets and protective eye wear while in designated laboratories and footwear as designated in the laboratory safety manuals.

Please refer to course-specific information in course syllabi.

Experiential Sites

A substantial portion of the students' learning will involve experiential education in external (off-campus) practice settings. These sites are the practice extension of the classroom and students are expected to adhere to the behavioral standards described above. You represent Wilkes University, the Nesbitt School of Pharmacy, and the profession of pharmacy. Attention to professional, ethical, legal, and hygienic standards is important. Students will be interacting with patients and other

health-care professionals and must maintain a scholarly and professional attitude. Preceptors have the same authority as other faculty members and should be treated with courtesy and respect. Preceptors or faculty may recommend appropriate disciplinary action when professional standards are not met. Students are required to dress professionally per course manuals. Examples include: neat slacks/pants that fit comfortably (no cargo pants, leggings, or jeans), buttoned down dress shirt with tie, blouse / sweater (no halter tops, strapless tops, spaghetti straps, low-cut shirts, t-shirts, or clothing which exposes excessive skin of the belly, buttocks or chest), skirts or dresses (no more than 3 inches above the knee), and closed-toed dress shoes. Specifically, tattoos, any “body art”, must be covered if they display offensive images, symbols, or phrases, including but not limited to, nudity, profanity, drugs, alcohol, sex, gangs, or violence. All students must maintain good personal hygiene. A neat hairstyle and groomed facial hair is required as part of a well-groomed appearance.

If attire requirements differ at individual experiential sites than what is described above, the students will adhere to the site attire expectations.

Professionalism Classes

Students participating in designated courses (Foundations of Pharmacy Practice, Care Labs) are required to wear professional attire. The courses are designed to instill a sense of professionalism into the students, and as such, will be a model for the experiential sites. Examples include: neat slacks/pants that fit comfortably (no cargo pants, leggings, or jeans), collared shirt or buttoned down dress shirt (tie optional, no knit “Polo” shirts), blouse / sweater (no halter tops, strapless tops, spaghetti straps, low-cut shirts or t-shirts), appropriate length skirts or dresses, and dress footwear (including dress sneaker) that is clean, in good repair, and appropriate for the job function.

Professionalism Classes and Experiential Sites

All students must wear clean white consultation jackets (unless otherwise specified by a practice site), nametags, and the School of Pharmacy patch that will be given to the students at the beginning of the first year. The name tag should be pinned to the left breast pocket and the patch is to be affixed to the upper left sleeve of the white consultation jackets.

In addition, all clothing must comply with the Wilkes University Environmental Health & Safety Management Manual located in the Pharmacy Care Lab.

Please note:

- *Short skirts, jeans, sneakers, low-cut dresses, tee shirts, torn clothing, baseball caps, etc. are not professional dress.*
- *Clothing which exposes excessive skin of the belly, buttocks or chest is not appropriate.*
- *Undergarments should never be visible*
- *A neat hairstyle and groomed facial hair are required as part of a well-groomed appearance.*
- *Students must avoid wearing overpowering cologne or perfumes.*
- *Students who are considered not to be in appropriate dress may be asked to leave the practice site or classroom and will be issued a warning. A second violation will result in a 1.0 point grade deduction from the final course grade, or Early Alert in the case of IPPE/APPE. Three or more violations may result in course failure and additional disciplinary sanctions.*

Unacceptable Behavior

Wilkes University assumes students are responsible for their behavior at all times. Because students participate in the development and adoption of programs, policies, and regulations, the University deems it undesirable to retain those students who are unwilling to support policies which have been adopted after consultation and deliberation among students, faculty, and administration. The University, therefore, may require the withdrawal of students whose influence and behavior are deemed detrimental to the best interests of the University.

The *Wilkes University Student Handbook 2024-2025* lists various behaviors that may precipitate disciplinary action. These behaviors cover **all** forms of actions and communications (e.g., written or verbal communication, gestures, e-mail, social media posts, etc.). Examples of prohibited behaviors include, but are not limited to:

- Lack of respect for other students, professors or staff as demonstrated by comments, tone of voice or disruptive behavior.
- The deliberate creation on the part of an individual student or a group of students of an environment hostile to an individual student, a group of students or faculty / staff members.
- Hateful acts or utterances that are flagrantly abusive and intended to insult and or stigmatize an individual or group.
- Ridiculing comments, opinions, or ideas of others.
- Actions indicating a lack of concern for the welfare or safety of others or conduct which may discredit the university.
- Actions or conduct which are intended to intimidate another person because of race, color, religious or national origin, gender, disability, or sexual orientation.
- Abuse of property—public or private.
- Obscene, lewd, vulgar conduct or public profanity.
- Consuming alcohol or other recreational drugs while in class or while participating in experiential site settings.

Instructors have the authority to dismiss students from classrooms who are in violation of this policy. The instructor shall report individual non-academic behavioral actions or continued actions of student misconduct to the Associate Dean of Admissions and Student Affairs of the School of Pharmacy. The Associate Dean of Admissions and Student Affairs shall present the case to the Committee on Progression and Professionalism.. The CoPP shall review the case, seek input from the student and faculty, decide relevancy and inform the student, in writing, of the outcome of the CoPP meeting. The appropriate action may include, but is not limited to, ***probation*** in which a letter and documentation is placed in the student file, ***suspension*** of the student from the School of Pharmacy for a specified time or ***permanent dismissal*** of the student from the School of Pharmacy. The student shall be informed of the recommendations of the CoPP and be allowed to present an appeal to the Dean before final disposition. The actions of the CoPP and the decision of the Dean, if appealed, will be forwarded to the Dean of Student Affairs of the University and the Provost for further University sanctions if permanent dismissal is recommended.

Grievance Procedure

Students have a right to file grievances regarding operations, policies, procedures, actions of employees, peers, guests, harassment, and sexual misconduct. The Grievance Policy/Internal Complaint Procedure is outlined in the *Wilkes University Student Handbook 2024-2025* states that, “The purpose of this policy is to serve as a guide for students who wish to file a complaint about any aspect of Wilkes University's operations/policies/procedures or about the actions of any student, visitor, or employee of Wilkes University. This policy is to be implemented only when dealing with circumstances not covered by existing academic or student conduct procedures.”

Equal Opportunity, Harassment, and Nondiscrimination

Wilkes University is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from discrimination, harassment, and retaliation. To ensure compliance with federal and state civil rights laws and regulations, and to affirm its commitment to promoting the goals of fairness and equity in all aspects of the educational program or activity, Wilkes has developed internal policies and procedures that provide a prompt, fair, and impartial process for those involved in an allegation of discrimination or harassment on the basis of protected class status, and for allegations of retaliation. Wilkes values and upholds the equal dignity of all members of its community and strives to balance the rights of the parties in the grievance process during what is often a difficult time for those involved. The University also

conducts many programs to educate the campus community regarding prevention, reporting, and issues surrounding discrimination and harassment.

The University's Equal Opportunity, Harassment, and Nondiscrimination Policy prohibits all forms of discrimination within the campus community.

Sometimes, discrimination involves exclusion from or different treatment in activities, such as admission, athletics, or employment. At other times, discrimination takes the form of harassment or, in the case of sex-based discrimination, it can encompass sexual harassment, sexual assault, stalking, sexual exploitation, dating violence, or domestic violence. When the University receives notice or a direct report of an alleged violation of this nondiscrimination policy, the allegations are subject to resolution using Wilkes University's "Process A" or "Process B," as determined by the Title IX Coordinator. The Equal Opportunity, Harassment, and Nondiscrimination Policy is available at: <https://www.wilkes.edu/about-wilkes/offices-and-administration/title-ix/#titleIXPolicies>

Complaints or notice of alleged policy violations, or inquiries about or concerns regarding this policy may be made internally to:

Title IX Coordinator
Elizabeth Leo, Esq.
Phone: (570) 408-7788
elizabeth.leo@wilkes.edu

Deputy Title IX Coordinator – Students
Philip J. Ruthkosky, Ph.D.
Associate Dean Student Development
2nd Floor Passan Hall Wilkes-Barre, PA 18766
Phone: (570) 408-4108
philip.ruthkosky@wilkes.edu

Deputy Title IX Coordinator – Faculty/Staff
LynnMarie Shedlock
10 East South Street, Suite A
Wilkes-Barre, PA 18766
Phone: (570) 408-2034
lynnmarie.shedlock@wilkes.edu Web: www.wilkes.edu/titleix

Anonymous complaints may also be made by reporting online at: WilkesU.ethicspoint.com

School of Pharmacy Technical Standards

These technical standards describe non-academic abilities and skills that are required for admission to, continuation in, and graduation from the School of Pharmacy to obtain a Pharm.D. Degree. The School of Pharmacy is committed to helping students with disabilities complete the course of study leading to the Doctor of Pharmacy degree by reasonable means or accommodations. Reasonable accommodations are services provided to individuals with disabilities that remove or lessen the effect of the disability-related barrier. Individuals without documented disabilities are not eligible for accommodations. Candidates with disabilities, in accordance with Wilkes University policy, and as defined by section 504 of 1973 Vocational Rehabilitation Act and the Americans with Disabilities Act of 1993, may seek accommodations in order to meet the technical standards are encouraged to contact Office of Academic Success to discuss what reasonable accommodations, if any, the School of Pharmacy could make in order for the candidate to meet the standards. A student with a disability who requests accommodations will be required to submit this request in writing and provide pertinent supporting documentation in accordance with Wilkes University policies. Candidates are not required to disclose any information regarding technical standards to the Admissions Committee.

Observational Skills

Observation necessitates the functional use of all senses. Students are expected to utilize such senses in order to make observations at a distance and close at hand. Throughout the pharmacy curriculum, students will be required to observe demonstrations and experiments in the basic and pharmaceutical sciences, in addition to displayed medical illustrations. With respect to patient care, students must be able to observe verbal and non-verbal signals. Observational abilities include discerning sounds related to patient assessment and treatment, as well as evaluating physical patient signs and symptoms.

Communication Skills

Effective communication involves utilizing knowledge acquired during the pharmacy education process to elicit, convey, clarify, and communicate information in oral and written English quickly, effectively, efficiently, and sensitively. Students are expected to partake in such communication with patients, health care providers, educational staff, and fellow students. Students must possess the ability to appropriately recognize and respond to nonverbal and emotional communication cues. Furthermore, students must provide educational and instructional information to patients and caregivers in an appropriate manner, considering health literacy, cultural, and socioeconomic factors.

Motor Skills

In order to execute gross and fine muscular movements, students must possess necessary hand eye coordination and neuromuscular control. Students must be able to execute motor movements, in a timely fashion, necessary for routine care and emergency situations, including but not

limited to cardiopulmonary resuscitation and first aid. Necessary motor functions include capabilities utilized to perform physical assessment activities, such as auscultation, percussion, and other diagnostic maneuvers. Students are expected to perform basic lab tests, such as lipid and blood glucose screenings, as well as administer immunizations. In order to fulfill the functions of a pharmacist, students must be able to execute the motor movements necessary to compound, prepare, and dispense sterile and non-sterile dosage forms. Motor skill requirements include the utilization of current computer-based technology for drug information retrieval and evaluation, as well as the preparation and presentation of oral and written reports.

Intellectual, Conceptual, Integrative and Quantitative Skills

In order to successfully navigate a rigorous and intense didactic and experiential curriculum, students must be able to effectively learn through a variety of educational modalities such as didactic classroom instruction, small group discussion, and independent study. A rigorous and intense curriculum necessitates the ability to think quickly and accurately in an organized manner, while mastering the broad and complex body of knowledge that comprises pharmacy education. Students are expected to synthesize, analyze, interpret, integrate, process, measure, and calculate scientific and clinical information, as well as comprehend three dimensional relationships and understand the spatial relationships of structures, which are embedded in laboratory and clinical settings. In order to ensure self-assessment and improvement, students must be able to recognize personal knowledge deficits and limitations, and identify situations in which such deficits or limitations require further study as well as develop and carry out an improvement plan.

Behavioral and Social Skills

Students are expected to exhibit professional demeanor at all times and adhere to the Code of Ethics, with emphasis on integrity and honesty. In order to progress through a rigorous didactic and experiential curriculum, students must possess a high level of motivation. Furthermore, students are expected to be able to endure and function effectively during physically, intellectually, and emotionally taxing workloads and situations. The nature of pharmacy education necessitates the ability to adapt to changing environments and display flexibility in various educational settings, while accepting constructive criticism maturely and modifying future behavior accordingly. Students must demonstrate empathy, patience, respect, and genuine interest in the well-being of others while providing care to a diverse patient population. Students will communicate and care for persons whose cultural, sexual orientation, or spiritual beliefs are different from their own in a non-judgmental way. The development of strong interpersonal skills is expected in order to build meaningful relationships with patients.

Health Record Requirements

During the PharmD curriculum, students will be required to provide health and vaccine records. Students must also complete tests to assess the health status for communicable diseases (i.e. PPD testing), submit and clear (per individual site requirements) all required criminal background checks and drug testing. The Compliance Requirements for Professional Student Experiences Policy contains additional information. It is located online in the Nesbitt School of Pharmacy Handbook or may also be requested by reaching out to the Pharmacy Dean's Suite at 570-408-4298. Students are responsible for their transportation to clinical experiential sites.

The Compliance Requirements for Professional Student Experiences Policy contains additional information. It is located online in the Nesbitt School of Pharmacy Handbook or may also be requested by reaching out to the Pharmacy Dean's Suite at 570-408-4280. Students are responsible for their transportation to clinical experiential sites.

Candidates must acknowledge, upon acceptance of admission to the School of Pharmacy, that they understand the technical standards and additional requirements for experiential education.

Compliance Requirements for Professional Student Experiences

Purpose:

This document identifies the compliance requirements for professional student experiences (i.e., IPPE and APPE) and notification policies. It includes mandated criminal background checks (CRB) for ALL students in the Nesbitt School of Pharmacy. This information will identify current students who may have had misdemeanor or felony convictions in their past relating to alcohol, illicit substances, or other infractions including crimes against children.

Convictions may exclude students from IPPE or APPE sites within the curriculum, thereby delaying or preventing graduation from the School of Pharmacy. Furthermore, some convictions may prevent students from pharmacy licensure through a State Board of Pharmacy. Early identification affords students the opportunity to take action to address the issue and/or withdraw from the program, if needed.

Students are required to verify upon application all existing or potential legal infractions. In addition, all professional students are required to notify the Associate Dean of Admissions and Student Affairs of any situation that may result in a criminal record.

Introduction

- 1) *Criminal Background Check (CRB)* is a broad definition wherein a student submits identifiers to a specific agency with which the agency can identify any city, county, state, or federal convictions or violations. The Office of Experiential Education currently mandates Criminal Background Checks during the P-1 through P-4 years through Certiphi. The cost of performing the service is borne by the School of Pharmacy. The first assessment is not done until the spring of the P-1 to ensure coverage during all IPPE's and APPE's during annual renewals. Students who have a criminal history should report this to the Associate Dean of Admissions and Student

Affairs (ADASA) in the School of Pharmacy. During the application process, the student attested that they did not have a criminal background and are informed that any such background prior or during enrollment can prohibit completion of the pharmacy program and/or pharmacists licensure. The ADASA will refer the student to seek outside help to support their suitability to become a pharmacist.

- 2) The Physicians Health Program (PHP) - Pennsylvania's Pharmacist Peer Assistance Program is only for students with infractions related to drugs and/or alcohol. PHP will only evaluate the student to determine if they meet criteria for a substance use disorder and provides a monitoring plan if they are found to have a substance use disorder. It will be up to the APPE/IPPE site to consider PHP's recommendations. If the student has a charge against them for a non-substance-related issue, PHP will not be of assistance. If needed, the Faculty liaison to PHP may also be included in the meeting if related to substance use disorder.
- 3) ACT 153 is a Pennsylvania law that impacts our students who volunteer and interact with minors. Three clearances must, at a minimum, be completed every 60 months and as required by experiential sites. The three clearances include: Report of criminal history from the Pennsylvania State Police (PSP/PATCH), Child Abuse History certification from the Department of Human Services (Child Abuse), and a fingerprint based federal criminal history (FBI). The fingerprints are completed through the Department of Education or the Department of Human Services. For School of Pharmacy purposes, the agency under which the students should submit their FBI certification application of Department of Human Services. It is important to note that students completing SD IPPE or volunteering at a school may be required by that site to additionally complete the fingerprint through the Department of Education.

Current Policy for Background Checks Required by clinical sites for IPPE and APPE

CRBs for experiential rotation sites are a separate issue and requirement from Act 153. Students must abide by site-specified documentation and deadlines.

1. The Director of Experiential Programs is currently responsible for informing students (P1 – P4) in a timely manner of the Criminal Background Check responsibility for clinical sites.
2. The School of Pharmacy pays the cost of the overall CRB service provided by Certiphi Screening, Inc. for current students. This CRB does not include PA Child Abuse, PA Criminal Check, or FBI Fingerprint check. If experiential sites require these, students are responsible to provide them in the manner and time frame the site specifies at their own expense.
3. The Director is also responsible for notifying all students of specific IPPE and APPE Criminal Background Check requirements. All requirements are posted in E*Value.
4. All documentation from Certiphi Screening, Inc. is currently received by the Director of Experiential Education, who is responsible for documenting completion of required information, but does not review the results (unless required to do so per the legal affiliation agreement with a specific site, for only the students assigned to that site). A positive finding should be made known by the student.

- a. IPPE or APPE site-specific requirements are either sent directly to the site by the student, or the Associate Dean or Director of Experiential Programs sends a copy of the document to the site for ultimate review.
5. The specific IPPE or APPE site will make decisions for the ultimate acceptance of students based on the results of the Criminal Background Check.

Current Policy for Background Checks Required by ACT 153

1. Act 153 Clearances

- a. In accordance with Pennsylvania State Law, all students entering the P1 year will be required to utilize the third party, CBY Systems Inc., to complete their clearances. These include:
 - i. Pennsylvania State Police background check (PATCH)
 - ii. Pennsylvania Child Abuse Clearance
 - iii. FBI fingerprints obtained through Department of Human Services
- b. The above Act 153 clearances will be completed through the University's contracted third party in the P1 year. Additional clearances, including repeating or an additional FBI fingerprint through the Department of Education, would be at the student's expense. To avoid repeating the clearances unnecessarily, students should keep their originals and only provide copies to sites where they volunteer. The clearances specific to Act 153 laws are valid for 60 months. (Many experiential sites in the P2-P4 years will require more current background checks, which will be at the student's expense.)
- c. The Associate Dean of Admissions and Student Affairs and Office of Experiential Education will notify the students of the deadlines and process to complete the clearances. The Experiential Program Coordinator will review that the student has completed the clearances. The students should maintain the originals and provide copies to the site, when requested.
- d. Students who receive "red flags" must promptly reach out to meet with the Associate Dean of Admissions and Student Affairs to discuss the implications of progression in the program and/or pharmacist licensure. If needed, the Faculty liaison to the PHP may also be included in the meeting if related to substance misuse.

2. PA Act 31 Compliance

- a. In accordance with Pennsylvania State Law and Pennsylvania State Board of Pharmacy Regulations, all students entering the P1 year will be required to complete an approved, three hour online training program in child abuse recognition and reporting requirements.
- b. Completion of this program will be made known to the State Board of Pharmacy (SBOP) by the program provider as a condition for licensure as a pharmacy intern
- c. Since completion is made known only to the Board, when the Pennsylvania pharmacy intern license issued that is confirmation it was completed.
- d. Board approved programing can be found on the SBOP website

School of Pharmacy Policy on Drug and Alcohol Misuse and Dependency

Wilkes University School of Pharmacy recognizes that alcohol and/or other substance use disorders affect all of society and require treatment. It desires to assist students with a substance use disorder, as well as those whose lives have been adversely affected by individuals with a substance use disorder. The purpose of a recovery program is to protect society from the harm that a student impaired by drugs and/or alcohol may cause, allow students in recovery who are not legally restricted or currently impaired by drugs and/or alcohol the opportunity to continue their education, and provide assistance to students suffering from drug and/or alcohol impairment in a manner that protects the rights of the impaired individual.

The School of Pharmacy has adopted procedures to encourage students who display risk factors for substance use disorder to obtain the needed treatment in order to complete their professional education. Participation in the recovery program will require that individuals who are impaired agree to undergo a professional evaluation, agree to enter and participate in a treatment program if deemed necessary, and agree to continue their recovery program after treatment.

The Wilkes University School of Pharmacy Student Recovery Program (WPSRP) is directed by a faculty liaison. Dr. Thomas Franko (thomas.franko@wilkes.edu) is the current liaison. This liaison acts to facilitate student evaluation and treatment recommendations through the Physicians' Health Program (PHP), Pennsylvania's voluntary professional recovery program for pharmacists. Referrals to the WPSRP and the PHP are generated through deans, faculty, preceptors, staff, peers, or other concerned individuals. The WPSRP will receive information concerning suspected drug and/or alcohol impairment of students enrolled in the School of Pharmacy. WPSRP will be available to talk to those students for the purpose of encouraging referral to the PHP and monitoring information indicative of noncompliance with the terms of treatment and rehabilitation, if needed.

Students identified for participation in this program shall be those who are referred due to poor academic performance, disciplinary problems, criminal offense, or reports (e.g. drug test results) that are indicative of a chemical dependency. Any student who tests positive for cannabis (i.e., THC) will be referred to the student recovery program and ultimately the PHP for evaluation. How it was obtained (e.g., medical purposes, recreational use in a state where it is legalized, or inadvertent exposure through an over-the-counter CBD product) will not bypass the required PHP referral. Experiential sites have the final authority on which students may attend their site. It is

possible that a student using cannabis, regardless of rationale, may be prohibited from attending certain experiential sites. The inability to attend these sites may impact the student's ability to progress through the curriculum. University policies regarding cannabis must also be followed.

The suspected impaired student will be given the opportunity to accept a referral to the PHP for initial professional evaluation and any treatment recommendations deemed appropriate. This initial evaluation must be completed within the timeframe communicated to the student by the school. Additional deadlines for steps in the process, testing, or treatment recommendations set forth by the school, the PHP, or facility must also be met. Students who experience an extenuating circumstance must immediately communicate with the faculty liaison and appropriate outside party, if applicable. The student will be given the opportunity to engage in evaluation, treatment and recovery agreements. Students who refuse the referral or fail to comply with the terms of the agreements and deadlines may face the next level of disciplinary action, which may include dismissal from the School of Pharmacy. The faculty representative for the PHP will meet with the student to outline the process and procedures.

Members of the WPSRP shall hold all information disclosed to them in strict confidence. Information may only be shared with other persons in the School of Pharmacy including deans, faculty, preceptors, and staff and only when deemed necessary. Any member who violates confidentiality shall be terminated as an active member and may be subject to academic discipline or potential litigation for violation of the student's rights.

The School of Pharmacy may require a student to undergo random drug and/or alcohol screenings, if signs of impairment are present. Students must use the designated company and comply with its instructions in authorizing testing, releasing the results to the School of Pharmacy, and completing the screening. Students are responsible for payment of any fees charged by the designated company to provide the drug and/or alcohol screening. Prior to a final decision that may adversely affect the student, they have the right to review the information reported by the designated company for accuracy and completeness and to request that the designated vendor verify that the results of the drug and/or alcohol test are correct. Students who refuse or do not pass the drug and/or alcohol screening will be referred to the PHP for evaluation. Students who refuse the PHP referral or fail to comply with the terms of the agreements may face the next level of disciplinary action, which may include dismissal from the School of Pharmacy.

Accreditation Council for Pharmacy Education (ACPE) Accreditation Standards and Complaint Policy

The Accreditation Council for Pharmacy Education (ACPE) is responsible for accrediting Doctor of Pharmacy programs in the U.S and has an obligation to assure itself that any institution that seeks or holds a pre-accreditation or accreditation status for its professional program(s) conducts its affairs with honesty and frankness. As a means to enhance and assess pharmacy education, the Council has developed standards and guidelines for Pharm.D. programs that schools and colleges of pharmacy must adhere to. These standards relate to key aspects of pharmacy education including but not limited to: curriculum, environment, assessment, students, and quality.

To comply with ACPE's policies, the School of Pharmacy must disseminate information to students and faculty regarding the ACPE Accreditation Standards and the policies and procedures to file a complaint to ACPE in situations where the Nesbitt School of Pharmacy is perceived to violate or not meet the ACPE Accreditation Standards (ACPE Complaint Policy). The ACPE Complaint Policy is included in annual revisions of the Student Handbook that are distributed to all classes and is presented to students during initial orientation to the professional program.

Students are encouraged to voice and discuss concerns they have about the School of Pharmacy's adherence to its accreditation standards. In certain situations, students may perceive a need to report issues relating to these standards directly to ACPE or to school administrators. The ACPE Accreditation Standards are available from the Dean's Suite or online:

Accreditation Council for Pharmacy Education (ACPE)
190 S. LaSalle Street
Suite 2850
Chicago, IL 60603-3499
Phone: 312-664-3575
Fax: 866-228-2631
<https://www.acpe-accredit.org/pdf/Standards2016FINAL2022.pdf>

The following procedures outline the process for filing a complaint directly with ACPE or discussing and attempting to solve the problem through School of Pharmacy channels. It is the goal of this policy that such concerns will be resolved in a timely manner at the earliest stages of the complaint.

1. Students have the right to file any and all complaints against the School's violation of ACPE Accreditation Standards directly with ACPE.
 - a. The official ACPE Complaint Policy can be found at <https://www.acpe-accredit.org/complaints/> and a copy is available through the Dean's

office. A summary of the Official Policy states that complaints may be filed from other institutions, students, faculty, or the public against a college or school of pharmacy, including tuition and fee policies, and as related to ACPE standards, policies or procedures. Students may contact the Associate Dean of Admissions and Student Affairs for advice on filing a complaint to ACPE.

- b. The details of the complaint must be placed in writing by the complainant and submitted to the ACPE office:
Accreditation Council for Pharmacy Education (ACPE)
190 S. LaSalle Street
Suite 2850
Chicago, IL 60603-3499
Phone: 312-664-3575
Fax: 866-228-2631
 - c. A complaint received by ACPE is reviewed and submitted to the college or school affected for response. Requests for confidentiality shall be respected to the extent any such information is not necessary for the resolution of the complaint. The ACPE Complaint Policy presents this process in detail.
 - d. During the Accreditation Review process, the ACPE site team will have full access to the ACPE Accreditation Standard Complaints files and will be informed at that time if any of the student complaints related to the accreditation standards have led to legal proceedings, and the outcomes of such proceedings.
2. Students also have the right to discuss and attempt to adjudicate the complaint within the School of Pharmacy.
- a. Individuals who have a complaint regarding an ACPE Accreditation Standard should first contact the Associate Dean of Admissions and Student Affairs to discuss the concern and seek resolution.
 - b. The student must present his/her complaint in **writing** on an ACPE Accreditation Standards Complaint Form obtained from the Associate Dean of Admissions and Student Affairs in the School of Pharmacy Office of the Dean.
 - c. The complaint must identify the specific accreditation standard that is not being adhered to, include evidence to support the complaint, and must be signed by the student making the complaint.
 - d. The Associate Dean of Admissions and Student Affairs will review each complaint, forward the complaint to the respective faculty member or administrator, collect responses and provide a written response to the student making the complaint and take appropriate action where applicable.
 - e. The Associate Dean of Admissions and Student Affairs will maintain a complete chronological file of all ACPE Accreditation Standard Complaints received and their disposition. In addition, these complaints will be reported to the Dean of the School of Pharmacy.
 - f. During the accreditation review process the ACPE site team will have full access to the ACPE Accreditation Standard Complaints files and will be informed at that time

if any of the student complaints related to the accreditation standards have led to legal proceedings, and the outcomes of such proceedings.

- g. If the student and School are not able to resolve the complaint issue, the student has the right to submit the complaint directly to ACPE, as detailed in number one above.

Pharmacy Internship Information

Pharmacy Intern Licensure in PA

"Pharmacy internship" is defined in Pennsylvania law (Commonwealth of Pennsylvania Code, Title 49. Professional & Vocational Standards. Department of State, Chapter 27. State Board of Pharmacy) as "supervised practical experience required for licensure as a registered pharmacist. The purpose of the Pharmacy Internship Program is to provide those individuals with the knowledge and practical experience in the form of volunteer services, employment, or college coordinated clerkships necessary for functioning competently and effectively upon licensure."

In order to obtain a Pharmacy Intern registration from the Commonwealth of Pennsylvania, the student must successfully complete the equivalent of two years in an accredited college and be officially accepted into an approved program leading to the Doctor of Pharmacy Degree in an accredited School of Pharmacy. The student will apply for a Pharmacy Intern License electronically through the Pennsylvania State Board of Pharmacy. Students must also comply with ACT 31 CHILD ABUSE RECOGNITION AND REPORTING in order to obtain your PA Pharmacy Intern License. Compliance involves participation in an online program designed to educate the individual on how to recognize and report child abuse. When completed, the sponsoring agency will document completion of the program with the Pennsylvania State Board of Pharmacy, and if all other criteria are met, the student will be issued a Pennsylvania Intern License. Please review the Board website for further information on approved CE providers. Once you have completed a course, the approved provider will electronically submit your name, date of attendance, etc., to the Board. Providers can be found at the link below.

<https://www.pals.pa.gov/#!/page/search>

A common program used in the past is: <https://www.reportabusepa.pitt.edu/>

Internship credit will only be granted by the Board for experience gained while the pharmacy intern's registration is valid. Internship credit can be gained from practical experience

working in a Board-approved pharmacy under an approved pharmacist preceptor and from practical academic experience gained while enrolled in Advanced Pharmacy Practice Experiential Courses (clerkship).

Under the current Pennsylvania law, a student may apply up to 1500 internship hours through completion of the entry-level Pharm.D. Degree and successful completion of the required Experiential in the curriculum. The School of Pharmacy submits this documentation of the completed pharmacy program to the state at the end of the P-4 year. The student must submit the pre-populated form from their PA PALS license application account to the Dean's Office. Additional hours may be earned either through work under the auspices of a registered Pennsylvania Pharmacy Preceptor. It is the students' responsibility to comply and submit these hours to the Pennsylvania State Board of Pharmacy. **The entire 1500-hour internship requirement must be accomplished prior to admittance for licensure examination in Pennsylvania.** The pharmacy intern registration is valid for 6 years.

The Application for Registration as a Pennsylvania Pharmacy Intern is available online on the Pennsylvania Board of Pharmacy website. It is mandated that all P1 students apply for your PA Pharmacy Intern License by the middle of September and possess the license by mid-November . The specific dates are stated in the admissions letter final contract. You are required to have an intern license to be enrolled in the Nesbitt School of Pharmacy. Failure to do so, without justifiable cause, will result in suspension from the School of Pharmacy until such license is produced. You must be registered as a PA Pharmacy Intern in order to participate in Introductory Pharmacy Practice experiences during your P1 through P3 years and Advanced Pharmacy Practice experiences during your P4 year. Dean Holt-Macey can electronically sign-off for your permit in lieu of a PA pharmacist preceptor if you do not currently have an intern position in PA, or if you plan to gain intern hours in another state. Please reach out to her to obtain her license number to list in your application or search the PA license look up using Michelle Holt-Macey. If you secure employment in PA, it is critical you change the preceptor to the one you work under.

During the online application process, a form will pre-populate with your personal information that must be sent to the Dean's Office. The form is "enrollment in or graduation from an ACPE

accredited school”. Once received, the School of Pharmacy will complete the sections under your information and will submit it directly to the PA state Board of Pharmacy.

Some frequently raised concerns:

Q: I am currently working at a pharmacy in Pennsylvania, must Dean Holt-Macey be my preceptor?

A: No. Ask a pharmacist you work under to serve as the preceptor and list their name and license. They will be asked to electronically verify the information. You can only count intern hours through employment when the pharmacist you are working under is listed as the preceptor associated with your intern license.

Q: I am a Pennsylvania resident, I plan on earning intern hours in PA, and I do not have a job by the time school starts in the fall. Who should I list as the preceptor?

A: Please list

Dean Holt-Macey, Associate Dean of Experiential Programs. In lieu of a working preceptor she can electronically verify herself as a preceptor until a job is obtained.

Q: I plan on getting licensed in another state and I will gain intern hours in the other state. Do I still need to get a PA intern license?

A: Yes, you must also get a PA Intern License

For all students: If during your time at Wilkes University you begin a pharmacy job in PA after you had Dean Holt-Macey as your preceptor, you **MUST** complete the “Application to change or add a pharmacist Preceptor” to include the pharmacist in your new workplace. Directions and applications to switch preceptors can be found at the state board’s website. ***If you change jobs, you must change the preceptor on your intern license!!!!*** It is your responsibility to follow the directions on the State Board’s website, as the School is not involved in work hours/issues.

Again, ALL students, even if they are working and will be licensed in another state, must obtain a Pennsylvania Intern Certificate at the beginning of the first professional (P-1) year. Contact Dean Holt-Macey if your question pertains to the intern license or experiential coursework. It is your responsibility to know and observe all requirements of the Pennsylvania State Board of Pharmacy. If you have further questions, contact the Commonwealth of Pennsylvania, Department of State, Bureau of Professional & Occupational Affairs, State Board of Pharmacy at ST-PHARMACY@PA.GOV or 717-787-7156.

Documentation of out of state internship: Internship hour requirements related to licensure vary from state to state; please visit your board of pharmacy's website or contact them directly for state-specific instructions and to get your questions about licensing requirements answered. Other states have different regulations regarding internship hours and the explicit information on the transfer of internship hours must be obtained from the individual state. You may need an additional intern license in your home state where you are employed. Near graduation, we will provide documentation of intern hours for APPE's to Pennsylvania and the student should contact the other Board of Pharmacy requesting that they communicate in writing with the Pennsylvania Board of Pharmacy, certifying the student's documented intern hours. The student should request a copy of this interstate communication for his/her records. **Again, you must register, or follow state regulations, for intern hours in the individual state before transferring intern hours earned through employment from Pennsylvania.**

Pharmacy Practice Experiential Course Information

Introductory Pharmacy Practice Experiences (IPPE)

Introductory Pharmacy Practice Experiences are offered beginning early in the curriculum to provide initial exposures to practice settings and opportunities for the initial development of practice skills and awareness. These experiences may occur in conjunction with didactic offerings or as a discrete experiential offering. The first experience occurs during the P-1 Foundations course. Two IPPE courses occur during the summer breaks - one after the P-1 year and one after the P-2 year. Other experiential courses are offered during the academic year, and may be scheduled during the fall and/or spring, although they are credited in the spring semester.

Advanced Pharmacy Practice Experiences (APPE)

Advanced Pharmacy Practice Experiences are offered in the last academic year of the curriculum (P-4) and provide active participation and in-depth experiences to acquire practice skills and judgment and to develop, in a graded fashion, the level of confidence and responsibility needed for independent and collaborative practice. Core advanced pharmacy practice experiences required of all students include community practice, inpatient general medicine, ambulatory care and hospital/health-systems pharmacy. Additional elective experiences are offered in a variety of practice settings and specialty practices. Please note that APPEs do not follow the normal University Calendar. Most APPEs will start shortly after P-3 final exams, will run through the

summer, and continue through the fall and spring semesters. Additional information on APPE's will be provided when appropriate.

Students may have the opportunity to *request consideration of new APPE sites* not currently available within our curriculum. The explanation and form are provided at the end of this Handbook.

Health Requirement

Students in experiential components of the program at health care facilities are at risk for contracting communicable diseases and can also infect personnel and patients at these facilities. Therefore, area health facilities and the school want to ensure that students are in good health when they are on clinical experiences. Consequently, all students in the School are required to comply with general health requirements (physical examination, ppd testing, annual influenza vaccination, documented immunities – MMR, Tdap, polio, varicella, hepatitis B), as well as additional site-specific requirements as necessary. These will be communicated at the time of site assignment and are generally available on E*Value at all times.

Medical Insurance

STUDENTS MUST MAINTAIN HEALTH INSURANCE AT ALL TIMES WHILE ENROLLED IN THE SCHOOL OF PHARMACY. A student may research insurance plans using <https://www.healthcare.gov/>

Lapses in health insurance will violate legal agreements with practice sites, and will not be tolerated. Due to the impact of removal from clinical experiences, students may be subject to delays in progression, potentially resulting in delayed graduation, or to suspension during periods when the student does not have health insurance coverage.

BCLS and First Aid Training

All students must be certified in first aid and basic life support for healthcare providers during the spring semester of the P-1 year and must maintain certification through the P-4 year. Documentation of current certification must be provided. ***Online courses, without a live component, are not acceptable. BLS training must include infants, children and adults.*** Courses offered by Wilkes University Nursing faculty may be arranged by the P-1 and P-3 Class President each spring. Students wishing to take courses other than those offered by Nursing must provide documentation that the intended course meets the requirements above in order to get prior approval from the Experiential Office, and will be required to submit proof of certification if approved. Costs associated with certification are the responsibility of the student.

HIPAA

Students will be required to complete and document HIPAA training as scheduled by the Office of Experiential Education prior to the first experiential course.

Drug Testing

Many experiential sites will require drug screening, which may be at the expense of the student. All students are required to comply with all routine requirements of sites. Students testing positive during their drug screens, without a valid prescription related to the positive substance, will provide the Dean's office a copy of the screening results. Students presenting positive drug screens or students withdrawing from sites prior to drug screen results will be referred to the Associate Dean of Admissions and Student Affairs of the School of Pharmacy for necessary actions, which may include, but are not limited to: referral to WPSRP, referral to PHP, academic suspension with a delay in graduation or dismissal from the School of Pharmacy.

Criminal Background Checks

All students must complete criminal background checks prior to experiential learning courses according to the guidelines set forth by the Department of Pharmacy Practice. Many sites will require additional background checks, as noted in site information found on E*Value. In addition, compliance with Act 153 clearances is required.

Bloodborne Pathogens

The Occupational and Health Administration (OSHA) mandates that all students and employees who come in contact with blood, blood products, or body fluids undergo training. Their program stresses work practice controls, protective equipment and measures to be taken in case of an exposure.

Malpractice Insurance

All students who are participating in experiential courses are required to hold malpractice insurance during the time in which they are enrolled in the School of Pharmacy, beginning in the P-1 year. All students enrolled in the School of Pharmacy will be covered for activities, related to Wilkes University, through a group policy the University holds.

Deadlines and Fines

It is imperative that students meet all specific deadlines mandated by the experiential office and by the ADASA. Documentation requirements vary from site to site and from semester to semester and it is time consuming for the office to track down noncompliant students. All information regarding such deadlines will be in E*Value and in most cases also broadcast through your Wilkes email account; we will not forward messages to other accounts. Therefore, it is important for students to maintain an active Wilkes email account and check it regularly. Students are subject to a \$50.00 late

fee per requirement if a deadline is not met. This will be assessed on your University bill and will not necessarily be given as a separate notification from the office. We will not tolerate blatant disregard for policy, such as continually missing deadlines or other signs that demonstrate unwillingness to comply with regulation. Students who do not meet documentation requirements will not be assigned and/or allowed to attend experiential sites. This action will mandate intervention by Committee on Progression and Professionalism and may delay entry into APPE and subsequent graduation.

Transportation

Transportation and any costs related to experiential sites is the responsibility of students. Students will not be given preferential treatment for location of sites assigned based solely on transportation needs. During the academic year IPPEs, sites will be assigned such that students will not miss didactic pharmacy course time. If a student plans to take a course outside of the pharmacy curriculum (i.e for a minor, concentration), they must complete a course conflict form in advance to allow for experiential scheduling. For summer IPPEs & all APPEs, the Nesbitt School of Pharmacy considers driving time up to 1 hours 15 minutes acceptable and sometimes necessary in order to provide quality learning experiences.

Time Off

Students requesting specific time frames “off” from experiential training courses will be considered on a case-by-case basis. In general, the following are not considered valid reasons for blocks of planned time off: vacations, paid pharmacy internships, honeymoons, family reunions/events, sporting events and other leisure activities.

Dismissal from Sites

Establishment of rotation sites requires a great deal of time and both the School and the site must gain from this working relationship. The sites expect and require our students to meet the highest professional standards as well as all prerequisites for participation in the rotation program. Any grave unprofessional act or behavior may result in lack of rotation assignment. Under certain circumstances, the Department of Pharmacy Practice reserves the right to cancel its obligation to provide a rotation assignment for students. Specifically, any student who steals any assets, property and, particularly, drugs from any participating facility will be denied the privilege of participation in the rotation and will be subject to further disciplinary actions.

Additionally, students who are recognized as being under the influence of any drug substance for non-medical purposes (including alcohol) while on rotation assignments will lose their participation

privilege. Students whose attitudes and/or behavior negatively impact the relationship between the School and the site/preceptor may be subject to academic failure by the School for lack of professionalism. Students who are dismissed from site must be forthcoming and honest with the School regarding reasons for dismissal. The purpose of this policy is to protect rotation facilities, honor our affiliation agreements and the integrity of the program.

Students who are dismissed from rotation or otherwise fail a rotation must repeat the entire rotation. The student will be referred to the Committee on Progression and Professionalism to determine an appropriate course of action. There is no guarantee that the student can repeat the rotation during the academic year and graduation may be delayed.

Financial Aid and Scholarships

Pharmacy Students may be eligible for various forms of financial aid, including grants, scholarships, loans, Veterans Assistance, or student employment. Information on financial aid available to students can be found in the 2024-2025 Wilkes University Bulletin and by contacting the Office of Financial Aid (570) 408-4512. **Applications for and inquiries about financial aid must be made directly to the Financial Aid Office.**

Pharmacy students should be particularly aware of the following situations and contact the Financial Aid Office for more specific information. The P-1 and P-2 years in the professional program are considered UNDERGRADUATE YEARS unless the student had previously earned a bachelor's degree to be considered a graduate student during the first two years. The P-3 and P-4 years are considered GRADUATE YEARS for ALL students. These classifications dictate the different amounts and types of Financial Aid that are available for students. Each student is assigned a financial aid counselor who can review their scholarship and loan options.

The School of Pharmacy receives notification of private scholarships and awards presented by different donors, organizations and companies. This information, including the criteria for the award, will be distributed to students through the Dean's office. The Student Affairs Scholarship and Awards Subcommittee oversees the application and selection of recipients. Students applying for these awards should be aware of the conditions and stipulations of the awards, and how they may

affect other financial aid packages. In general, these are non-renewable awards in that a recipient cannot receive the same award twice, but are eligible to apply for another award. The number and dollar amount of scholarships changes yearly.

Nesbitt School of Pharmacy DEIA Statement

It is the shared responsibility of The Nesbitt School of Pharmacy and its community to uphold the foundational principles of promoting diversity, equity, inclusion, accessibility, and anti-racism. All students, faculty, and staff have a moral and professional obligation to create an environment respectful of diversity, including but not limited to: race, ethnicity, age, culture, gender identity and expression, socioeconomic status, religion, and ability. Our goal is to value and support the diverse backgrounds and perspectives of our students and community to achieve an environment for all to thrive in. Through a culture of collaboration and respect, we can continue to grow, develop, and excel in an ever-changing society and healthcare community.

If you have experienced or have witnessed bias or behaviors that do not align with this statement, please contact one of the individuals below in order for us to continue to promote inclusive excellence:

Nesbitt School of Pharmacy
Associate Dean of Admissions and Student Affairs
Dr. Julie Olenak, Pharm.D.
julie.olenak@wilkes.edu

Wilkes University
Title IX Coordinator
Elizabeth Leo, Esq.
(570) 408-7788
elizabeth.leo@wilkes.edu

Wilkes University
Deputy Title IX Coordinator (STUDENTS)
Dr. Philip J. Ruthkosky, Ph.D.
Office of Student Affairs
2nd Floor Passan Hall
(570) 408-4108
philip.ruthkosky@wilkes.edu

Wilkes University

Deputy Title IX Coordinator (FACULTY, STAFF, AND VISITORS)

LynnMarie Shedlock

Human Resources Manager - Employee Relations & Development

(570) 408-2034

lynnmarie.shedlock@wilkes.edu

The Wilkes University Discrimination and Harassment Reporting Form can be found here:

<https://www.wilkes.edu/about-wilkes/offices-and-administration/title-ix/discrimination-and-harassment-reporting-form.aspx>

NOTE: Do not use this form to report events presenting an immediate threat. If you require emergency assistance, please contact the University Police Department at (570) 408-4999 or call 911.

This form is designed for students, faculty, staff, visitors and others to report incidents of harassment and discrimination to the University. The University's Title IX Coordinator (or designee) receives and reviews all complaints and routes them to the appropriate University administrator for investigation.

This form can be used by any person making a report on their own behalf who wishes to remain anonymous. It can also be used to anonymously file a report on behalf of another person. The University will investigate every report to the extent possible. However, it is important to understand that if you choose to file an anonymous report, you may limit the University's ability to remedy the problem. You can review the University's policy and procedures for such reports on the Title IX page.

The University will make every effort to protect the privacy of all involved, but the information you provide in completing this form is not confidential and may be shared as necessary for the University to take the appropriate action.

Classrooms and Facilities

Classroom lectures, discussion groups, seminars, and laboratories will be held in different rooms throughout the Wilkes University Campus. Check the current University class schedule to find the room number. Rules for appropriate student conduct will be enforced for all classroom and laboratory settings.

Bulletin boards are located on the first floor of SLC outside of the Pharmacy Area for Collaboration (PAC), the third floor of the SLC outside of the Department of Pharmaceutical Sciences and the Department of Pharmacy Practice. These boards will be used to notify students of

seminars, special events, announcements, and other information relevant to students in the School of Pharmacy. Students must present information about special events or other materials to departmental assistants for posting on these boards. Posting is for a maximum of two weeks and upon approval of the Dean's office. Information will also be disseminated to students through Nesbitt News, website pages for individual faculty, and the home page for the School of Pharmacy.

Pharmacy Student Lounge: The Pharmacy Student Lounge is located on the third floor of the Stark Learning Center, room 379. Through the efforts of the pharmacy students, the room contains couches, computers, a TV (with cable), chalkboards, and a microwave oven. The lounge is a place where students can relax, converse, eat lunch, study or just hang out.

Pharmacy Area for Collaboration (PAC): The Pharmacy Area for Collaboration provides an area for students to gather to complete group work or study.

Library services: The PAC was formerly the Pharmacy Information Center. We are now supported primarily by the Farley Library staff/services. In addition to books and journals in the Farley Library, students have access to a number of electronic resources (*PubMed*, *International Pharmaceutical Abstracts*, and *Access Pharmacy*) are searchable on computers throughout the Wilkes Campus network. Students may access articles from hundreds of health-related journals online through these databases. Students and faculty also have access to drug databases such as *Micromedex*, *Facts and Comparisons*, and *Lexi-Comp* and to *Dynamed*, a clinical decision support tool that provides approximately 3000 topic summaries created through review of major medical journals and evidence-review databases. These resources are also available off-campus via the university's proxy server.

Needed books or journal articles that are not owned by Wilkes University may be obtained through Interlibrary Loan at no charge. Most interlibrary loan requests are filled within a day or two. Students must use the Iliad system to make requests.

PAC Regulations:

- After hours, students who have completed a special orientation to the policies and procedures relating to the PAC may gain access through a "swipe card" system.

- Books, journals, and reserve materials may not be taken from the center.
- Students will respect others' need for quiet and refrain from behavior that can be regarded as disruptive or a detriment to a positive learning environment.
- Cell phones must be turned off or set to vibrate while in the PAC. Calls must be answered outside.
- Only Information Center Staff are permitted behind the Reserve desk.
- A valid form of I.D. must be surrendered to obtain materials on Reserve.
- Conference Rooms may be used for group study only when not scheduled for class use. From time to time, faculty may reserve the use of team rooms and/or the entire PAC for teaching, testing, and other events. Students may not remain in the reserved rooms and/or PAC during these times unless they are participating in the scheduled activity for that space.
- PAC Food and Drink Policy:
 - Food and beverages are permitted, but students must clean up after themselves and deposit all trash in the appropriate receptacles.
 - Spills are to be wiped up immediately, and trash should be placed in receptacles.

Computer Resources: In addition to the numerous Internet access facilities provided by the University, the School of Pharmacy has various computer resources available for student use.

- The Anatomy & Physiology Lab (room 311 SLC) contains 24 Windows computer workstations running various physiology and pharmacology-based software.
- The Pharmaceutics Lab (room 347 SLC) contains two dual processor computers for use by all students.
- The Pharmacy Area for Collaboration houses a local-area network consisting of 12 computers.
- All computers described above have a current version of Microsoft Office which allows for word processing (Microsoft Word), spreadsheet manipulation (Excel), audio/visual presentations (PowerPoint), and database management (Access). Each computer also has Internet connectivity via Ethernet links through the University.
- Students using School of Pharmacy computer resources must conform to the Wilkes University Computer Use Policy and to practice behavior that is responsible, ethical and legal.

OTHER INFORMATION

Additional Wilkes University Policies and Services: In all instances, the student should refer to the Wilkes University Bulletin 2024-2025 for a complete list and description of student policies and services. A summary that may be most beneficial for entry-level pharmacy students are listed below:

Health Services: The University Health Services, located in Passan Hall, maintains regular hours while the University is in session for the fall and spring semesters. Registered nurses are available at all open times, and a physician is available at specified hours.

Campus Counseling: The Wilkes University counseling service, located in Passan Hall, offers confidential assessment and counseling for all Wilkes University students. Campus counseling also offers programs to help students in time and stress management, improving study techniques, and other self-improvement programs. Counseling via telehealth is available for graduate students. Details of their services can be found in the Wilkes University Student Handbook or <https://www.wilkes.edu/campus-life/counseling-center/index.aspx>.

Writing Center: The Writing Center is available to all Wilkes students who seek personal assistance with writing assignments. See the website for additional information at <https://www.wilkes.edu/academics/english/the-writing-center/index.aspx>. It is imperative that graduates of the School of Pharmacy gain competency in communication skills, including effective writing skills. In some classes, a course instructor may require a critique of written papers by the Writing Center prior to completion.

Office of Academic Success: The Learning Center, located in Conyngham Hall, provides free tutorial services in most courses to Wilkes students. Services include individual tutoring, group study sessions, small group supplemental instruction seminars, and assistance in basic skills. The service is free, and ALL students are encouraged to use the services of the Learning Center. The School of Pharmacy offers peer tutoring through Rho Chi tutoring services.

Day Care Services: Partially subsidized (reduced fee) day care for students can be arranged with the Building Blocks Learning Center at 116 South Main, Wilkes-Barre. See link for details: <https://buildingblockslearningcenter.com/wilkes/>

Inclement weather: In case of inclement weather, local radio and television stations will report on school closure or delays. In case of school delay, a compressed schedule, as described on the Wilkes University Home Page, will be followed. Students participating at practice or experiential sites, both IPPE and APPE will follow the policy detailed in the course syllabi regarding school closures and delayed schedules.

Policy for Students Requesting a Leave of Absence: Students may request a medical, personal, or military leave from the Nesbitt School of Pharmacy. The student should contact the Associate Dean of Admissions and Student Affairs to submit the request and applicable documentation. The Student

Affairs Committee will review the request and the Associate Dean of Admissions and Student Affairs will notify the student in writing of the decision. The student may be required to provide documentation to return to school. A leave of absence will remove the student from their current class standing and delay graduation. Students will be required to complete any newly added classes to the curriculum or repeat courses that have a curricular change in content. It will be the student's responsibility to review old material prior to returning to classes to ensure a successful transition back into the Pharmacy Program. The student will be notified in writing of when they must inform the Associate Dean of Admissions and Student Affairs of their intention to return from leave. Students requesting an extension of their approved leave should submit the request to the Associate Dean of Admissions and Student Affairs. The request for an extension will be presented to the Student Affairs Committee for review and the Associate Dean of Admissions and Student Affairs will notify the student in writing of the decision.

Policy for Students Requesting Accommodations: Students with disabilities come to the classroom with abilities similar to other students; they simply do things differently. Ultimately, each student is responsible for his or her own success. Nevertheless, in an effort to assure that all Wilkes students are given the opportunity to succeed, the University has adopted the following guidelines to provide reasonable accommodations for students with disabilities.

- The student requesting accommodations is presented to the Director of the Disability Support Office through self submission, parent referral, or faculty/staff referral.
- Documentation of the disability is required. For a learning disability, a psychoeducational specialist, i.e., clinical psychologist, and psychoneurologist or school psychologist, must submit documentation to the Director of the Disability Support Office. The actual test results must be given to the Learning Center in order to ensure a comprehensive policy process. For an accommodation based on a medical condition, a medical verification form must be completed.
- If there is no recent documentation for a learning disability, the evaluation will be completed by the Director of Campus Counseling at the University. If the student elects to have an off campus evaluation, that evaluation will be completed at the student's expense.
- The Director of the Disability Support and the Director of Campus Counseling, when indicated, will review the case.
- The Director of the Disability Support will conduct an interview with the student.
- The Director of Disability Support and the student will formulate an academic support plan and decide which faculty should be notified of these accommodations. The Director of the Disability Support will determine the range of accommodations, such as the amount of extended time allotted for test taking.
- Upon approval, the specific accommodations will be provided to the student in a written document. The student should provide this to their academic advisor and faculty of specific

classes **each semester**. Alternatively, the student may elect to share the documentation with the Associate Dean of Admissions and Student Affairs who will share the approved accommodation with the student's faculty members for the semester. The Director of Assessment and/or Associate Dean of Academic Affairs will also be informed when extra time is an accommodation to make appropriate adjustments in ExamSoft.

Notice of Nondiscrimination:

Wilkes University is committed to providing a welcoming environment for all members of our community and to ensuring that all educational and employment decisions are based on individuals' abilities and qualifications. Wilkes University prohibits discrimination in its educational programs, employment, admissions or any activities on the basis of race, color, national or ethnic origin, age, religion, disability, pregnancy, gender, gender identity and/or expression, sexual orientation, marital or family status, military or veteran status, genetic information, or any other characteristic protected under applicable federal, state or local laws.

Consistent with this principle, Wilkes University will comply with state and federal laws such as the Pennsylvania Human Relations Act or other applicable state law, Title IX, Title VI and Title VII of the Civil Rights Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Ethnic Intimidation Act of 1982 (P.L. 537-154) and other laws that prohibit discrimination.

As a recipient of federal financial assistance for education activities, Wilkes University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender, including in admissions and employment. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and this Policy.

All members and visitors of the Wilkes University community have the right to raise concerns or make a complaint regarding discrimination under this Policy without fear of retaliation. Inquiries about this Policy statement may be addressed to the University's Title IX Coordinator in person, by mail, by telephone, or by email, using the contact information listed below. A report may be made at any time (including during non-business hours). Anonymous complaints may also be made by using this link:

<https://www.wilkes.edu/about-wilkes/offices-and-administration/title-ix/discrimination-and-harassment-reporting-form.aspx>

TITLE IX COORDINATOR

Elizabeth Leo, Esquire
10 East South Street, Suite A
Wilkes-Barre, PA 18766
570-408-7788
elizabeth.leo@wilkes.edu

Inquiries about Title IX may be directed to Wilkes University's Title IX Coordinator, the Assistant Secretary, or both. The Assistant Secretary can be contacted at U.S. Department of Education, Office of Postsecondary Education, 400 Maryland Avenue S.W., Washington, D.C. 20202, or (800) 421-3481. For further information on notice of non-discrimination, you can find [the address and phone number of the OCR office that serves your area here](#) or call 1-800-421-3481.

The Family Education Rights and Privacy Act (FERPA): afford students certain rights with respect to their education records. Students obtain these rights upon attendance at Wilkes University. Attendance at Wilkes University begins with either the first day of class or the date the student moves into student housing, whichever is earlier. Wilkes University has chosen to assume that all students have reached the age of legal majority (18) as stated in the document.

Consequently, bills and grades are sent, in the student's name, directly to the permanent address listed for the student. Mid-term notices are sent directly to students at their on-campus, off-campus or permanent address. An exception is made for the mid-semester evaluations for first-year students and students who are on academic probation. Those mid-term records of satisfactory or unsatisfactory performance and attendance are sent to the students at their appropriate address and to the parents or legal guardians of these students.

In accordance with the provision of The Family Educational Rights and Privacy Act, students, upon request, will be given access to all their evaluative or opinion records that have been established by Wilkes. Such records might typically include those maintained by the Career Services Office, Health Services, Registrar, and the Office of Student Affairs. These records will be open to inspection in the presence of the appropriate University official. Procedurally, appointments must be made by students in advance to review their files and the University has a maximum of 45 days following the request to produce the records.

Typically, student records are maintained in the following University offices:

Academic Information	Student Services, Capin Hall
Placement Service Records	Career Services Office
Financial Aid Records	Student Services, Capin Hall
Medical Records	Health Services Office
Residence Life and Disciplinary Records	Residence Life or Student Affairs Office
Student Personnel/Transcript/Disciplinary Records/ Official Correspondence	Student Affairs Office

The following information will not be released to a student:

1. Letters of reference and recommendation placed in a student's file prior to 1/1/1975,
2. Parent's financial records unless written authorization is obtained from parents,
3. Private notes created by University personnel to serve as memory aids.
4. Records connected with denied applications to attend Wilkes University.
5. Records not included in the FERPA definition of educational records.

The Registrar releases directory information: the student's name, address (including email address), telephone number, photograph, field of study, dates of attendance, degrees, awards, and the most recent educational agency or institution attended by the student. This information may be released without a student's consent. A student may request such information not be released by the Registrar. **This request must be made in writing to the Registrar by the end of the first week of classes of the semester. Such requests must be filed yearly.**

Directory Information is not published for distribution to vendors, but is furnished to law enforcement agencies and within the University community.

Information contained in a student's record may not be released without the student's written consent with the following exceptions:

- 1) Disclosure is authorized in writing by the student. When the University releases or discloses information to third parties pursuant to a student's written authorization, it is done on the condition that the third party to whom the information or record is released or disclosed will not, in turn, release or disclose it to anyone else without the express written consent of the student.
- 2) Disclosure is to University officers or employees who need to know so as to accomplish legitimate purposes related to their functions.
- 3) Disclosure is to officials of other schools in which a student intends to enroll.
- 4) Disclosure is to parents of dependent students. Dependency status, for the purpose of this

policy statement, is defined by Internal Revenue Service guidelines. Documentation must be provided prior to release of information.

- 5) Disclosure is to specified representatives of governmental agencies, educational organizations or other entities as described by federal regulations or otherwise required by state or federal law. Custodians of records should obtain interpretations whenever third parties request personally identifiable information.
- 6) Disclosure is in connection with a student's application for, or receipt of, financial aid.
- 7) Disclosure is in compliance with a conduct order or subpoena. The staff member receiving such order, shall, if possible, immediately notify the student concerned in writing prior to compliance with such order or subpoena.
- 8) Disclosure is to parents of students under the age of 21 who are found to be in violation of alcohol and/or drug policies.
- 9) Information from University records may be released to appropriate persons in connection with an emergency if the knowledge of such information is necessary to protect the health or safety of a student or other persons.

Wilkes University's guidelines for implementing FERPA are maintained by the Vice President for Student Affairs. Students should address questions, concerns, or problems to the Associate Vice President for Student Life and Success

Student Affairs (mark.allen@wilkes.edu).

Students may file formal complaints regarding alleged failure of the College to comply with FERPA with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

The Registrar's Office will maintain a record kept with the permanent educational record of each student which will indicate all parties other than those listed above and in 99:30 of the Act who have requested and obtained access to a student's record which will indicate specifically the legitimate interest that each party has in obtaining this information.

During each academic year the Marketing Communications Office will, for various reasons, send releases containing student information to the media. Information may include items such as: name, address (including email address), telephone listing, date and place of birth, name and address of parent or guardian, major field, photograph, participation in officially recognized activities and sports, weight and height (if one is a member of an athletic team), dates of

attendance, degrees and awards received; the Dean's List; lists of graduates, and the most recent previous educational agency or institution attended by the student.

Under The Family Educational Rights and Privacy Act, students have the right to withhold disclosure of any or all of the items listed above. **Written notification to withhold this information from the media must be received each year by the Marketing Communication Office by the end of the first week of classes of the semester. Such requests must be filed yearly.**

A request to withhold any or all of the above data will not restrict internal use of the material by the University.

Student's rights under FERPA include the following:

1. The right to inspect and review information contained in educational records.
2. The right to request amendment of educational records to ensure they are not inaccurate, misleading or otherwise in violation of privacy or other rights.
3. The right to consent to disclosure, with exceptions specified in the Act, of personally identifiable information from education records.
4. This copy of institutional policy.
5. The right to file complaints with the Department of Education concerning alleged failure of this institution to comply with the Act.

Students may waive any or all rights to review confidential letters and statements of recommendation.

1. The right of waiver is subject to the following conditions:
 - a. The institution may not require waivers.
 - b. No institutional service or benefit be denied students who fail to supply waivers.
 - c. Documents for which a student has waived the right to access are used only for the purposes for which the waiver was collected.
 - d. Waivers must be in writing and signed by the student.

Professional and Student Organizations

Academy of Managed Care Pharmacy (AMCP)

100 North Pitt Street
Suite 400
Alexandria, VA 22314
800-827-2627
<http://www.amcp.org/>

The Wilkes University Chapter of AMCP educates the students, university, and community about how insurance companies and other major healthcare organizations allocate funds and provide benefits to their members. AMCP provides opportunities to learn about this area through service projects, guest speakers and information sessions. Managed care principles are valuable tools that can be applied to any field of pharmacy. Application to the organization is open to all students as early as the first year in pharmacy school and not subject to review. Chapter Advisor: TBD

American Pharmacists Association (APhA)

215 Constitution Avenue, N.W.
Washington, D.C. 20037
(202) 628-4410

<http://www.aphanet.org>

APhA promotes quality health care and rational drug therapy; works to protect the public health and assure the quality of drug products; promotes high professional standards, and represents pharmacy's interests and lobbies for the profession on legislative issues; offers continuing education programs, self-study programs, publications, insurance programs, financial services, professional placement services, library of pharmacy and medical information and other services. Advisor: Dr. Pezzino

American Society of Health-System Pharmacists (ASHP)

4630 Montgomery Avenue
Bethesda, MD 20814
(301) 657-3000

ASHP is a 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, 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. ASHP also provides a professional home for pharmacy students through the ASHP Pharmacy Student Forum. The Student Forum is comprised of over 4,100 students enrolled in a full-time undergraduate or graduate pharmacy program. Advisor: Dr. Manning

Pennsylvania Pharmacists Association

508 North Third Street
Harrisburg, PA 17101-1199
(717)-234-6151

Pennsylvania Pharmacists Association (PPA) is our state organization made up of pharmacists from all practice settings. The Pennsylvania Pharmacists Association, as the leading voice of pharmacy, promotes the profession through advocacy, education, and communication to enhance patient care and public health. Students involved with PPA will learn about legislative and practice issues in our state. They will also have the opportunity to participate in various events that promote advanced pharmacy practice. Advisors: Drs. K. Ference and Franko

National Community Pharmacists Association (NCPA)

205 Daingerfield Road
Alexandria, VA. 22314
(701) 683-8200

NCPA represents the pharmacist owners, managers, and employees of nearly 25,000 independent community pharmacies across the country. More than 60,000 independent pharmacists nationwide dispense the majority of the nation's retail prescription drugs. The main objectives of the NCPA is; dedicated to be the continuing growth and prosperity of independent community pharmacy in the United States; to be the national pharmacy association representing the professional and proprietary interests of independent community pharmacists and will vigorously promote and defend those interests; to be committed to high-quality pharmacist care and restoring, maintaining, and promoting the health and well-being of the public we serve; to believe in the inherent virtues of the American free enterprise system and will do all we can to ensure the ability of independent community pharmacists to compete in a free and fair marketplace; to value the right to petition the appropriate legislative and regulatory bodies to serve the needs of those we represent; to utilize resources to achieve these ends in an ethical and socially responsible manner. Advisor: Dr. Kieck

American College of Clinical Pharmacy (ACCP)

3101 Broadway, Suite 380
Kansas City, MO 64111
(816) 531-2177

ACCP is a member-driven professional and scientific society dedicated to optimizing drug therapy outcomes in the pharmaceutical care of patients by promoting excellence and innovation in clinical pharmacy practice, research, and education. Contact: Dr. Nguyen.

Rho Chi National Honor Society

c/o School of Pharmacy
CB 7360, Beard Hall
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7360
(919) 843-9001
RhoChi@unc.edu;

The Rho Chi Society is the only national honor society dedicated to the profession of pharmacy. It encourages and recognizes excellence in intellectual achievement and advocates critical inquiry in all aspects of pharmacy. Further, the Society encourages high standards of conduct and character and fosters fellowship among its members. The Society envisions that it will seek universal recognition of its members as lifelong intellectual leaders in pharmacy, and as a community of scholars, will instill the desire to pursue intellectual excellence and critical inquiry to advance the profession. Advisors: Drs. Franko and K Ference

Kappa Psi Pharmaceutical Fraternity

The Central Office
University of Oklahoma College of Pharmacy
1110 N. Stonewall
Oklahoma City, OK 26901
<https://kappa-psi.com/>

Kappa Psi Pharmaceutical Fraternity is the oldest professional pharmacy fraternity, celebrating over 118 years of service to the brotherhood of Pharmacy. Kappa Psi fraternity sponsors professional, service and social projects. The purpose of these projects is to conduct a fraternal organization for the mutual benefit of its members, to foster high ideals and fellowship, to develop industry, pharmaceutical research, and advance the profession of pharmacy.

Advisor: Dr. Roke-Thomas

Lambda Kappa Sigma (LKS)

20110 Glenoaks Drive
Brookfield WI 53045
(800)-LKS-1913
lks@lks.org

LKS is an international, professional pharmacy fraternity. Founded in 1913, LKS has over 18,000 members and has chartered 44 collegiate and 36 alumni chapters internationally. Membership is open to undergraduate or graduate pharmacy students and practicing pharmacists. The purpose of LKS is to promote the profession of pharmacy among women and to aid its members in all ways; its objective is to create a center of enjoyment, friendship, cultures and support among its members. LKS strives to provide relevant programming which fosters personal, professional, cultural, social and intellectual development, helping its members to realize their individual goals. Advisor: Dr. Warunek

Phi Lambda Sigma Pharmacy Leadership Society

5005 Rockhill Road
Kansas City, MO 64110
(816) 235-1738
www.philambdasigma.org

Phi Lambda Sigma, the premiere pharmacy leadership honorary society, was established in 1965 at Auburn University. Its mission is to identify, develop, support, and promote leaders in pharmacy. Recognition of those who have taken active roles in the profession early in their career (i.e. in pharmacy school) is a top priority for the organization. Phi Lambda Sigma supports the growth of these leaders while aiding them to support and serve others. Application to the organization is open to all students as early as the first year in pharmacy school, and acceptance into the society is based upon peer review. Charter chapter at Wilkes University: Fall 2002. Advisor: Dr. Lewis

Christian Pharmacists Fellowship International (CPFI)

PO Box 1154
Bristol, TN 37621-1154
888-253-6885

Christian Pharmacists Fellowship International (CPFI) is a worldwide ministry of individuals working in all areas of pharmaceutical service and practice. Our mission is to serve Christ and the world through pharmacy.

Advisor: Dr. Olenak

Industry Pharmacists Organization (IPhO)

Contact form available on website

<http://www.industrypharmacist.org/index.php>

IPhO is for students interested in learning about industry, business, law and self-development. IPhO provides the knowledge, skill sets and professional resources necessary to advance your career in any area of pharmacy. Members will be equipped to contribute to the development, promotion and optimal use of medicines. Additionally, IPhO offers student pharmacists opportunities to author and publish in a variety of formats, and

offers internship opportunities for hands-on experience. IPhO also participates in the national VIP Advocacy Challenge, delivers opportunities to attend regional events, and provides the support and materials needed to give each student an advantage in this field. Advisor: Dr. Malinowski

Pediatric Pharmacy Advocacy Group

7953 Stage Hills Blvd. #101

Memphis, TN 38133

888.316.3617

<http://www.ppag.org>

The Pediatric Pharmacy Advocacy Group is an international, nonprofit, professional association representing the interests of pediatric pharmacists and their patients. We are dedicated to improving medication therapy in children. Our sole purpose is to promote safe and effective medication use in children through communication, education, and research. Chapter Advisor: Dr. Lewis

Student National Pharmaceutical Association (SNPhA)

PO Box 761388

San Antonio, TX 78245

(210) 383.7381

<https://snpha.org/>

SNPhA is an educational service association of pharmacy students who are concerned about pharmacy and healthcare related issues, and the poor minority representation in pharmacy and other health-related professions. The purpose of SNPhA is to plan, organize, coordinate and execute programs geared toward the improvement for the health, educational, and social environment of the community.

Chapter Advisor: Dr. McManus

Psychiatry Club

American Association of Psychiatric Pharmacists (AAPP)

8055 O Street

Suite S113

Lincoln, NE 68510

(402)476.1677

<https://aapp.org/>

The Mission of AAPP is to: Advance the reach and practice of psychiatric pharmacy and serve as the voice of the specialty, advocate for stigma reduction in the areas of psychiatric conditions including mental health disorders, and increase education on Psychiatric pharmacy and resources available to the public. Chapter Advisor: Dr. Faith Wellings

The faculty and staff are listed below. Information includes the name, when they joined Wilkes, title, degree and institution.

Scott Bolesta (2005), Professor of Pharmacy Practice, Pharm.D., Wilkes University.

Justin Collins (2021), Director of Admissions & Student Affairs. B.A., Marywood University, M.A. in Higher Education Administration, University of Louisville.

Erin A. Dunleavy (2023) Director of Assessment. BA Lycoming College, BS Lycoming College, M.A. Marywood University, MA University of Scranton, Certificate of Advanced Graduate Study, University of Scranton, PhD Marywood University

Jonathan Ference (2008), Dean and Associate Professor of Pharmacy Practice, Pharm.D. Wilkes University.

Kimberly Ference (2008), Associate Professor of Pharmacy Practice, Pharm.D., Wilkes University.

Bernadette Frail (2000), Administrative Assistant to the Dean, A.A.S. Keystone College.

Thomas Franko (2013), Chair and Associate Professor of Pharmacy Practice, Pharm.D., University of the Sciences

Bernard Graham (1994), Professor Emeritus of Pharmaceutical Sciences, Former Professor and Dean, School of Pharmacy B.S., R.Ph. Albany College of Pharmacy, M.S., Ph.D. Purdue University

Brenda Gruver (2019), Associate Professor of Pharmacy Practice, PharmD, Wilkes University

Michelle Holt-Macey (1998), Associate Dean of Experiential Programs, B.S., R.Ph. State University of New York (SUNY) Buffalo.

Harvey Jacobs (1996), Professor Emeritus of Pharmaceutical Sciences, B.A. Wilkes College, B.S., R.Ph., Ph.D. University of Utah.

Arthur Kibbe (1994), Professor Emeritus of Pharmaceutical Sciences.

Danielle Kieck (2019), Assistant Professor of Pharmacy Practice, PharmD, State University of New York (SUNY) Buffalo.

Robert Knight (2024), Coordinator of Admissions and Student Affairs. B.S., The University of Scranton, M.S., Marywood University, MBA, The University of Scranton.

Ryan Henry (2017), Assistant Professor of Chemistry and Pharmaceutical Sciences. Ph.D. University of Rochester School of Medicine and Dentistry

Julia Jacien (2021), Experiential Program Coordinator, MBA, Misericordia University.

Troy Lynn Lewis (2018), Associate Professor of Pharmacy Practice, PharmD, Wilkes University.

Arthur Kibbe (1994), Professor Emeritus of Pharmaceutical Sciences, B.S., R.Ph. Columbia University, M.S., Ph.D. University of Florida

Erica Mabry (2024), Assistant Professor of Pharmacy Practice, PharmD, Wilkes University

Rubi Mahato (2022), Assistant Professor of Pharmaceutical Science. PhD in Pharmaceutical Sciences and Chemistry from University of Missouri-Kansas City. Executive MBA, Fairleigh Dickinson University. B.Pharm, Rajiv Gandhi University of Health Sciences.

Jennifer Malinowski (1998), Associate Dean of Academic Affairs and Associate Professor of Pharmacy Practice, B.S. Philadelphia College of Pharmacy and Science, Pharm.D. Temple University.

Dana Manning (2008), Associate Professor of Pharmacy Practice, B.S. Cornell, Pharm.D., Wilkes University.

Mary McManus (2000), Associate Professor of Pharmaceutical Sciences, B.S., R.Ph., Ph.D. St. John's University.

Kimmy Nguyen (2018), Associate Professor of Pharmacy Practice, PharmD, University of the Sciences.

Julie Olenak (2004), Associate Dean of Admissions and Student Affairs and Professor of Pharmacy Practice, Pharm.D. Wilkes University.

Nicole Pezzino (2015), Associate Professor of Pharmacy Practice, Pharm.D., University of Pittsburgh

Kristina Powers (2015), Director of Experiential Programs, Pharm.D. Wilkes University.

Ashrufur, Rahman (2023), Assistant Professor of Pharmaceutical Science. PhD in Brain Science and Nervous Systems from the University of Toyama-Toyama City. Post-doc (2021), Texas Tech University, TX. M.Pharm, Clinical pharmacy and pharmacology, University of Dhaka, Bangladesh.

Marie Roke-Thomas (2003), Chair and Professor of Pharmaceutical Sciences, B.S. Wilkes University, M.P.A Seton Hall University, Ph.D. Marywood University.

Theresa Rule (2008), Office Assistant, Department of Pharmaceutical Sciences and Pharmacy Practice. B.A. Wilkes University.

Kelly Sklanka (2023), Assistant Professor of Pharmacy Practice, PharmD, Wilkes University

Dominick Trombetta (2001), Associate Professor of Pharmacy Practice, B.S. Temple University, Pharm.D., Shenandoah University.

Adam L. VanWert (2008), Professor of Pharmaceutical Sciences, Pharm.D. Wilkes University, Ph.D. The Medical University of South Carolina.

Letitia Warunek (2019), Assistant Professor of Pharmacy Practice, PharmD, Wilkes University.

Faith Wellings (2022), Assistant Professor of Pharmacy Practice, PharmD, University of Pittsburgh

Zbigniew Witczak (1999), Professor Emeritus of Pharmaceutical Sciences, B.S., M.S., Ph.D. Medical Academy, Lodz Poland.

Advanced Pharmacy Practice Experience Request Form

It is the philosophy of the Nesbitt School of Pharmacy to provide a range of valuable APPEs, with preceptors who are oriented and trained, and in sites that support our School's mission. In doing so, we also aim to prudently manage our resources to provide for all things necessary of an experiential site and of an experiential preceptor. In addition, ACPE requires that preceptors be oriented, trained, assessed, and willing to participate in ongoing preceptor development. These are among the reasons that we primarily consider new preceptors/site which either provide a niche we currently do not cover adequately or that are in geographical areas which help a number of students from our typical class makeups. If you would like a new site to be considered and feel it meets the above criteria, please submit the following form to the Experiential Office no later than September 30 prior to the experiential year you'd like the site to be potentially added. Note that approval of the site does not guarantee the student who requested consideration to be scheduled at the site, but the student may preference the site along with interested classmates.

Student name:

Date:

Site name:

Preceptor name, credentials/title, and contact (Email and phone number) information:

Rotation type:

Rotation brief description:

Have you contacted the site/preceptor: Y N

- If no, please do so (in a professional manner) before submitting this form, letting them know this is preliminary information required prior to them being contacted by the OEE.

Is the preceptor/site willing to take additional students on this rotation throughout the year (vs. just one/you)? Y N

- If yes, how many students is the preceptor willing to take? ____/year
- Is the preceptor willing to continue working with the school after you have completed the rotation? Y N
- Is the preceptor willing to participate in preceptor development/training if they have not already done so? Y N

How will this rotation help satisfy your interests and/or meet your career goals?

Please note that completion of this form does not guarantee the OEE will pursue and/or approve this potential opportunity.

Oath of A Pharmacist

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

- *I will consider the welfare of humanity and relief of suffering my primary concerns.*
- *I will promote inclusion, embrace diversity, and advocate for justice to advance health equity.*
- *I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for all patients.*
- *I will respect and protect all personal and health information entrusted to me.*
- *I will accept the responsibility to improve my professional knowledge, expertise, and self-awareness.*
- *I will hold myself and my colleagues to the highest principles of our profession's moral, ethical and legal conduct.*
- *I will embrace and advocate changes that improve patient care.*
- *I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.*

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