



HIGH POINT UNIVERSITY

R_x Fred Wilson School of Pharmacy

Preparing healthcare professionals for the world as it is going to be.



2020-2021 Student Handbook

Dear Fred Wilson School of Pharmacy student pharmacists,

Pharmacists play an invaluable role in serving the health needs of this country's citizenry. They are medication therapy experts and are the most accessible member of the health care team. The outcomes of the pharmaceutical care that pharmacists provide include preventing disease, lessening the effects of a disease episode, improving symptoms, and the ultimate goal, curing a disease. Pharmacists are provided the authority they have been granted by boards of pharmacy and the public due to the medication expertise and professionalism instilled through their years of education in the classroom and during their experiential rotations. Pharmacists' responsibilities require that they be fully committed to patients so that they receive the most effective and efficient therapies possible.



During your education at the Fred Wilson School of Pharmacy (FWSOP) our faculty will challenge you academically, professionally, and personally to make the decisions that are the most appropriate for patients. FWSOP faculty members are leaders and experts in their fields of study who are committed to helping you achieve your success. They will be your mentors and your role models. They will stimulate you to learn but also challenge you to reach your full academic and professional potential. As you begin a new academic year, remember that FWSOP faculty, staff, and students form a partnership in our structured Pharm.D. program resulting in what each member of the team strives for – a skilled, conscientious, trustworthy, and compassionate pharmacist.

The purpose of this FWSOP Student Handbook is to provide a source of information to guide all students through their academic careers. This Handbook provides the Mission and Vision that has led the development of our Pharm.D. program. It includes policies and procedures that guide your academic and professional training as well as the rules that direct our decisions and actions. It is important that you be familiar with the policies and procedures so that you will be well informed about our program.

Best regards,

A handwritten signature in black ink that reads "Earle W. Lingle". The signature is written in a cursive, flowing style.

Earle "Buddy" Lingle, R.Ph., Ph.D.

Dean

Disclaimer

Every attempt has been made to ensure that the information contained within this Student Handbook is accurate and current at the time of publication. It is intended for information purposes only.

The provisions of this Student Handbook do not constitute a contract, expressed or implied, between any applicant, student, or faculty member and the Fred Wilson School of Pharmacy. Although every effort has been made to verify the accuracy of information in this publication, High Point University and the School of Pharmacy reserve the right to change course offerings, fees, tuition, academic calendars, curricula, degree requirements, graduation procedures, and any other requirements affecting students. Changes will become effective whenever the proper authorities so determine and will apply to both prospective students and those already enrolled. High Point University retains the right to dismiss a student who does not attain and maintain adequate academic or clinical performance or who does not exhibit the personal and professional qualifications required for the practice of pharmacy.

Updates and changes are made annually to the Handbook. High Point University and the School of Pharmacy reserve the right to make changes to policies and procedures without notice as necessitated by governing authorities or administrative needs. Detailed instructions on processes related to the Offices of the Registrar, Financial Aid, and Finance can be obtained by contacting the respective office or visiting their website.

Failure to read this manual does not excuse students from the rules and procedures described herein. Personal factors, illness, or contradictory advice from any source are not acceptable grounds for seeking exemption from these rules and procedures.

Preface

The Fred Wilson School of Pharmacy Student Handbook is a compilation of information on student services and resources, academic and professional policies, student support services, grading policies and procedures, the current curriculum, experiential course policies, and other useful material. Students should use this document as their primary resource for help and reference as they progress through the Pharm.D. Program.

The material in this Handbook is as up-to-date and useful as possible, but your suggestions to improve it are encouraged. Please contact the Associate Dean for Student and Professional Affairs with your questions or comments concerning any of the material in this document.

Table of Contents

<i>Disclaimer</i>	2
<i>Preface</i>	2
<i>Fred Wilson School of Pharmacy</i>	7
<i>Mission, Vision and Goals</i>	8
<i>Faculty and Staff Directory</i>	9
<i>2020-2021 Doctor of Pharmacy Academic Calendar</i>	14
<i>Accreditation Status</i>	15
<i>Tuition & Fees for Academic Year 2020-2021</i>	16
<i>Refund of Fees Policy</i>	17
<i>Pharmacy Curriculum</i>	18
<i>Professional Pharmacy Curriculum</i>	19
<i>High Point University School of Pharmacy Course Descriptions</i>	22
<i>2020-2021 Co-Curricular Plan</i>	33
<i>FWSOP Interprofessional Education Plan</i>	46
<i>Experiential Education</i>	52
<i>Professionalism and Conduct</i>	54
<i>Code of Ethics</i>	55
<i>Pledge of Professionalism</i>	57
<i>Oath of a Pharmacist</i>	58
<i>Honor Code</i>	59
<i>Academic and Professional Conduct Policy</i>	61
<i>Social Media Policy</i>	64
<i>Alcohol and Drug Policy</i>	66
<i>Admissions</i>	67

<i>Admission Criteria</i>	68
<i>Student Technical Standards</i>	69
<i>Transfer and Course Waiver Policy</i>	71
<i>Academic Progression & Graduation</i>	73
<i>Progression Policy</i>	74
<i>Withdrawal and Leave of Absence Policy</i>	78
<i>Graduation Requirements</i>	80
<i>North Carolina Pharmacy License Requirements</i>	81
<i>Academic Affairs</i>	82
<i>Grading Policy</i>	83
<i>Grade Appeal Policy</i>	84
<i>Student Examination Policy</i>	85
<i>Academic Early Alert</i>	86
<i>Student Attendance and Participation Policy</i>	88
<i>FWSOP Remote Learning Procedure</i>	91
<i>Continuous Professional Development and Portfolio Policy</i>	93
<i>Advising Policy</i>	96
<i>Accommodations Policy</i>	98
<i>Citing Other People’s Work</i>	99
<i>Grievances</i>	100
<i>ACPE Complaint</i>	101
<i>Student Policies and Services</i>	102
<i>Student Background Check Policy</i>	103
<i>Student Drug Screen Policy</i>	106
<i>Student Course Registration</i>	108
<i>Access to Student Records</i>	109

<i>Dress Code Policy</i>	110
<i>Technology Requirements</i>	112
<i>Housing and Transportation</i>	114
<i>Financial Planning</i>	115
<i>Communications</i>	116
<i>Student Governance in the Fred Wilson School of Pharmacy</i>	117
<i>Student Professional Organizations</i>	119
<i>Health and Safety</i>	120
<i>Immunizations & Screenings Requirements</i>	121
<i>CPR Requirements</i>	122
<i>Safety and Personal Security</i>	123
<i>Infection Control</i>	124
<i>Health Insurance</i>	128
<i>Professional Insurance</i>	128
<i>Inclement Weather</i>	129
<i>High Point University Institutional Policies and Services</i>	130
<i>Non-Discrimination Policy</i>	131
<i>Disability Services</i>	131
<i>Counseling Services</i>	131
<i>Commitment to Diversity, Equity & Inclusion</i>	132
<i>Student Health Services</i>	133
<i>Writing Center at HPU</i>	133
<i>Financial Aid</i>	134
<i>Information Technology</i>	134
<i>Library Services</i>	135
<i>The HPU Passport Card</i>	137
<i>Hospitality Services</i>	138

<i>Post Office & Mail Services</i>	139
<i>University Bookstore</i>	140
<i>High Point University “Cashless Campus” Program</i>	140
<i>Banking/Cashiering</i>	140
<i>Office of Communications</i>	141
<i>Campus Concierge</i>	142

Fred Wilson
School of Pharmacy

Mission, Vision and Goals

Most recent revision: September 24, 2015

Policy Statement

High Point University School of Pharmacy **Mission:** To provide an extraordinary pharmacy education through the integration of biomedical and clinical sciences that enables future pharmacists to excel in a dynamic healthcare environment as a member of the healthcare team.

High Point University School of Pharmacy **Vision:** To be a premier school of pharmacy advancing education and research that prepares compassionate and inspired healthcare leaders for the local and global community.

High Point University School of Pharmacy **Goals**

1. Provide students with a comprehensive pharmacy education that carefully integrates basic and clinical sciences.
2. Develop within students the process of analytical thought, enabling them to reason through clinical and scientific problems.
3. Promote for all faculty and students, a passion for clinical and scientific discovery to advance healthcare.
4. Maintain an environment of caring and acceptance for personal and cultural differences, to develop kind, compassionate, and accepting pharmacy practitioners.
5. Expose students to real-world situations that prepare them to function effectively within health care environments.

High Point University School of Pharmacy **Educational Philosophy:** To utilize a closely integrated basic and clinical science curriculum to promote student application of the full range of skills necessary to provide patient-centered pharmaceutical care. Our teaching methods will utilize evidence-based techniques that promote long-term learning and expand the ability to synthesize the rapidly changing knowledge in healthcare.

Faculty and Staff Directory

Faculty

Samuel Adeosun
Assistant Professor of Clinical Sciences
Office: FWSOP 4021
sadeosun@highpoint.edu
336-841-9369

Comfort Boateng
Assistant Professor of Basic Pharmaceutical Sciences
Office: FWSOP 4042
cboateng@highpoint.edu
336-841-9718

Courtney Bradley
Assistant Professor of Clinical Sciences
Office: FWSOP 4016
cbradley@highpoint.edu
336-841-9715

Travis Carlson
Assistant Professor of Clinical Sciences
Office: FWSOP 4036
tcarlso2@highpoint.edu
336-841-2860

Bradley Clark
Associate Professor of Basic Pharmaceutical Sciences
Office: FWSOP 4035
bclark@highpoint.edu
336-841-9665

Julie Cooper
Associate Professor of Clinical Sciences
Office: FWSOP 4045
jcooper2@highpoint.edu
336-841-9667

Robert Coover
Assistant Professor of Basic Pharmaceutical Sciences
Office: FWSOP 4029
rcoover@highpoint.edu
336-841-2807

Jean Douglas
Associate Professor and Director of Standardized Clients
Office: FWSOP 4023
jdouglas@highpoint.edu
336-841-9789

Alex Ebied
Assistant Professor of Clinical Sciences
Office: FWSOP 4030
aebied@highpoint.edu
336-841-9774

Cale Farenholtz
Assistant Professor of Basic Pharmaceutical Sciences
Office: FWSOP 4024
cfahrenh@highpoint.edu
336-841-9813

Peter Gal
Professor and Associate Dean for Academic Affairs
Office: FWSOP 3011
pgal@highpoint.edu
336-841-9550

Joy Greene
Professor and Assistant Dean for Experiential Education
Office: FWSOP 3006
jgreene@highpoint.edu
336-841-9553

Scott Hemby
Professor and Chair of Basic Pharmaceutical Sciences
Office: FWSOP 4008
shemby@highpoint.edu
336-841-9640

Andrew Hwang
Assistant Professor of Clinical Sciences
Office: FWSOP 4040
ahwang@highpoint.edu
336-841-9719

Jeremiah Jessee
Assistant Professor of Clinical Sciences
Office: FWSOP 4034
jjessee@highpoint.edu
336-841-9805

Bianca Lascano
Assistant Professor of Clinical Sciences
Office: FWSOP 4012
blascano@highpoint.edu
336-841-2879

Mary Jayne Kennedy
Professor and Chair of Clinical Sciences
Office: FWSOP 4009
mkenned2@highpoint.edu
336-841-9714

Sang-Min Lee
Assistant Professor of Basic Pharmaceutical Sciences
Office: FWSOP 4031
slee2@highpoint.edu
336-841-9415

Sun Lee
Assistant Professor of Clinical Sciences
Office: FWSOP 4032
slee1@highpoint.edu
336-841-9174

Earle "Buddy" Lingle
Professor and Dean
Office: FWSOP 3005
elingle@highpoint.edu
336-841-9552

Sally McMillin
Assistant Professor of Basic Pharmaceutical Sciences
Office: FWSOP 4019
smcmill1@highpoint.edu
336-841-9674

Diamond Melendez
Assistant Professor of Clinical Sciences
Office: FWSOP 4013
dmelende@highpoint.edu
336-841-9822

Shaina Musco
Assistant Professor of Clinical Sciences
Office: FWSOP 4022
smusco@highpoint.edu
336-841-9598

Gina Peacock
Professor and Associate Dean for Student and Professional Affairs
Office: FWSOP 3013
gpeacock@highpoint.edu
336-841-9829

Jwala Renukuntla
Associate Professor of Basic Pharmaceutical Sciences
Office: FWSOP 4033
jrenukun@highpoint.edu
336-841-9729

Jan Ruzicka
Assistant Professor of Basic Pharmaceutical Sciences
Office: FWSOP 4037
jruzicka@highpoint.edu
336-841-9242

Aurijit Sarkar
Assistant Professor of Basic Pharmaceutical Sciences
Office: FWSOP 4044
asarkar1@highpoint.edu
336-841-9183

Christina Sherrill
Assistant Professor of Clinical Sciences
Office: FWSOP 4043
csherril@highpoint.edu
336-841-9678

Jordan Smith
Assistant Professor of Clinical Sciences
Office: FWSOP 4038
jsmith5@highpoint.edu
336-841-9716

Phillip Stafford
Associate Professor and Director of Longitudinal Patient Experience
Office: FWSOP 4010
pstaffor@highpoint.edu
336-841-9833

Kent Stewart
Associate Professor of Basic Pharmaceutical Sciences
Office: FWSOP 4039
kstewar1@highpoint.edu
336-841-9568

Staff

Amber Belvin Assessment
Coordinator Office:
FWSOP 4051
abelvin1@highpoint.edu
336-841-2872

Diane Lamper
Administrative Assistant for Experiential Education
Office: FWSOP 3007
dlamper@highpoint.edu
336-841-9187

Kristen Hoskins
Administrative Assistant Dean's Office
Office: FWSOP 3002
khoskins@highpoint.edu
336-841-9671

Scot McIntosh
Laboratory Manager
Office: FWSOP 4006
smcintos@highpoint.edu
336-841-9661

Annie Phillips
Director of Student Affairs
Office: FWSOP 3009
aphilli2@highpoint.edu 336-
841-9551

April Sharpe
Department Administrator for Basic Pharmaceutical and Clinical Sciences
Office: FWSOP 4007
asharpe@highpoint.edu
336-841-9547

Gail Strickland
Administrative Assistant for Assessment
Office: FWSOP 3010
gstrickl@highpoint.edu
336-841-9489



HIGH POINT UNIVERSITY
 Rx Fred Wilson School of Pharmacy

2020-2021 Doctor of Pharmacy Academic Calendar

Fall, 2020		
	<u>Class of 2021</u> August 3rd – December 22nd	<u>Classes of 2022, 2023, 2024</u> August 18th – December 9th
Orientation for First-Year students	N/A	Thursday, August 13 th , – Friday, August 14 th ; Monday, August 17 th
White Coat Ceremony	N/A	Monday, August 17 th , 5:30 pm
First day of fall semester	Monday, August 3 rd	Tuesday, August 18 th
Last day to withdraw with no record and receive a 50% tuition refund	Monday, August 10 th	Tuesday, August 25 th
Fall Break begins	N/A	N/A
Fall Break ends	N/A	N/A
Thanksgiving Holiday begins	N/A	Tuesday, November 24 th (after classes)
Thanksgiving Holiday ends	N/A	Monday, November 30 th (7:00 a.m.)
Final Exams	N/A	Wednesday, December 2 nd – Wednesday, December 9 th
Final day of fall semester	Tuesday, December 22 nd	Wednesday, December 9 th

Spring, 2021 (Tentative)		
	<u>Class of 2021</u> January 4th – April 29th	<u>Classes of 2022, 2023, 2024</u> January 4th – April 29th
First day of spring semester	Monday, January 4 th	Monday, January 4 th
Last day to withdraw with no record and receive a 50% tuition refund	Friday, January 8 th	Friday, January 8 th
Martin Luther King Jr. Day (No Classes)	N/A	Monday, January 18 th
Spring Break begins	N/A	Friday, March 5 th (after classes)
Spring Break ends	N/A	Monday, March 15 th (7:00 a.m.)
Easter Holiday begins	N/A	Thursday, April 1 st (after classes)
Easter Holiday ends	N/A	Tuesday, April 6 th (7:00 a.m.)
P3 Pinning Ceremony	N/A	To be announced
Final Exams (P1 and P2 students)	N/A	Friday, April 23 rd – Thursday, April 29 th
Final Exams (P3 students)	N/A	Thursday, April 22 nd – Monday, April 26 th
Final day of spring semester	Friday, April 29 th	Thursday, April 29 th
Hooding Ceremony	Friday, May 7 th (tentative)	N/A
Commencement	Saturday, May 8 th	N/A

Summer, 2021 (Tentative)		
	<u>Class of 2022</u> May 3rd – August 31st	<u>Classes of 2023 and 2024</u> May 10th – July 30th
First day of summer term	Monday, May 3 rd	Monday, May 10 th
Last day to withdraw with no record and receive a 50% tuition refund	Friday, May 7 th	Friday, May 14 th
Final day of summer term	Friday, July 30 th	Friday, July 30 th

Accreditation Status

On July 11, 2017 High Point University received the following notification from the Accreditation Council for Pharmacy Education (ACPE):

“High Point University Fred Wilson School of Pharmacy’s Doctor of Pharmacy program has been granted Candidate status by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60603, 312/644-3575; FAX 866/228-2631, web site www.acpe-accredit.org.”

With respect to clarification of the meaning of Candidate status, graduates of a program so designed would, in the opinion of ACPE, have the same rights and privileges of those graduates from a fully accredited program. The Candidate status denotes a developmental program that is expected to mature in accord with stated plans within a defined time period. It should be underscored, however, that decisions concerning eligibility for licensure by examination or reciprocity reside with the respective state boards of pharmacy in accordance with their state statutes and administrative rules. Should Candidate status be awarded to a program, ACPE would, however, make its position known and make recommendations consistent with that position.

Tuition & Fees for Academic Year 2020-2021

AN EDUCATION WITH VALUE(S)

At High Point University, we believe that your pharmacy education is one of the most important investments that you can make. We are aware that the cost of a professional education is a major outlay and make every effort to keep our charges as reasonable as possible, while providing a first-class college education.

EDUCATIONAL INVESTMENT:

Tuition & Fees – Fall '20 semester \$19,640

Tuition & Fees – Spring '21 semester \$19,640

Tuition & Fees – Summer '21 semester \$3,610

Total Annual Tuition & Fees \$42,890

Campus Parking included

Printing included

Health Services included

Counseling Services included

Library Services included

Online textbooks included

Division One Athletic Events included

Airport Transportation included

Major Concerts included

Cultural Enrichment Events included

Fitness Center/Pool included

Intramurals and Club Sports included

Career/Internship Services included

Concierge Services included

Dining Plans Available additional fee depending on plan

Background Checks & Drug Screens Actual cost paid by student to company providing service

The educational investment covers all of the services and features above, plus more! The educational investment does not cover all textbook costs and course supplies.

Refund of Fees Policy

Most recent revision: October 19, 2016

Policy Statement

The Fred Wilson School of Pharmacy policy on refund of tuition and fees is as follows:

- Fees, including textbooks, assessed as a part of the registration process are non-refundable.
- A student is considered enrolled in the FWSOP when all steps of their registration are complete including final arrangements for payment for all student tuition, fees, and other charges through one of the options offered by the University, before the date for completion of registration as defined by the School is passed.
- If a student withdraws from the FWSOP after being officially registered, then an official withdrawal process must take place. To withdraw from the FWSOP, a student should meet with the Associate Dean for Student and Professional Affairs and the student's advisor. If the student still wishes to withdraw after this meeting they must complete and submit a formal withdrawal form to the Associate Dean for Student and Professional Affairs.
- Any tuition refund will be based on policies of the HPU Office of Student Accounts.
- By completing registration in the FWSOP a student has agreed to meet all financial obligations to the FWSOP. HPU reserves the option to pursue collection of outstanding financial obligations by means of a variety of legal methods

Pharmacy Curriculum

Professional Pharmacy Curriculum

Years 3 – 6 of Program (Professional years P1 – P4)

The integrated curriculum weaves foundational basic pharmaceutical science courses with applied courses and practical clinical experiences throughout the Pharm.D. program to develop strong problem-solving skills by providing the opportunity to combine classroom learning with real world application.

First Professional Year: Fall

Introduction to Medicinal Chemistry & Lab	2 & 1 Credit
Physiology of Wellness and Disease	4 Credit
Pharmaceutical Calculations	1 Credit
Introduction to Pharmacy Practice & Clinical Skills Lab	3 & 2 Credit
Introduction to Pharmacology	3 Credit
Deans' Introduction to Pharmacy	1 Credit
Case Recitation I: Bridging Basic & Clinical Sciences	1 Credit
Semester Total = 18 credit hours	

First Professional Year: Spring

Medical Chemistry & Pharmacology	3 Credit
Pharmaceutics & Lab	3 & 1 Credit
Immunology	2 Credit
Pharmacokinetics & Pharmacodynamics	2 Credit
Ambulatory Care Skills I & Clinical Skills Lab II	3 & 1 Credit
Introduction to Therapeutics	2 Credit
Case Recitation II: Bridging Basic & Clinical Sciences	1 Credit
Longitudinal Patient Experience I	0.5 Credit
Semester Total = 18.5 credit hours	

First Professional Summer

Introductory Pharmacy Practice Experience: Community	4 Credit
Semester Total = 4 credit hours	

Second Professional Year: Fall

Research Design and Analysis	3 Credit
Integrated Pharmaceutical Sciences I	4 Credit
Health Care Systems I	3 Credit
Pharmacotherapy I	4 Credit
Clinical Skills Lab III	1 Credit
Ambulatory Care Skills II	3 Credit
Longitudinal Patient Experience II	0.5 Credit
Semester Total = 18.5 credit hours	

Second Professional Year: Spring

Integrated Pharmaceutical Sciences II	4 Credit
Natural Products	3 Credit
Pharmacoeconomics	2 Credit
Health Care Systems II	2 Credit
Pharmacotherapy II	4 Credit
Clinical Skills Lab IV	1 Credit
Longitudinal Patient Experience III	0.5 Credit
Semester Total = 16.5 credit hours	

Second Professional Summer

Introductory Pharmacy Practice Experience: Hospital	4 Credit
Semester Total = 4 credit hours	

Third Professional Year: Fall

Integrated Pharmaceutical Sciences III	4 Credit
Interprofessional Education I	1 Credit
Pharmacotherapy III	4 Credit
Clinical Skills Lab V	1 Credit
Certificate I (Required)	2 Credit
Pharmacy Management	3 Credit
Longitudinal Patient Experience IV	0.5 Credit
Electives (0 - 6 hours) - 6 Cr. Required Total	Variable Credits
Semester Total = 15.5 + Electives credit hours	

Third Professional Year: Spring

Population Health & Pharmacoepidemiology	3 Credit
Pharmacy Law & Ethics	3 Credit
Interprofessional Education II	1 Credit
APPE Preparation Recitation	1 Credit
Pharmacotherapy IV	4 Credit
Clinical Skills Lab VI	1 Credit
Electives (0 - 6 hours) - 6 Cr. Required Total	Variable Credits
Semester Total = 13 + Electives credit hours	

Fourth Professional Year: Fall/Spring

Required Advanced Pharmacy Practice Experience I	4 Credit
Required Advanced Pharmacy Practice Experience II	4 Credit
Required Advanced Pharmacy Practice Experience III	4 Credit
Required Advanced Pharmacy Practice Experience IV	4 Credit
Elective Advanced Pharmacy Practice Experience I	4 Credit

Elective Advanced Pharmacy Practice Experience II	4 Credit
Elective Advanced Pharmacy Practice Experience III	4 Credit
Elective Advanced Pharmacy Practice Experience IV	4 Credit
Elective Advanced Pharmacy Practice Experience V	4 Credit
PharmD Capstone Course	1 Credit
P4 Year Clerkship Total = 37 credit hours	
Professional Total = 151 credit hours	

High Point University School of Pharmacy

Course Descriptions

P1 Fall Courses

PBS 7000, Intro to Medicinal Chemistry (2 credits, graded A, B, C, F)

Through a combination of chemistry, biochemistry, and pharmacology, the course will cover stereochemistry, solubility and hydrophobicity, phase 1 and 2 transformations, physicochemical properties that affect metabolism of drugs, and the application of these concepts for drugs of the nervous system.

PBS 7010, Intro to Medicinal Chemistry Laboratory (1 credit, graded A, B, C, F)

Supplements the main medicinal chemistry lecture course PBS 7000 with a computer-based "hands-on" learning experience. Students will be assigned tasks to complete individually or in groups. Tasks will illustrate or expand upon subjects covered in the lecture course, including chemical structure, acid/base, hydrophobicity, metabolism, and receptor/enzyme structure. A modern computational emphasis will be the hallmark of this course to reflect a setting in today's pharmacy practice.

PBS 7020, Physiology of Wellness and Disease (4 credits, graded A, B, C, F)

The physiologic processes for a broad range of diseases affecting the nervous, cardiovascular, pulmonary, integumentary, gastrointestinal hepatic, renal and endocrine systems will be learned through a range of lectures and activities.

PBS 7030, Pharmaceutical Calculations (1 credit, graded A, B, C, F)

Mathematical calculations will be mastered through active problems for a range of pharmaceutical product preparations, drug dose calculations, physiologic function calculations, and health risk markers.

PBS 7040, Intro to Pharmacology (3 credits, graded A, B, C, F)

The course will cover theoretical concepts of pharmacology and an introduction to the mechanisms of drug action, dose-response relations, pharmacokinetics, absorption, distribution and metabolism, and the toxicity of pharmacological agents. In addition, the course will cover basic principles of cell biology including but not limited to chromosomal structure, process and regulation of transcription and translation, enzymes, as well as lipid, polysaccharide and fatty acid biochemistry.

PCS 7000, Introduction to Pharmacy Practice (3 credits, graded A, B, C, F)

Through a series of lectures and activities, techniques for filling prescriptions properly, obtaining appropriate information from electronic medical records, using effective techniques for patient interviewing and counseling, utilizing appropriate skills for patient assessment, and building a professional profile document will be taught. Additionally, basic drug information will be taught by introducing students to use electronic resources

and specialized texts, performing systematic searches, and implementing appropriate techniques for interviewing and responding to drug information questions.

PCS 7010, Clinical Skills Lab I (2 credits, graded A, B, C, F)

Small group activities and individual practice will be used to teach students appropriate techniques for obtaining information from electronic medical records, conducting patient interviews and medication counseling, performing patient assessment, utilizing drug information resources, and providing appropriate responses to drug information questions. Additionally, students will work with standardized clients to demonstrate proper technique for skills including patient communication and assessment. Students will also develop immunization knowledge and practice immunization technique through completion of the American Pharmacists Association (APhA) *Pharmacy-Based Immunization Delivery* certificate program.

PCS 7020, Deans' Introduction to Pharmacy (1 credit, graded A, B, C, F)

Classes will involve discussions and exercises to familiarize students with the profession of pharmacy, developing and displaying professionalism, and academic success.

PCS 7030, Case Recitation I: Bridging Basic and Clinical Sciences (1 credit, graded A, B, C, F)

The course uses case examples to develop visual and written integration of concepts taught in basic science courses. Students will work in groups and individually to design concept maps and explanatory captions in order to develop logical iterative ways of thinking as well as provide students with a process to identify relationships between scientific concepts and their clinical application. Peer assessment processes will allow students to further reinforce the material learned while advancing their professionalism.

P1 Spring Courses

PBS 7300, Medicinal Chemistry & Pharmacology (3 credits, graded A, B, C, F)

The course will apply concepts learned in Intro to Medicinal Chemistry to drugs used for treatment of cardiovascular diseases, diabetes, pulmonary diseases, immune system disorders, osteoporosis, epilepsy and seizures, thyroid disorders, cancers, men and women's health as well as large molecule drugs.

PBS 7310, Pharmaceutics (3 credits, graded A, B, C, F)

The course will provide instruction regarding theory and issues involved in incorporating chemicals into stable dosage forms that are suitable for human medication as well as the routes of drug administration. The basics of the appropriate handling and use of various dosage forms will also be presented. Pharmaceutical product formulations and different manufacturing or preparation processes for drugs will be taught and prepared in the associated laboratory.

PBS 7320, Pharmaceutics and Clinical Chemistry Laboratory (1 credit, graded A, B, C, F)

Pharmaceutical products for different routes and uses will be prepared using proper techniques and assayed to allow quality measures to be calculated. Laboratory tests will also be measured and results used to calculate assay precision as well as organ function or disease risk.

PBS 7330, Immunology (2 credits, graded A, B, C, F)

The course will provide a basic knowledge of the immune response and its involvement in health and disease. Course material will cover the principles of immunology, development of the immune system, innate immunity, immunoglobulin structure and genetics, antigen-antibody reactions, the major histocompatibility complex reactions and antigen presentation, T cell receptors, T cell activation and effector functions, cytokines, phagocytic cell function, immune responses to infectious organisms and tumors, autoimmune diseases, autoimmunity, allergies, and immune deficiencies.

PBS 7340, Pharmacokinetics and Pharmacodynamics (2 credits, graded A, B, C, F), Prerequisite: PBS 7030 Pharmaceutical Calculations

Course builds on material covered in Introduction to pharmacology by providing an introduction to biopharmaceutics, mathematics of pharmacokinetics, PK compartment modeling, nonlinear pharmacokinetics, genetic factors affecting PK, and factors affecting drug absorption and bioavailability. Clinical applications of pharmacokinetics will also be covered.

PCS 7310, Ambulatory Care Skills I (3 credits, graded A, B, C, F), Prerequisite: PCS 7000, Introduction to Pharmacy Practice

This is a problem-based discussion of interventions with OTC drugs used in community pharmacy practice for common ambulatory medical problems. The top 200 drugs will also be reviewed and discussed.

PCS 7320, Clinical Skills Lab II (1 credit, graded A, B, C, F), Prerequisite: PCS 7010, Clinical Skills Lab I

Case vignettes will be used for students to practice patient interviews, perform basic physical assessment, and perform simple point-of-care tests. Hands-on activities with common over-the-counter products and treatments will engage students in the management of diseases likely to be encountered in the community pharmacy (e.g., smoking cessation).

PCS 7330, Introduction to Therapeutics (2 credits, graded A, B, C, F)

Students will be introduced to key concepts and allowed to practice skills necessary for success in subsequent Pharmacotherapy course series. Clinical chemistry, interpreting laboratory values, assessing patient cases, and writing consult notes will be emphasized. Smoking cessation and general considerations for special populations will also be included in this course.

PCS 7340, Case Recitation II: Bridging Basic & Clinical Sciences (1 credit, graded A, B, C, F)

The course uses case examples to develop visual and written integration of concepts taught in basic science courses. Students will work in groups and individually to design concept maps and explanatory captions to develop logical iterative ways of thinking and provide students with a process to identify relationships between scientific concepts and their clinical application. Peer assessment processes will allow students to further reinforce the material learned while advancing their professionalism.

PEX 7310, Longitudinal Patient Experience I (0.5 credit, Pass/Fail)

Students will be assigned patients to be intermittently followed during their first three years of school. Selected activities and reflection pieces will be developed to encourage a complete perspective of patient needs and challenges in accessing healthcare. During the final Longitudinal Patient Care course, this will culminate in a comprehensive assessment of patient needs designed to achieve an outcome of optimal healthcare.

P1 Summer Course

PEX 7300, Introductory Pharmacy Practice Experience (IPPE) in Community Pharmacy (4 credits, graded A, B, C, F), Prerequisite: PCS 7310 Ambulatory Care Skills I

Students will be assigned to complete a four-week summer rotation in a community pharmacy approved by the Office of Experiential Education. Under the supervision of an HPU Preceptor, students will complete a required student workbook with assignments focused in the following areas: communication skills and professionalism, state and federal pharmacy law, interpretation of prescriptions, documentation, brand and generic drugs, simple compounding, exploring dosage forms, third-party payers, OTC and self-care, counseling, Code of Ethics, and opportunities for pharmaceutical care in the community pharmacy.

P2 Fall Courses

PBS 7500, Research Design and Analysis (3 credits, graded A, B, C, F)

The course is designed to introduce the scientific methodology, research design, statistical concepts and other metrics in pharmaceutical research. Topics will include research philosophy, biomedical ethics, clinical research design, descriptive and inferential statistical methodology, and assessment of clinical research literature.

PBS 7510, Integrated Pharmaceutical Sciences I (4 credits, graded A, B, C, F), Prerequisites: PBS 7300, Medicinal Chemistry & Pharmacology and PBS 7020, Physiology of Wellness and Disease

The course will provide the physiological basis, medicinal chemistry and pharmacology of drugs used in the treatment diseases that are covered from a treatment perspective in Pharmacotherapy 1. Topics will include pathophysiology, etiology and risk factors, drug targets, mechanisms of action, as well as medication and side effects of the major drug classes used in treating the respective disorders and disease states. General

areas to be covered include cardiovascular, renal dysfunction, diabetes and metabolic syndrome, contraception, pregnancy and menopause as well as incontinence.

PCS 7500, Clinical Skills Lab III (1 credit, graded A, B, C, F), Prerequisite: PCS 7320, Clinical Skills Lab II

This lab will utilize standardized clients, case vignettes, and hands-on activities to engage students in the management of patients with disease states and topics covered in Ambulatory Care Skills II and Pharmacotherapy I. Standardized client interactions simulating different healthcare venues (e.g., inpatient hospital, ambulatory clinic, emergency room, community pharmacy, etc.) and case vignettes will be used to enable students to master key patient care skills, such as basic physical assessment, patient interviews, review of medical records, performance of laboratory tests, interpretation of laboratory results, preparing consult notes, filling patient prescriptions, and counseling patients as needed. An emphasis will be placed on the top 200 drugs.

PCS 7520 Health Care Systems I (3 credit, graded A, B, C, F)

Students will become familiar with participants, organizations, and settings, which are involved in the provision, payment, and regulation of health-related services.

PCS 7530, Ambulatory Care Skills II (3 credit, graded A, B, C, F), Prerequisite: PCS 7310 Ambulatory Care Skills I

This course is an introduction to the concepts of community pharmacy practice and creation of specialty Ambulatory Care services with an emphasis on the top 200 drugs.

PCS 7540, Pharmacotherapy I (4 credits, graded A, B, C, F)

Students will learn the therapeutic management of several disease states including cardiovascular disorders, renal disorders, endocrine disorders, and disorders related to men's and women's health. Material learned in this course will be complemented by practice in Clinical Skills Lab II and interleaved with content covered in the Integrated Pharmaceutical Sciences I course. In this course, lecture, case studies, team-based learning, and cross-teaching by basic sciences faculty will be used to develop clinical decision-making strategies that students will use in their practical experiences.

PEX 7510, Longitudinal Patient Experience II (0.5 credits, Pass/Fail)

Continued from part I, students will continue with assigned patients who they will intermittently follow during their first three years of school. Selected activities and reflection pieces will be developed to encourage a complete perspective of patient diseases, drug and non-drug needs and improve their personal communication skills. Students will also seek perspectives of other patient caregivers and healthcare providers

P2 Spring Courses

PBS 7800, Integrated Pharmaceutical Sciences II (4 credits, graded A, B, C, F)

The course will provide the physiological basis, medicinal chemistry and pharmacology of drugs used in the treatment diseases that are covered from a treatment perspective in Pharmacotherapy 2. Topics will include pathophysiology, etiology and risk factors, drug targets, mechanisms of action, medication and side effects of the major drug classes used in treating the respective disorders and disease states. General areas to be covered include pulmonary and respiratory disease, infectious diseases, fungal infections, HIV, hepatic and gastrointestinal disorders.

PBS 7810, Natural Products (3 credits, graded A, B, C, F)

Nonprescription natural products such as vitamins, minerals, and herbals, will be examined from a chemistry, pharmacology, toxicology, and therapeutics standpoint to promote a comprehensive understanding of their product quality and manufacturing oversight, actions, safety, and evidence for efficacy.

PCS 7800, Clinical Skills Lab IV (1 credit, graded A, B, C, F)

This lab will utilize standardized clients, case vignettes, and hands-on activities to engage students in the management of patients with disease states covered in Pharmacotherapy II. Standardized client interactions simulating different healthcare venues (e.g., inpatient hospital, ambulatory clinic, emergency room, community pharmacy, etc.) and case vignettes will be used to enable students to master key patient care skills, such as physical assessment, patient interviews, review of medical records, performance of tests when needed, interpretation of laboratory results, preparing consult notes, filling patient prescriptions, and counseling patients as needed.

PCS 7810, Pharmacoeconomics (2 credits, graded A, B, C, F)

Calculation of economic value in relationship to patient benefits for different drug interventions will be performed using multiple methods. Reading and critiquing articles about pharmacoeconomics will be practiced.

PCS 7820, Health Care Systems II (2 credits, graded A, B, C, F)

Drug errors, drug interactions, and systems to prevent drug-related problems will be reviewed. Multiple drug-induced diseases will be discussed using case-based considerations for their proper recognition, work-up, and intervention.

PCS 7840, Pharmacotherapy II (4 credits, graded A, B, C, F)

Students will learn the therapeutic management of several disease states including respiratory diseases, infectious diseases, and disorders of the gastrointestinal system. Material learned in this course will be complemented by practice in Clinical Skills Lab III, and this course will be interleaved with content covered in the Integrated Pharmaceutical Sciences II and Medicinal Chemistry of Natural Products courses. In this course, lecture, case studies, team-based learning, and cross-teaching by basic sciences faculty will be used to develop clinical decision-making strategies that students will use in their practical experiences.

PEX 7830, Longitudinal Patient Experience III (0.5 credits, Pass/Fail)

Continued from part II, students will continue with assigned patients who they will intermittently follow during their first 3 years of school. Selected activities and reflection pieces will be developed to encourage a complete perspective of patient diseases, drug and non-drug needs and improve their personal communication skills. Also students will seek perspectives of other patient caregivers and healthcare providers.

P2 Summer Courses

PEX 7800 Introductory Pharmacy Practice Experience (IPPE) in Hospital Pharmacy

(4 credits, graded A, B, C, F) Prerequisite: PCS 7820 Health Care Systems II
Students will be assigned to complete a four-week summer rotation in an institutional pharmacy setting, approved by the Office of Experiential Education. Under the supervision of an HPU Preceptor, students will complete a required student workbook with assignments focused in the following areas: communication and professionalism, drug distribution process, drug info research, prep IV's (USP 797), medication histories, controlled substances, ADE/ADR reporting, functions of committees, introduction to The Joint Commission & Centers for Medicare and Medicaid Services, medication safety strategies, basic calculations, electronic medical record, and USP Compounding Standards

P3 Fall Courses

PBS 8000, Integrated Pharmaceutical Sciences III (4 credits, graded A, B, C, F)

The course will provide the physiological basis, medicinal chemistry and pharmacology of drugs used in the treatment of diseases that are covered from a therapeutic perspective in Pharmacotherapy III. Topics will include pathophysiology, etiology and risk factors, drug targets, mechanisms of action, medication and side effects of the major drug classes used in treating the respective disorders and disease states. General areas to be covered include psychiatric and neurological disorders.

PCS 8000, Clinical Skills Lab V (1 credit, graded A, B, C, F)

This lab will utilize standardized clients, case vignettes, and hands-on activities to engage students in the management of patients with disease states covered in Pharmacotherapy III. Standardized client interactions simulating different healthcare venues (e.g., inpatient hospital, ambulatory clinic, emergency room, community pharmacy, etc.) and case vignettes will be used to enable students to master key patient care skills, which may include physical assessment, patient interviews, review of medical records, performance of tests when needed, interpretation of laboratory results, preparing consult notes, filling patient prescriptions, and counseling patients as needed.

PCS 8010, Interprofessional Education I (1 credit, graded A, B, C, F)

Students will collaborate with students from other health profession schools to identify optimum ways to work in a collaborative manner.

PCS 8020, Pharmacotherapy III (4 credits, graded A, B, C, F)

Students will learn the therapeutic management of several disease states including neurologic disorders, psychiatric disorders, disorders of the bones and joints, immunologic disorders, and dermatologic disorders. Material learned in this course will be complemented by practice in Clinical Skills Lab IV and interleaved with content covered in the Integrated Pharmaceutical Sciences III course. In this course, lecture, case studies, team-based learning, and cross-teaching by basic sciences faculty will be used to develop clinical decision-making strategies that students will use in their practical experiences.

PEL 8xxx, Certificate Course (one required) (2 credits, graded A, B, C, F)

Students select from a menu of targeted disease certificate offerings (e.g., asthma, diabetes, heart failure, etc.). Through review of expert practice guidelines, performance of skills laboratories, and work-up for several patients, students will learn the process required to become clinically expert in a selected disease state. This course will include a research project proposal.

PEL 8xxx, Electives (0-6) (credit varies)

Students select from a menu of elective courses designed to give the student exposure to areas outside of the core curriculum or advanced coverage of topics covered within core courses. Elective courses may be taken outside of the FWSOP.

PCS 8040, Pharmacy Management (3 credits, graded A, B, C, F)

The fundamental business knowledge needed to manage the financial and human resources of a pharmacy will be reviewed through a series of lectures and projects.

PEX 8030, Longitudinal Patient Experience IV (0.5 credits, graded Pass/Fail)

Continued from part III, students will continue with assigned patients who they will intermittently follow during their first 3 years of school. Selected activities and reflection pieces will be developed to encourage a complete perspective of patient diseases, drug and non-drug needs, and improve their personal communication skills. Also, students will seek out perspectives of other patient caregivers and healthcare providers

P3 Spring Courses

PCS 8300, Population Health and Pharmacoepidemiology (3 credits, graded A, B, C, F)

An introductory course designed to familiarize the student with epidemiologic terminology, to examine epidemiologic literature and effectively interpret and critique articles

PCS 8310, Pharmacy Law & Ethics (3 credits, graded A, B, C, F)

The pharmacy law material needed to practice and pass licensure exams in North Carolina will be reviewed along with ethical case vignettes.

PCS 8320, Interprofessional Education II (1 credit, graded A, B, C, F)

Students will collaborate with students from other health profession schools to identify optimum ways to work in a collaborative manner.

PEL 8xxx, Electives (0-6) (credit varies)

Students select from a menu of elective courses designed to give the student exposure to areas outside of the core curriculum or advanced coverage of topics covered within core courses. Elective courses may be taken outside of the FWSOP.

PEX 8300, APPE Preparation Recitation (1 credit, graded A, B, C, F)

This course reviews important material and skills needed to function well in the advanced experiential rotations in the P4 year. It will include a comprehensive test of vital material that students must know to enter into advanced practice rotations.

PCS 8340, Pharmacotherapy IV (4 credits, graded A, B, C, F)

Students will learn the therapeutic management of several disease states including hematologic and oncologic disorders as well as the principles of critical care and toxicology. The latter portion of this course will also serve as a capstone to cover comprehensive cases involving material in all pharmacotherapy courses throughout the curriculum. Material learned in this course will be complemented by practice in Clinical Skills Lab V. In this course, lecture, case studies, team-based learning, and cross-teaching by basic sciences faculty will be used to develop clinical decision-making strategies that students will use in their practical experiences.

PCS 8350, Clinical Skills Lab VI (1 credit, graded A, B, C, F)

This lab will utilize standardized clients, case vignettes, and hands-on activities to engage students in the management of patients with disease states covered in Pharmacotherapy IV. Standardized client interactions simulating different healthcare venues (e.g., inpatient hospital, ambulatory clinic, emergency room, community pharmacy, etc.) and case vignettes will be used to enable students to master key patient care skills, such as physical assessment, patient interviews, review of medical records, performance of tests when needed, interpretation of laboratory results, preparing consult notes, filling patient prescriptions, and counseling patients as needed.

P4 Academic Year (Nine APPE 1-month rotations)

PEX 8500, Advanced Pharmacy Practice Experience (APPE) in Community Pharmacy Practice – One required (4 credit hours, graded A, B, C, F), Prerequisite: PEX 8300 APPE Preparation Recitation

Students will complete a 4-week (160 hour) community pharmacy rotation in a community pharmacy practice, where they will apply the broad clinical and practice skills learned throughout the first three years of the curriculum, under the mentorship and guidance of a licensed pharmacist preceptor.

PEX 8510, Advanced Pharmacy Practice Experience (APPE) in Hospital Pharmacy Practice - One required (4 credit hours, graded A, B, C, F), Prerequisite: PEX 8300 APPE Preparation Recitation

Students will complete a 4-week (160 hour) hospital pharmacy rotation in a hospital or health system pharmacy, where they will apply the broad clinical and practice skills learned throughout the first three years of the curriculum, under the mentorship of a licensed pharmacist preceptor.

PEX 8520, Advanced Pharmacy Practice Experience (APPE) in Inpatient Medicine Practice - One required (4 credit hours, graded A, B, C, F), Prerequisite: PEX 8300 APPE Preparation Recitation

Students will complete a 4-week (160 hour) inpatient hospital pharmacy rotation in a hospital or health system pharmacy working with a multidisciplinary health care team, where they will apply the broad clinical and practice skills learned throughout the first three years of the curriculum.

PEX 8530, Advanced Pharmacy Practice Experience (APPE) in Ambulatory Care Clinical Practice – One required (4 credit hours, graded A, B, C, F), Prerequisite: PEX 8300 APPE Preparation Recitation

Students will complete a 4-week (160 hour) ambulatory care clinical rotation in a clinic or office practice environment working with a multidisciplinary health care team, where they will apply the broad clinical and practice skills learned throughout the first three years of the curriculum.

PEX 8600, Advanced Pharmacy Practice Experience (APPE) Community Elective*(4 credit hours, graded A, B, C, F), Prerequisite: PEX 8300 APPE Preparation Recitation

Students will complete a 4-week (160 hour) pharmacy rotation in areas of high interest, where they are given opportunities to experience and perform activities from a broad menu of opportunities. Rotations may include additional community, hospital or clinical experiences, specialty pharmacy practice experiences involving focused clinical areas, compounding, research, academia, drug information, and others.

PEX 8610, Advanced Pharmacy Practice Experience (APPE) Hospital Elective*(4 credit hours, graded A, B, C, F), Prerequisite: PEX 8300 APPE Preparation Recitation

Students will complete a 4-week (160 hour) pharmacy rotation in areas of high interest, where they are given opportunities to experience and perform activities from a broad

menu of opportunities. Rotations may include additional community, hospital or clinical experiences, specialty pharmacy practice experiences involving focused clinical areas, compounding, research, academia, drug information, and others.

PEX 8640, Advanced Pharmacy Practice Experience (APPE) Specialty Elective*(4 credit hours, graded A, B, C, F), Prerequisite: PEX 8300 APPE Preparation Recitation Students will complete a 4-week (160 hour) pharmacy rotation in areas of high interest, where they are given opportunities to experience and perform activities from a broad menu of opportunities. Rotations may include additional community, hospital or clinical experiences, specialty pharmacy practice experiences involving focused clinical areas, compounding, research, academia, drug information, and others.

*Students will complete a total of 5 units in these 3 elective areas

PCS 8700, Pharm.D. Capstone Course (1 credit hour, graded A, B, C, F) Fourth year pharmacy students at FWSOP will complete a one-credit hour Pharm.D. Capstone Course. This course will provide a comprehensive pharmacy review to assist students in preparing for the NAPLEX® and state law exam. The primary focus of the Pharm.D. Capstone course concerns safe medication use, including the preparation of accurate dosages, safe compounding technique, and the ability to recognize when a medication or dose is unsafe and should not be dispensed. Course content is matched by item to current NABP competencies. The course is designed with required online quizzes beginning the February prior to graduation. In April, all fourth-year students will return to campus to complete the live, classroom-based component of the course.

2020-2021 Co-Curricular Plan

Policy Statement

Introduction

The High Point University School of Pharmacy employs a longitudinally integrated co-curricular policy. Per the ACPE 2016 standards, we define the term co-curricular as “experiences that complement, augment, and/or advance what is learned in the formal didactic and experiential curriculum.” Co-curricular activities occur outside of the classroom in order to supplement the didactic curriculum. They are developed to complement and advance the learning that occurs within the formal didactic and experiential curriculum. These activities enable the development of students’ knowledge, skills, abilities and attitudes for patient advocacy, cultural competency, communication, self-awareness, leadership, innovation/entrepreneurship and professionalism. These experiences are made available to students throughout the four- year curriculum and are linked to specific educational domains and outcomes.

Purpose

The purpose of the co-curriculum is to provide students with learning activities and experiences that occur outside of the classroom in order to supplement the didactic curriculum. Specifically, co-curricular activities will allow students to apply the programmatic learning outcomes of life-long learning, cultural sensitivity, self- awareness, leadership, innovation and entrepreneurship, and professionalism. Co- curricular activities are a mixture of required activities that are organized by the school and optional activities that can be organized by students, staff or faculty within or outside of the School of Pharmacy. These activities are offered alongside the curriculum and have been thoughtfully designed to complement and advance student development.

Infrastructure

Categories

Activities have been developed to enhance student development in six categories (Education, Cultural Sensitivity, Self-Awareness, Leadership, Innovation/Entrepreneurship, Professionalism). These categories were adapted from the 2016 ACPE Standards 3 and 4.

- **Education** – The student is developing, integrating, and applying knowledge from the foundational sciences to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient- centered care.
- **Cultural Sensitivity** - The student is able to recognize social determinants of health to diminish disparities and inequities in access to quality care.
- **Self-awareness** – The student is able to examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.
- **Leadership** – The student is able to demonstrate responsibility for creating and achieving shared goals, regardless of position.
- **Innovation and entrepreneurship** – The student is able to engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.
- **Professionalism** – The student is able to exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

Oversight of the Co-Curricular Plan

The Curriculum Committee is responsible for the ongoing assessment, evaluation and oversight of the co-curricular plan. Specific responsibilities of the Curriculum Committee include the following: vetting and approving co-curricular activities, ensuring curricular integration, and completing mapping of co-curricular activities to educational outcomes. A co-curricular coordinator directs and oversees the co-curriculum. Although the role was initially a one-year term, the role of co-curricular coordinator has now taken on an indefinite timeline. The co-curricular coordinator works within the Curriculum Committee to establish and maintain a list of co-curricular activities, communicate with students regarding co-curricular activities, and supervise assessment of co-curricular outcomes, among other duties. The list of co-curricular activities is continually updated, and activities are subject to approval by the co-curricular coordinator. As such, faculty or students that wish to add an activity to the list must supply the co-curricular coordinator with information about the event including the name, date, and location of the event, contact information for the event supervisor, and a list of co-curricular categories covered by the event. This information must be provided no later than 5 days prior to the event. A list of co-curricular activities is available to students. Blackboard is used to alert the students of the list with a link to an electronic sign-up sheet, which is maintained by the co-curricular coordinator.

Faculty Member	Responsibilities
Co-Curricular Coordinator	Schedule, coordinate, recruit volunteers, and send reminders regarding co-curricular service events, describe the plan to incoming students, answer student questions, develop tools for assessment of students' co-curricular growth, ensure integrity of student activity logging
Curriculum Committee	Implement and assess the co-curricular plan and link activities to educational outcomes
Basic and Clinical Sciences Department Administrator	Schedule, coordinate, recruit volunteers, and send reminders regarding co-curricular service events
Associate Dean for Student and Professional Affairs	Train and develop faculty advisors on co-curricular responsibilities
Department Chairs (Basic Pharmaceutical and Clinical Sciences)	Monitor faculty workload
Assistant Dean for Experiential Education	Monitor portfolio process in MyCred

Student Expectations

Students are required to document their participation in co-curricular activities and complete the related affective domain assessments in a portfolio (MyCred) that will be reviewed by faculty advisors. After completion of each activity—required or optional— the student completes documents the activity within their own records. A helpful excel sheet is available in the co-curricular blackboard site. In the spring semester, students meet with their faculty advisors to review the required portfolio documents, including the co-curricular requirements. Students are required to complete no fewer than 15 hours of co-curricular activities per academic year.

Faculty advisors review all required co-curricular documents and meet one-on-one with their advisees to discuss their growth as a student. Students are expected to provide faculty advisors with their updated co-curricular hours and reflections at least one week prior to their faculty advisor meeting. Students who fail to complete the required co-curricular hours or who do not have the required documents uploaded to their portfolio will not be permitted to participate in their upcoming IPPE or APPE rotations. A full description of the assessment and consequences related to non-completion of co-curricular responsibilities is in the following section.

With regard to optional events, students may make a formal request for an event to be added to the co-curricular event list by formal request to the co-curricular coordinator. Requests must include the name, date, and location of the event, contact information for the event supervisor, and a list of co-curricular categories covered by the event. These requests must be received no later than 5 days prior to the event.

Overview of the Co-Curricular Process:

The co-curricular process begins during Orientation in the P1 Fall Semester. The co-curricular coordinator meets with students during orientation to provide an overview of the co-curricular requirements and process. Below, a timeline of required co-curricular activities is provided, along with some examples of optional activities that fit within the approved co-curriculum. School-sponsored, optional activities are continually updated and available on the co-curriculum Blackboard site. The list is created and maintained by the co-curricular coordinator and continuously updated throughout the year.

Below is a required and/or recurring activities timeline. Please use these values appropriately as you plan to complete your 15 hours of required co-curricular activities for the year.

E: Education; CS: Cultural Sensitivity; SA: Self Awareness; L: Leadership; IE: Innovation & Entrepreneurship; P: Professionalism

Activity	Timeline	Co-Curricular Hours	E	CS	SA	L	IE	P
Orientation	P1 Fall	1	✓					✓
White Coat Ceremony	P1 Fall	1						✓
APhA Immunization Certificate	P1 Fall	1	✓					✓
HIPAA Training, Bloodborne Pathogens Training	P1 Fall	1	✓					✓
CPR Training	P1 Spring	1	✓					✓
Interprofessional Education Consortium	P3 Fall	1	✓		✓	✓		✓
Pinning Ceremony	P3 Spring	1			✓	✓		✓
Professional Meetings	Variable	Variable	Variable					
Student Organizations	Variable	Variable	Variable					
Legislative Day	Fall	2	✓	✓	✓	✓	✓	✓
College Seminars	Variable	0.5	✓					
Optional, "Hands-On" Activities	Variable	Variable	Variable					

Students will participate in all required co-curricular activities. They will also have the opportunity to select from a list of optional activities that have been vetted and approved by the co-curricular coordinator. Transportation and any associated costs related to the co-curricular activity will be the student's responsibility. Absences from required co-curricular activities must be requested in accordance with the SOP Attendance and Participation Policy. **Students who sign up for a co-curricular event have pledged to attend that activity. If a student plans on missing a pledged time for any reason, they must provide written notice of their absence no later than 24 hours prior to the event. Failure to do so will be considered an unexcused absence subject to discipline by the professional conduct committee. Students who do not give at least 24 hours' notice, without an appropriate excuse, are ineligible to participate in optional activities provided by the school the rest of that semester.**

Students are required to document their participation in co-curricular activities and complete their annual co-curricular reflections in the spring of each year. These reflections require students to reflect on each of the six categories of co-curricular education. These will be self-assessments to be completed and gone over with faculty advisors. **Students are required to complete no fewer than 15 hours of co-curricular activities per academic year. The categories of Education, Cultural Sensitivity, Self-Awareness, and Professionalism must be covered by no fewer than 3 hours per academic year, and the categories of Innovation and Entrepreneurship and Leadership must be covered by no less than 1 hour per academic year. Of these 15 hours, no fewer than 8 hours must consist of "hands-on" activities, e.g., health screenings, presentations, immunizations, etc. Activities can count as more than one outcome, e.g., if an activity has both "Education" and "Cultural Sensitivity" elements and meets for 3 hours, that activity counts for 3 hours of "Education" and "Cultural Sensitivity" and completes 3 of the 15 needed hours for the year.** Students are responsible for keeping track of their progress and summarizing their hours in the spring reflection.

Faculty advisors will be responsible for reviewing their advisees' reflections. Students are expected to provide faculty advisors with access to their updated portfolio at least a week prior to their faculty advisory meeting. Each year, the advisor will review their advisees' reflections and provide feedback using a rubric—see attached rubric.

Advisors will upload this feedback into MyCred to maintain an electronic record. The information provided by the co-curricular process assists students and faculty in making more intentional decisions regarding which co-curricular activities would be most beneficial for a student's personal and professional development.

Students who fail to complete the required reflections or who do not achieve a level at or above that of "reflective" per the rubric will be reported to the Chair of the Progressions Committee. They will also not be permitted to participate in their upcoming IPPE/APPE rotations and will be dropped from any elective course in which they are enrolled in the following semester. Satisfactory completion of the co-curriculum is a programmatic requirement. As such, students who fail to comply with these requirements at the end of each academic year are subject to being unable to progress to the next academic cycle.

Continued non-compliance with these programmatic requirements would be defined as repeated noncompliance in a given semester, or in more than one semester, and is grounds for dismissal from the PharmD program.

On the next page, there are some examples of forms you are more than welcome to fill out with each activity that may help you document your hours. These forms are not required, and you may find an easier means of documenting your hours for yourself. There is a helpful excel sheet available in the blackboard site for the co- curriculum.

On the following page, you will find the spring co-curricular reflection as well as the rubric used by your advisor. This form is the reflection that must be completed each spring to document your growth over the year as well as your meeting the required hours. Please reflect on each category holistically, i.e., don't limit each outcome to only one event. Think about how you've grown or haven't grown in each area and make that a point of emphasis for the next year. These aren't evaluated on how far you've come. Rather, they are there to document growth over the course of your PharmD education. Use them for your benefit!

Event Report

Name, location, and date of activity:

Name of activity supervisor:

“Hands-on” activity: Yes No

Description of activity:

Number of hours:

Co-curricular outcomes covered (check all that apply)

- Education Cultural Sensitivity Self-Awareness
 Leadership Innovation and Entrepreneurship Professionalism

Event Report

Name, location, and date of activity:

Name of activity supervisor:

“Hands-on” activity: Yes No

Description of activity:

Number of hours:

Co-curricular outcomes covered (check all that apply)

- Education Cultural Sensitivity Self-Awareness
 Leadership Innovation and Entrepreneurship Professionalism

Event Report

Name, location, and date of activity:

Name of activity supervisor:

“Hands-on” activity: Yes No

Description of activity:

Number of hours:

Co-curricular outcomes covered (check all that apply)

- Education Cultural Sensitivity Self-Awareness
 Leadership Innovation and Entrepreneurship Professionalism

Spring Co-Curricular Reflection

Name: _____ Semester/Year: _____

Purpose: Personal reflections of experiences are an integral part of continual learning that will benefit you throughout your professional career. Reflections not only help you see your personal growth but also enhance critical thinking skills necessary in today's pharmaceutical careers.

Directions: Briefly, describe your co-curricular experiences for the year. Provide a detailed reflection of your experiences that describes any growth, struggles, and/or achievements in each of the six co-curricular categories.

Enter the number of hours you completed in each of the following co-curricular outcomes:

Education _____ Cultural Sensitivity _____ Self-Awareness _____

Leadership _____ Innovation and Entrepreneurship _____

Professionalism _____

Total Hands-On Hours _____ **Total Hours** _____

Questions to ponder while reflecting upon activities/experiences:

- Why was this experience meaningful to you? How can you apply what you learned to your future?
- How has this experience shaped your view of your role as a future pharmacist?
- What about the experience further motivated you to pursue a pharmaceutical career?
- What about the experience concerned you in regards to pharmaceutical careers?
- Considering the categories of co-curricular activities what do you think you gained from the experience?
- What did you learn about yourself from the experience? What about your performance in this experience demonstrates this?
- How can you integrate this experience to other experiences you've had?

Describe your growth over the last year and/or an identified need for improvement in each of the categories listed below.

Education:

Cultural Sensitivity:

Self-Awareness:

Leadership:

Innovation:

Co-Curricular Advisor Review

Student Name: _____ Year: _____

Students must obtain at least a “reflection” designation to fulfill this requirement

	Critical Reflection	Reflection	Non-reflective
Engagement	<input type="checkbox"/> Journal entry conveys a sense of the writer being fully engaged.	<input type="checkbox"/> Journal entry conveys a sense of the writer being engaged.	<input type="checkbox"/> Journal entry conveys no sense of the writer engagement.
Emotional Maturity	<input type="checkbox"/> The student demonstrates recognition, exploration and attention to emotions and gain of emotional insight.	<input type="checkbox"/> The student demonstrates recognition, exploration and attention to emotions.	<input type="checkbox"/> The student demonstrates little or no recognition or attention to emotions
Self-Awareness	<input type="checkbox"/> The student clearly displays self-reflection and self-assessment of personal beliefs, assumptions and approaches.	<input type="checkbox"/> The student includes some elements of self-reflection and self-assessment of personal beliefs, assumptions, approaches.	<input type="checkbox"/> The student includes no self-reflection or self-assessment of personal beliefs, assumptions and approaches.
Education	<input type="checkbox"/> The student clearly explains what they learned from the experience/activity with appropriate detail and specific examples.	<input type="checkbox"/> The student explains what they learned from the experience/activity and provided some details and examples	<input type="checkbox"/> The student does not acknowledge or describe any new knowledge gained from the experience/activity.
Cultural Sensitivity	<input type="checkbox"/> The student clearly explains what cultural biases and or sensitivities they became aware of through their experiences with specific detailed examples.	<input type="checkbox"/> The student acknowledges and explains what cultural biases and or sensitivities they became aware of through their experiences.	<input type="checkbox"/> The student does not acknowledge or describe cultural biases and or sensitivities they became aware of through their experiences
Leadership	<input type="checkbox"/> The student clearly describes attributes of leadership and/or skills gained by experiences and reflects on incorporation of those skills.	<input type="checkbox"/> The student acknowledges attributes of leadership and/or skills gained by experiences.	<input type="checkbox"/> The student does not acknowledge attributes of leadership and/or skills gained by experiences.
Innovation/ Entrepreneurship	<input type="checkbox"/> The student clearly describes attributes of innovation and/or skills gained by experiences and reflects on incorporation of those skills.	<input type="checkbox"/> The student acknowledges attributes of innovation and/or skills gained by experiences.	<input type="checkbox"/> The student does not innovation attributes of leadership and/or skills gained by experiences.
Professionalism	<input type="checkbox"/> The student clearly explains what professionalism skills were gained in experiences with appropriate detail and specific examples.	<input type="checkbox"/> The student explains what professionalism skills were gained in experiences.	<input type="checkbox"/> The student does not explain what professionalism skills were gained in experiences

Faculty Reflection Rubric

Additional Notes:

Faculty Name: _____

Date: _____

Signature: _____

FWSOP Interprofessional Education Plan

Most recent revision: January 19, 2017

Policy Statement

Introduction

The High Point University School of Pharmacy employs a longitudinally integrated interprofessional education (IPE) program. IPE prepares a student to provide entry-level, patient-centered care in a variety of practice settings as a contributing member of an interprofessional team including prescribers and other healthcare professionals (ACPE® 2016). In the HPU IPE program, students complete activities across several stages of development and a variety of pedagogies to develop competence in the four interprofessional competency domains: values/ethics, roles/responsibilities, communication, and teamwork.

Triad IHEC (Interprofessional Health Education Center) program was initiated in 2015 and is a collaborative IPE program that includes students from UNC-Greensboro, NC A&T and HPU. HPU Physician Assistant students have participated in the program since 2015 and HPU student pharmacists will begin participating in 2018 during their P3 year. Other students involved in this program include nursing, physical therapy, and social work students from UNC-Greensboro and NC A&T.

The HPU program ensures that every student receives a high quality IPE where pharmacy students will learn about, from, and with students from other health professions enabling effective collaboration and improved healthcare outcomes. (WHO, 2010).

Mission & Vision Statement

The mission of the FWSOP is to provide an extraordinary pharmacy education through the integration of biomedical and clinical sciences that enables future pharmacists to excel in a dynamic healthcare environment as a member of the healthcare team. This mission aligns with the mission of interprofessional education to transform healthcare by preparing the future healthcare workforce for collaborative practice. The vision of the FWSOP is to be a premier school of pharmacy advancing education and research that prepares compassionate, and inspired healthcare leaders for the local and global community. At High Point, a longitudinally integrated interprofessional education program will prepare pharmacists to be leaders in collaborative practice in order to achieve the Quadruple Aim (Improved quality of care, improved patient experience, reduced cost, and provider satisfaction). (Bodenheimer, 2014)

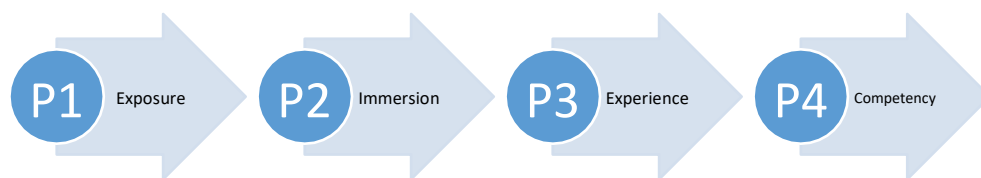
Interprofessional Education (IPE) Partners and Infrastructure

High Point University School of Pharmacy is located in the heart of North Carolina and is surrounded by nationally recognized health professional schools and health systems. At the inception of the health professions program at High Point University, the Triad Interprofessional Healthcare Education Center (Triad IHEC) was formed between UNCG Schools of Nursing and Social Work, NC A & T—Schools of Nursing and Social Work, and HPU Schools of Pharmacy and Health Sciences. Additionally, all area institutions have access to North Carolina’s Area Health Education Centers (AHEC). Locally HPU works with both the Greensboro and Northwest AHECs. HPU partners with triad health systems, medical schools, and pharmacies to provide IPE through IPPE, APPE, and longitudinal rotations (Page, 2009).

Programmatic Outcomes and Model

The FWSOP curriculum and educational outcomes were developed by the Associate Dean for Academic Affairs in collaboration with the Curriculum and Assessment Committees utilizing the ACPE®, CAPE®, and ACCP® expert opinions and additional literature and subsequently mapped to assessment strategies (FWSOP Assessment Plan). The IPE plan has been mapped to the FWSOP Assessment Plan. Curricular objectives encompass all four IPE competency domains and will be taught through structured learning experiences spread over all four professional years. IPE will be taught and assessed in four stages in the curriculum: exposure, immersion, experience, and competence (Figure 1). Competency assessment will be based on the validated IPE assessment tool, Interprofessional Collaborator Assessment Rubric (ICAR®). Exposure to IPE will begin in the first semester and a high mix of collaborative activities will be developed through the program to graduation.

Figure 1: High Point University School of Pharmacy Longitudinal Stages of Interprofessional Education



The Triad IHEC, established in 2015, brings together students from multiple health professions and universities across the Triad for a series of 4-hour interprofessional workshops where students work in interprofessional teams to complete assignments, including patient cases.

The TRIAD IHEC Program		
Workshop 1: Introduction to IPE (“I”) Objectives:	Workshop 2: Practice Opportunities (“P”) Objectives:	Workshop 3: Experience Components (“E”) Objectives:
<ul style="list-style-type: none"> Describe what IPE is Discuss why IPE is important 	<ul style="list-style-type: none"> Describe impact of ineffective IP communication and team work on patient outcomes 	<ul style="list-style-type: none"> Articulate the value and importance of the IP team

<ul style="list-style-type: none"> • Demonstrate an awareness of the role of other disciplines on the healthcare team • Initiate new professional relationships with other members of the healthcare team 	<ul style="list-style-type: none"> • Describe principles of effective IP communication • Describe barriers to effective IP communication • Describe strategies to improve IP communication 	<ul style="list-style-type: none"> • Demonstrate beginning level team skills • Explain key elements of various healthcare team members.
---	---	---

IPE Curriculum Description

Required IPE Activities by Level and Timeline in Curriculum:

1. Exposure:

IPE will be introduced in the P1 year through various experiences that provide students exposure to knowledge, skills behavior, and attitudes as it relates to team values, ethics, communication, and team make-up.

IPE at the Exposure level:

	Courses	Type	Type of learning activities	Assessment
P1 Fall	PCS 7020 Dean's Introduction to Pharmacy PCS 7000 Introduction to Pharmacy Practice	Lecture	Lectures from prescribers and other health professions reviewing roles and responsibilities. Activities training communication & documentation practices.	Examssoft data
	PCS 7010 Introduction to Medicinal Chemistry Laboratory PCS 7010 Introduction to Pharmacy Practice Laboratory with Immunization	Laboratory	Prescription exercises including reading, interpreting, and refusing a prescription from a prescriber. Team exercises incorporating education, presentation, and self-reflection.	Examssoft data
P1 Spring	PCS 7330 Introduction to Therapeutics	Lecture	Discussions about practice settings and pharmacist role.	Examssoft data
	PCS 7300 Longitudinal Patient Care I	Longitudinal	Reflection activities based on observing roles and responsibilities, Practice settings discussion about pharmacist role.	Examssoft data

2. Immersion:

Beginning in the P1 Spring and continuing through the P3 Spring, IPE will focus on developing skills, behaviors, and attitudes through observing interprofessional activities and teams, simulation training for interprofessional activities including communication and teamwork, and longitudinal activities to train all four IPE domains.

IPE at the Immersion level:

	Courses	Type	Type of learning activities	Evaluation
P1 Spring	PCS 7320 Clinical Skills Lab 1	Laboratory	Standardized Client cases involving collaborative patient care decision-making with MD or RN. Activities training and interviewing techniques.	Examssoft data
P1 Summer	IPPE Community	Experiential	Observation and skill training on phone communication with physician/PA/nurse via phone, reading and interpreting written prescriptions, and taking and documenting a medication history. Interviewing techniques, present relevant community pharmacy topic to the pharmacy staff, and patient counseling exercise	IPPE Evaluation in CORE®
P2 Fall	PCS 7500 Clinical Skills Lab II	Laboratory	Exercises using hi-fidelity mannequin simulation. Standardized clients with prescriber interaction.	Examssoft data
	PCS 7510 Longitudinal Care II	Longitudinal	Communicate with the healthcare team (physicians, nurses, etc.) regarding care of assigned patient.	Examssoft data
P2 Spring	PCS 7830 Longitudinal Care III	Longitudinal	Communicate with the healthcare team (physicians, nurses, etc.) regarding care of assigned patient	Examssoft data

P2 Summer	IPPE Hospital	Experiential	Observation and skill training as a member of an interprofessional healthcare team: present new drug topic, provide patient counseling at discharge, and present information to the medical team.	Examsoft data IPPE Evaluation in CORE®
P3 Fall	PCS 8030 Longitudinal Care IV	Longitudinal	Communicate with the healthcare team of physicians, nurses, etc. regarding overall patient care.	Examsoft data
P3 Spring	PCS 8330 Longitudinal Care V	Longitudinal	Communicate with the healthcare team (physicians, nurses, etc.) regarding patient care.	Examsoft data
	PCS 8300 APPE Preparation Recitation	Lecture	Self-reflection and complete Interprofessional Collaborator Assessment Rubric (ICAR®).	ICAR® CORE®

3. Experience:

In the P3 year after preliminary exposure and immersion, IPE students will learn by doing assignments in a simulated interprofessional healthcare environment, the Triad IHEC.

IPE at the experience level:

Timing	Courses	Type	Type of learning activities	Evaluation
P3	PCS 8010 Interprofessional Education I	TRIAD IHEC	Inter-institutional collaboration sessions 1 & 2 (interact with nurses, PAs, physical therapy, and social worker students).	Examsoft data
	PCS 8320 Interprofessional Education II	TRIAD IHEC	Inter-institutional collaboration session 3 (interact with nurses, Pas, physical therapists, and social worker students).	Examsoft data

4. Competency:

This level represents being ready to practice as a pharmacist on a healthcare team utilizing skills learned in all IPE competency domains to impact patient outcomes.

IPE at the competency level:

Timing	Courses	Type	Type of learning activities	Evaluation
P4	PEX 8500, 8510, 8520, 8530, 8600, 8610, 8620, 8630, 8640 APPEs (Advanced Practice Experience in community, hospital, inpatient, ambulatory care, and electives.)	Experiential	Students will learn, as a member of collaborative healthcare teams, during their APPEs to incorporate acute, chronic, and wellness-promoting patient-care services in both institutional and community settings.	APPE Evaluations in CORE®
	PEX 8700 Pharm.D. Capstone Course	Lecture	Reflection via summative evaluation.	ICAR®

Assessment Plan

The IPE curriculum incorporates a variety of methods to help the student learn and document progress throughout the 4 years, utilizing both formative and summative assessment. IPE at all levels is mapped to the evaluation plan through specific curricular objectives.

Competence will be evaluated using the validated Interprofessional Collaborator Assessment Rubric (ICAR®) tracking learners' reactions, attitudes, perceptions, knowledge, and skills over time. The **full** Interprofessional Collaborator Assessment Rubric (ICAR®) will be the assessment tool for the APPE Preparation Course and for the APPE rotations. The IPPE and APPE work will allow continued professional development with emphasis on quality improvement, behavioral modification, responsiveness to change, and patient benefit. Before graduation, the student's

competence to practice in a collaborative manner and to add value to decision-making in the care of patients will be assessed in a summative manner by a final assessment with the full ICAR® rubric during the board prep course.

Student level assessments will be documented via an IPE plan in each student's MyCred® portfolio (a component of Core®). Students must complete specific IPE requirements each academic year. Students will upload their IPE documents and learning activity reports into their MyCred portfolio to document their progress and abilities for team-based care. This process is overseen by Faculty Advisors. Faculty Advisors will verify placement of documents in each of their advisees' MyCred® account during the spring semester, prior to student rotations. Faculty Advisors will meet with their advisees each spring semester to review and discuss their IPE progress.

Program policies, implementation, and maintenance

Implementation of the IPE Plan and strategies to improve the plan are the responsibility of the IPE Committee. The IPE Committee is composed of the following faculty members and report directly to the Dean: Assistant Dean for Experiential Education, Director of Standardized Client Program, 1 Basic Sciences Faculty member, 1 Clinical Sciences member. At program maturity, a director of IPE will be appointed for program accountability.

The specific aim of our IPE curriculum is that 100% of our students will achieve at least a 70% on the IPE component of each APPE Course Evaluation. Using the ICAR® rubric as our guide means all students meet competency in the area of IPE at the time of graduation. The IPE Committee will define IPE program goals and strategies on an ongoing basis, altering the plan as information, practice, and ongoing program evaluation needs to drive transformational healthcare changes. All facets of the plan will be integrated into curriculum and supported via student advising. The IPE committee will use information obtained from evaluations to make improvements in the IPE plan on an ongoing basis. The model for improvement with PDSA methodology will be used for improvement planning, see Appendix 1. Program metrics will be evaluated annually.

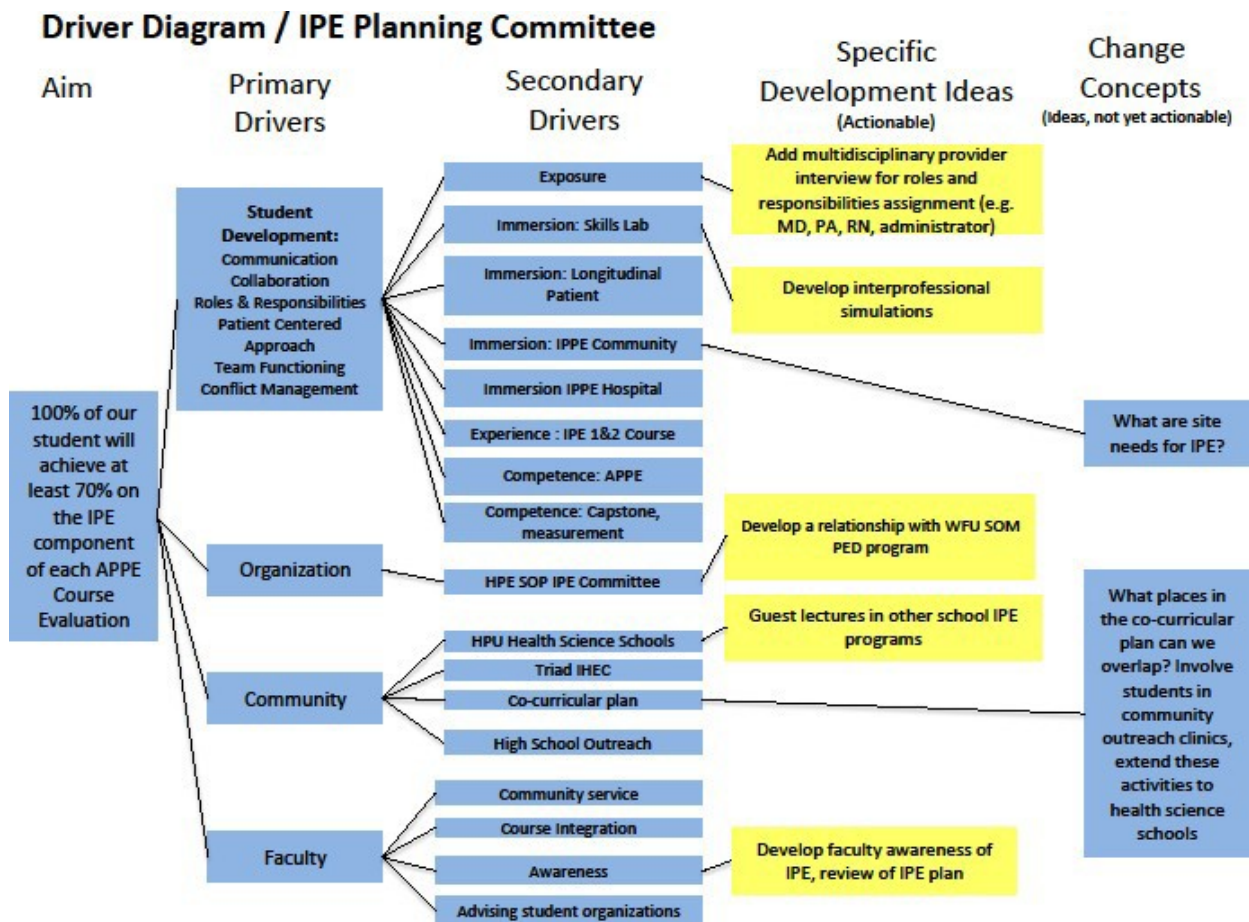
A section of the FWSOP Student Handbook is dedicated to IPE. Completion of the longitudinal curriculum is a programmatic requirement and as such, any student who fails to comply with these requirements is at risk of academic probation.

References

1. Interprofessional Education Collaborative. (2016). *Core competencies for interprofessional collaborative practice: 2016 update*. Washington, DC: Interprofessional Education Collaborative.
2. World Health Organization (WHO). *Framework for action on interprofessional education & collaborative practice*. Geneva: World Health Organization. 2010.

3. Triad Interprofessional Healthcare Education Center (Triad IHEC) educational workshop for students in the health sciences, Greensboro, NC. 2015,2016.
4. Page, RL, Hume AL, Trujillo JM, Leader WG et al. Interprofessional Education: Principles and Application. A Framework for Clinical Pharmacy. *Pharmacotherapy* 2009; 29(3): 145e-164e.
5. Bodenheimer T, Sinsky C. From triple to quadruple aim: care of the patient requires care of the provider. *Ann Fam Med.* 2014 12(6):573-6.
6. Interprofessional Education Collaborative. *Interprofessional Collaborator Assessment Rubric (ICAR®)*, Washington, DC. 2016.
7. Lowe M, Sinclair L, Tassone M. *Creating Exceptional Interprofessional Teaching and Learning in Clinical Settings: The University of Toronto Journey*, Centre for Interprofessional Education, University of Toronto, 2014.

Appendix 1: IPE Driver Diagram, December 2016



Experiential Education

Experiential education is an effective method for training and teaching students. The experiential education program at the Fred Wilson School of Pharmacy (FWSOP) accounts for 30% of our curriculum. Through the experiential program at the FWSOP, students have the opportunity to be a part of the healthcare team and work alongside pharmacy professionals to apply their knowledge through hands-on experiences in the real world of pharmacy. The pharmacy practice site is where “the rubber meets the road” as students develop clinical skills, increase their knowledge and engage in direct learning experiences that will shape their future. Experiential education helps facilitate each student’s development of professional values with an emphasis on interprofessional education, effective communication, service-mindedness, pharmaceutical care, professional duty, empathy, compassion, respect for others and achieving excellence.

At the FWSOP, the experiential program begins in the spring semester of the first year. The Longitudinal Patient Experience program is a five-semester program where students are paired with a resident of an independent living facility for the entire five semesters. It is a course series for students to develop their soft skills (communication, professionalism, interpersonal skills, time management and leadership) through the interaction with their residents. Students also learn the important characteristics necessary to foster a long-term professional relationship with their residents. While students will ask questions about residents’ medications and experiences with the health care system, the purpose of this course series is not to provide direct patient care or to provide health care services.

Early exposure to the real world of pharmacy enables students to better understand the relevance and potential application of the scientific and clinical knowledge they acquire as they progress through the program. Early exposure also provides students with direct exposure to the pharmacy workplace where they can begin to formulate a realistic view of the profession of pharmacy. This enables students to experience not only the positive aspects of the profession of pharmacy, but also the real challenges that confront pharmacists on a daily basis.

Experiential Education Overview

P1 Year

- **Spring:** Students complete Longitudinal Practice Experience I course
- **Summer:** Students complete a four-week IPPE (Community) rotation.

P2 Year

- **Fall:** Students complete Longitudinal Practice Experience II course
- **Spring:** Students complete Longitudinal Practice Experience III course
- **Summer:** Students complete a four-week IPPE (Hospital) rotation.

P3 Year

- **Fall:**
 - HPU hosts annual APPE Zone Fair
 - APPE Preceptors submit availability through CORE
 - Students submit requests for APPE Zones
 - Students assigned to their zones by October 15
 - Students submit P-4 specific rotation requests through CORE
 - Office of Experiential Education runs the “lottery”
 - Students complete Longitudinal Patient Experience IV course
 - All individual P4 rotations to be scheduled in February of the P3 year
- **Spring:**
 - Students complete the APPE Prep course
 - Students complete “on boarding” for site orientation
 - Classes and final exams conclude by May 3
 - Students complete Longitudinal Patient Experience V course

P4 Year

- Students complete nine one-month rotations and are off the month of December as well as an additional month. Rotations are a minimum of 160 hours (four weeks) each.
 - May (upon completion of final exams), June, July, August, September, October, November, January, February, March.
- Students return to the HPU campus during the month of April for a required board preparatory exam review course.

Additional details about the experiential program at the FWSOP can be found in the Preceptor Manual located in CORE/RxPreceptor.

Professionalism and Conduct

Code of Ethics

Most Recent Revision: March 29, 2016

Policy Statement

Code of Ethics for Pharmacists

PREAMBLE: 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.

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.

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.

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.

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.

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.

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.

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.

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.

As adopted by the membership of the American Pharmacists Association October 27, 1994. <http://www.pharmacist.com/code-ethics>

Pledge of Professionalism

Most Recent Revision: March 29, 2016

Policy Statement

High Point University School of Pharmacy Pledge of Professionalism

As a student at the High Point University School of Pharmacy, I believe there is a need to build and reinforce a professional identity founded on integrity, ethical behavior, and honor. This development, a vital process in my education, will help ensure that I am true to the professional relationship I establish between society and myself as I become a member of the pharmacy community. Integrity must be an essential part of my everyday life and I must practice pharmacy with honesty and commitment to service. To accomplish this goal of professional development, I as a student of pharmacy should:

- DEVELOP a sense of loyalty and duty to the profession of pharmacy by being a builder of community, one able and willing to contribute to the well-being of others and one who enthusiastically accepts the responsibility and accountability for membership in the profession.
- FOSTER professional competency through life-long learning. I must strive for high ideals, teamwork and unity within the profession in order to provide optimal patient care.
- SUPPORT my colleagues by actively encouraging personal commitment to the Oath of Maimonides and a Code of Ethics as set forth by the profession.
- INCORPORATE into my life and practice, dedication to excellence. This will require an ongoing reassessment of personal and professional values.
- MAINTAIN the highest ideals and professional attributes to ensure and facilitate the covenantal relationship required of the pharmaceutical caregiver.

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

Adopted from the American Pharmaceutical Association Academy of Students of Pharmacy/American Association of Colleges of Pharmacy Council of Deans (APhA-ASP/AACP-COD) Task Force on Professionalism; June 26, 1994.

Oath of a Pharmacist

Most recent revision: March 29, 2016

Policy Statement

Oath of a Pharmacist

All graduates of the High Point University School of Pharmacy will jointly make the following pledge:

“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 apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for my patients.
- I will respect and protect all personal and health information entrusted to me.
- I will accept the lifelong obligation to improve my professional knowledge and competence.
- 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.”

The revised Oath was adopted by the AACP House of Delegates in July 2007 and has been approved by the American Pharmacists Association. AACP member institutions should plan to use the revised Oath of a Pharmacist during the 2008-09 academic year and with spring 2009 graduates. <https://www.pharmacist.com/oath-pharmacist>

Honor Code

Most recent revision: May 18, 2017

Policy Statement

High Point University School of Pharmacy Honor Code

Preamble: We, the students of the High Point University School of Pharmacy, believe that honesty and integrity are essential to student and professional development, whether personal, social, or academic. Therefore, we assert that:

- Every student is honor-bound to refrain from conduct which is unbecoming of a High Point University School of Pharmacy student and which brings discredit to the student and/or to the University, the School of Pharmacy, and to the pharmacy profession;
- Every student is honor-bound to abstain from cheating;
- Every student is honor-bound to abstain from lying;
- Every student is honor-bound to abstain from collusion;
- Every student is honor-bound to abstain from plagiarism;
- Every student is honor-bound to confront a violation of the School of Pharmacy Honor Code; and
- Every student is honor-bound to report a violation of the School of Pharmacy Honor Code.

Pledge: When a student accepts an offer of admission from the High Point University School of Pharmacy, they in turn are agreeing to abide by the School of Pharmacy's Honor Code. Therefore, professors may ask students to sign the following oath: *"On my honor, I pledge that I have neither given nor received any unacknowledged assistance on this assignment"*

Definitions: For purposes of interpreting the School of Pharmacy Honor Code, the following definitions shall apply:

Cheating. Cheating includes but is not limited to:

- The use of unauthorized information during testing or examination. This includes the unauthorized or improper use of an electronic device(s) during an examination. Electronic devices include but are not limited to programmable calculators, PDA's, computers, computer programs, mobile phones, iPods, etc.;
- The submission, in whole or in part, of the ideas or work of another as one's own;
- Completing academic work for another student who later submits said work, in whole or in part, as her/his own; and
- Submission of the same or similar work in two or more classes without the approval of the instructor(s) involved.

Lying. Lying includes but is not limited to:

- Deceiving, falsifying, or misrepresenting the truth or any attempt to do so;
- Submission of modified or changed tests, answer sheets, or assignments for grading; and
- Falsifying or altering academic records.

Collusion. Collusion includes but is not limited to:

- Agreements or conspiracies entered into for fraudulent or illegal purposes;
- Discussing or otherwise describing the content of a graded assessment with a student who will complete a similar assessment in the same course at a later period; and
- Forgery for purposes of deception.

Plagiarism. Plagiarism violations include but are not limited to:

- Quoting or paraphrasing without proper acknowledgment;
- Submission of work without either intent or attempt to document or credit any of the following:
 - Part or all of written or spoken statements derived from sources, such as books, the Internet, magazines, pamphlets, speeches, or oral statements;
 - Part or all of written or spoken statements derived from files maintained by individuals, groups or campus organizations; and
 - The sequence of ideas, arrangement of material, or pattern of thought of someone else, even though you express such processes in your own words.

Note that proper acknowledgment includes identifying the author and source of a quoted or paraphrased passage and indicating clearly (by the appropriate use/omission of quotation marks or indentions) whether the passage is being quoted or paraphrased.

Academic and Professional Conduct Policy

Most recent revision: December 19, 2019

Policy Statement

It is the personal responsibility of each student to treat his/her fellow students, faculty, and staff with respect, fairness, and integrity at all times. The School's Honor and Professionalism Codes will guide students in regard to what are and are not acceptable behaviors. Violations of the Codes may result in disciplinary actions including but not limited to probation, suspension, or expulsion of a student from the School of Pharmacy and HPU.

A student or faculty member who witnesses possible academic or professional misconduct is obligated to report the incident within five business days to the Associate Dean of Student and Professional Affairs through the use of the [Academic and Professionalism Misconduct Allegation Form](#). Anonymous accusations of misconduct will not be considered but the identification of the originator of the allegation form will be held in confidence as long as possible. The Associate Dean of Student and Professional Affairs will investigate the allegations to determine if they have merit and/or if they can be dealt with administratively or if it is appropriate to refer the issue to the Chair of the Academic and Professional Conduct Committee for evaluation. Disposition of all allegations will be maintained in a file in the Deans office. A copy of any allegation resulting in a finding that the student violated FWSOP policy will be included in the student's permanent file.

A student who is arrested (not merely detained), charged with, or convicted of a criminal act (including pleas of nolo contendere or guilty) may be subject to disciplinary action including but not limited to probation, suspension, or expulsion from the School of Pharmacy and HPU. The student must disclose the arrest, charge, or conviction to the Associate Dean for Student and Professional Affairs within 5 business days of the action. Failure to self-disclose could result in disciplinary sanctions.

The Academic and Professional Conduct Committee will be chaired by a FWSOP faculty member with the Associate Dean for Student and Professional Affairs serving as an ex officio member. The committee membership will include one student representative from the P3 class. The committee will also include two faculty members from each department and the Assistant Dean for Experiential Education.

All notifications of sanctions shall be delivered in writing to the student or via certified mail within five days of the Committee's decision. The notification will also be delivered by email in addition to in person or certified mail delivery. Students have the right to due process and may appeal the decision of the Academic and Professional Conduct Committee and the subsequent sanction(s) to the Dean of Pharmacy for review. This appeal must be submitted within five business days and be in the form of a letter outlining why the findings are inaccurate or University policies were not followed. For all

sanctions that do not result in dismissal, the final level of appeal is with the Dean. For administrative actions that involve dismissal, the student may appeal to the Sr. Vice President for Academic Affairs using the same format and timeline as the appeal to the Dean.

If the Associate Dean convenes a meeting of the Academic and Professional Conduct Committee to hear the allegations, the accused student and the persons bringing forward the allegation will be informed in writing of the date and time of the meeting. The following guidelines for the meeting will be observed:

- Hearings shall be conducted in private and persons attending or speaking at the hearing will appear at the discretion of the Committee;
- An audio recording shall be made of all hearings of the Committee and the recording shall be the property of the School of Pharmacy and maintained by the Associate Dean of Student and Professional Affairs;
- The accused and the person who submitted the Misconduct Allegation Form may present written evidence and witnesses who will be subject to questioning by the Committee. If so desired, the accused may attend the entire meeting except for the Committee's deliberations and have the opportunity to question the person bringing forward the allegations as well as any witnesses who appear;
- The Committee Chair will decide procedural questions.

Upon conclusion of the hearing, the Academic and Professional Conduct Committee will determine by two-thirds majority vote whether or not the student has violated the Honor Code and/or Professionalism Code. If the Committee decides that the student violated one of the Codes, the Committee will impose one or more of the following sanctions:

- Warning: Written notice that the student has violated School policy;
- Grade adjustment: The Committee authorizes the faculty member or coordinator of the course to lower the grade of an examination/assignment, or lower the course grade, or report a grade of F for the assignment or course;
- Probation: Written reprimand for the student violating School policy with notice that further violations during a specified probationary period may precipitate more severe sanctions including suspension or expulsion;
- Loss of Privileges: Denial of specific privileges provided to School of Pharmacy students;
- Restitution: Compensation in the form of service, monetary, or material replacement for loss, damage, and/or injury to the affected party or the School;
- Discretionary Sanctions: School, University and/or community service, removal of student from office(s) held and/or committee memberships, or other sanctions developed by the Committee;
- Suspension: Temporary separation of the Student from the School for a specified period of time with conditions of readmission specified by the Committee;
- Dismissal: Permanent separation of the student from the School with recommendation to the Provost that the student be dismissed from HPU.

A student may receive more than one sanction for a single incident. For example, a student that is found to have purposefully damaged School equipment may be required to make financial restitution and complete some form of community service.

Social Media Policy

Most recent revision: October 19, 2016

Policy Statement

High Point University's Fred Wilson School of Pharmacy (FWSOP) recognizes that social networking websites and applications including, but not limited to, Facebook, Instagram, Snapchat, Tumblr, Twitter, and YouTube are an important and timely means of communication. The FWSOP does not actively monitor online activity of the faculty, staff or student body, but it does address issues related to unprofessional behavior brought to the attention of the Office of Student Affairs.

Students, faculty and staff must understand that by identifying themselves publically using social media, they are creating perceptions about the FWSOP, clinical/experiential sites, and/or their chosen health profession. It is of critical importance that students, faculty and staff make every effort to present themselves in a mature, responsible, and professional manner, and discourse should be civil and respectful while taking care to avoid displays of vulgar, disrespectful, unflattering, or inflammatory language or photographs that reflect poorly on the student or the University.

Students, faculty and staff who use the various social media platforms must be aware of the critical importance of privatizing these websites and applications, and they must also be aware that no privatization measure is perfect. Future employers may review these network sites when considering potential candidates for residencies, fellowships, and other employment situations.

Students, faculty and staff must be aware that posting certain information on social media is illegal. Violation of existing statutes and University regulations may expose the offender to criminal and civil liability, and punishment for violations may include fines and imprisonment. Offenders also may be subject to a variety of adverse academic actions including a letter of reprimand, probation or dismissal from the program.

In addition to the above recommendations, the Fred Wilson School of Pharmacy Social Media Policy includes the following stipulations:

- Students, faculty and staff *may not* share the personal health information of other individuals. Removal of an individual's name does not alone constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or the use of a highly specific medical photograph, such as a before/after photograph of a patient having surgery or a photograph of a patient from a medical outreach trips, etc., may still allow the reader to recognize the identity of a specific individual.

- Students, faculty and staff *may not* report private or protected academic information of another student or trainee.
- In posting information on social networking sites, Students, faculty and staff *may not* present themselves as official representatives or spokespersons for the High Point University School of Pharmacy.
- Students, faculty and staff *may not* represent themselves as other people.
- Students, faculty and staff *may not* use websites and/or applications in a manner that interferes with educational commitments.
- Students, faculty and staff are *strongly encouraged* to use social media privacy settings to limit the unknown or unwanted access to profiles or applications.
- If a student chooses to list an email address on a social networking site, a personal email address, not a highpoint.edu address, should be listed as the primary means of identification.
- Students, faculty and staff are *strongly encouraged* to avoid displays of vulgar and inappropriate language.
- Students, faculty and staff are *strongly encouraged* to avoid displays of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity, or sexual orientation.
- Students, faculty and staff are *strongly encouraged* not to present/post photographs that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.
- Students, faculty and staff are *strongly encouraged* to avoid posting potentially inflammatory or unflattering material, such as photographs, texts, etc. on another individual's website.
- Students, faculty and staff *may not* harass, in any form, an FWSOP faculty member, staff member, student, or anyone they encounter while representing the FWSOP. Such actions will be dealt with to the fullest academic and legal extent.
- Students, faculty and staff *may not* post potentially inflammatory or unflattering material, such as photographs, text, etc., of an FWSOP faculty member, staff member, student, or anyone they encounter while representing the FWSOP.
- Students, faculty and staff *may not* violate the confidentiality of an FWSOP committee.
- Students, faculty and staff *may not* knowingly distribute false evidence, statements, or charges against an FWSOP faculty member, staff member, student, or anyone they encounter while representing the FWSOP.

Alcohol and Drug Policy

Most recent revision: October 19, 2016

Policy Statement

Being under the influence of alcohol or drugs can seriously impair an individual's judgment and reactions leading to errors and endangering patients.

The aim of this policy is to ensure the safety of all students and patients by having clear policies in place regarding use and possession of alcohol and drugs, and to support those who have reported a problem with substance abuse or dependence.

High Point University and the Fred Wilson School of Pharmacy prohibit the unlawful possession of alcohol and illicit drugs by students, faculty, and staff either on university property or at any university- sponsored activity. This prohibition extends to activities sponsored by groups or organizations related to the university; and it extends to off-campus professional activities, including professional conferences, where attendance by faculty, staff, or students is sponsored, wholly or in part, by the university or by organizations related thereto. Furthermore, the university reserves the right to discipline members of the university community who, in other situations, whether on campus or off, are found to be in violation of federal, state, and local laws related to the use of controlled substances.

No student shall:

- Report or try to report for a school activity or class in possession of or under the influence of alcohol or illicit drugs;
- Illegally consume alcohol or drugs or abuse any substance while representing HPU.

Contravention of these rules is professional misconduct and the FWSOP will take disciplinary action for any breach of these rules, which may include dismissal. Infractions of the Drug and Alcohol policy are referred to the Academic and Professional Conduct Committee for discipline.

Help and support

The FWSOP will endeavor to ensure that advice and help are made available to any student who feels they have a problem with alcohol or drug misuse. In the first instance, individuals will be encouraged to seek help from the substance abuse counselor on the campus of High Point University. Under these circumstances and with the student's consent, a referral will be made to the North Carolina Physician's Health Program (NCPHP). Any student who seeks the assistance of the FWSOP in finding treatment for a drugs or alcohol problem has the School of Pharmacy's complete assurance of confidentiality to the extent allowed by local, state and federal law. Please refer to the progression policy about medical leave.

Admissions

Admission Criteria

Most recent revision: October 19, 2016

Policy Statement

The FWSOP follows holistic approach to consideration of applicants to our program. The FWSOP utilizes PharmCAS® for on-line applications. In addition to the PharmCAS® application, applicants submit a supplemental application that provides additional information to help the committee evaluate students' qualifications.

Grade Point Averages (GPA) are calculated for all pre-pharmacy courses (Cumulative GPA) and for a subgroup of math and science courses (chemistry, biology, and math) which is considered the Core GPA. The minimum preferred Cumulative and Core GPAs to be considered for admission are 2.50 on a 4.00 scale. Nonacademic factors also considered for admission include written communication skills, individual and group interview performance, letters of reference, diversity, pharmacy practice experience, leadership, involvement in extracurricular activities, and meeting all **technical standards** established by the FWSOP. All admission performance records are maintained in the FWSOP for a minimum of three years.

Student Technical Standards

Most recent revision: July 21, 2016

Policy Statement

The educational mission of High Point University's Fred Wilson School of Pharmacy (FWSOP) is to educate and graduate competent practitioners to provide pharmaceutical care in a variety of pharmacy practice settings. Students admitted to the School of Pharmacy must also meet the technical standards for admissions. These technical standards outline the essential functions that candidates for the Doctor of Pharmacy degree must be able to perform. These essential functions reside in the following categories: Observation; Communication; Motor; Intellectual; and Behavioral/Social. The FWSOP recognizes that individuals may vary in their abilities regarding these functions and the FWSOP is committed to supporting its students in order to complete their course of study.

Technical Standards for High Point University School of Pharmacy Students

- **Observation:** A candidate must be able to observe demonstrations and experiments in the basic sciences, which may include, but is not limited to, physiological and pharmacological demonstrations in animals, evaluation of microbiological cultures, and microscopic studies of microorganisms and tissues in normal and pathological states. A candidate must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the sense of vision and other sensory modalities.
- **Communication:** A candidate must be able to communicate effectively and sensitively with patients. Communication includes speech, reading, writing and computer literacy. The focus of this communication is to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communication. A candidate must be able to communicate effectively and efficiently in oral and written forms with all members of the health care team in a timely manner. For example, students should be able to participate in large and small group discussions as well as interact with patients individually and in groups.
- **Sensory/Motor:** A candidate must have sufficient motor function to perform function that require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision. A candidate must be able to execute motor movements to provide general care and emergency treatments to patients. For example, students should be able to provide first aid treatments, perform cardiopulmonary resuscitation, administer immunizations, and compound medications inclusive of using techniques for preparing sterile solutions.

- **Intellectual (Conceptual, Integrative and Quantitative Abilities):** A candidate must have the ability to measure, calculate, reason, and analyze. A candidate must be able to synthesize and apply complex information promptly and accurately. A candidate must be fully alert and attentive at all times in clinical settings.
- **Behavioral/Social Attributes:** A candidate must possess the emotional health required for full utilization of his or her intellectual abilities and the exercise of good judgment. A candidate must possess the ability to develop mature, sensitive, and effective relationships with patients. A candidate must be able to tolerate emotionally and physically taxing workloads and to function effectively under stress. A candidate must be able to adapt to changing environments, to display flexibility, and learn to function in the face of uncertainties inherent in the clinical problems of many patients. A candidate must possess compassion, integrity, interpersonal skills, and motivation to excel in pharmacy practice.

Transfer and Course Waiver Policy

Most Recent Revision: May 18, 2018

Policy Statement

Applicants desiring to transfer into HPU's Fred Wilson School of Pharmacy (FWSOP) will be considered for transfer into the Pharm.D. program. An applicant requesting to transfer into the FWSOP from another ACPE-accredited pharmacy school must send a letter to the Associate Dean of Student and Professional Affairs stating his/her desire to transfer. If space is available in the class the applicant must submit:

1. An official transcript from the colleges and universities from which they have received course credits including the school of pharmacy from which they are transferring;
2. PCAT scores should be sent to the FWSOP, if available. If the PCAT scores cannot be sent from Pearson, then copies of official score reports are acceptable;
3. A letter from the Dean's office of the applicant's current school sent to the Dean's office of the FWSOP stating whether or not the applicant is eligible to continue at that institution and/or has been disciplined for academic or professional misconduct;
4. The PharmCAS application that was submitted to his/her previous School of Pharmacy, if available;
5. Completed High Point University Norcross Graduate School on-line application;
6. Completed Application for Transfer of Credit Hours to Fred Wilson School of Pharmacy, if applicable; and
7. FWSOP's Supplemental Application.

An applicant seeking to transfer must meet the FWSOP's pre-pharmacy course requirements and the School's current admission standards in order to be considered. If the applicant meets these requirements, the applicant will interview with the Dean or the Dean's designee and the Associate Dean as well as at least two members of the Admissions Committee.

Upon consulting with the Dean, Associate Dean, and Admissions Committee members who interviewed the candidate, the Admissions Committee will decide whether or not to allow the transfer. If the transfer is approved, the Associate Dean communicates the transfer decision to the Dean's office at the pharmacy school from which the applicant is transferring if the applicant is eligible to return to that institution.

Course Equivalency: In determining course equivalency, most courses from an ACPE-accredited institution in which a grade of "C" or above is earned will be considered for acceptance. Because of differences in pharmacy schools' curricula and course content,

some or all course credits may not transfer at the same professional level and, therefore, the applicant seeking a transfer may not be eligible for the same professional standing at HPU that the applicant had at his/her previous pharmacy school. Typically the maximum number of semester hour credits accepted for transfer into the professional program will not exceed 37.

In order to determine the equivalency of courses, the applicant shall submit the syllabi of all courses for which the applicant is seeking transfer credit to the Associate Dean for Student and Professional Affairs (ADSPF). The ADSPF will receive the syllabi and consult with the appropriate department chair(s) to determine course equivalence. The ADSPF will notify the applicant regarding the courses for which they will receive credit and determine if the applicant desires to continue the process for transfer. If the applicant accepts the course equivalence decisions and wishes to continue the transfer process, the Associate Dean will provide the recommendations regarding course equivalence to the Admissions Committee for a final decision regarding the applicant's transfer.

Academic Progression & Graduation

Progression Policy

Most recent revision: September 3, 2018

Policy Statement

Overview:

Review of academic performance in HPU's Fred Wilson School of Pharmacy (FWSOP) is the responsibility of the Academic Standards Committee. This committee is responsible to the faculty for maintaining the academic standards within the FWSOP. Included in this committee's purview is student progression, which is reviewed at the end of each semester. The committee recommends regulations and policies to the Faculty of Pharmacy concerning academic standing, matriculation processes, degree requirements, and grading systems.

Process and Procedures:

At the end of each semester, the Associate Dean for Academic Affairs will provide the Chair of the Academic Standards Committee with a report of all students who failed to meet the requirements for progression (defined below). This report will be provided to the Committee Chair within seven (7) days of the date that the University Registrar records final course grades in order to facilitate a prompt review. The Associate Dean for Academic Affairs will also contact each student failing to meet the requirements for progression and provide them with the opportunity to submit a written statement, with the option of appearing in person, to the committee that will be included in the review process.

The Committee will convene prior to the start of the next semester to review students failing to meet the progression standards. The faculty member issuing a failing grade is invited to address the Committee. Final decisions by the Committee regarding a student's academic standing and progression and the appeal process will be presented to the student in writing and via an email message sent by the Associate Dean for Academic Affairs on behalf of the Academic Standards Committee. The Committee will also report its final decision regarding a student's progression to the Dean. Students have the right to appeal the Academic Standards Committee's final decision to the Dean based on the Appeals section of this policy.

Criteria for Academic Progression:

The following academic progression criteria must be met at the end of each semester in order for a student to remain in good standing within the FWSOP:

1. Earn a grade of "C" or higher in all professional coursework (didactic or experiential, required and elective) and a grade of P in Pass (P)/ Fail (F) courses;
2. Maintain a cumulative **and** semester GPA of at least 2.00;
3. Complete all co-curricular (including all co-curricular hours) and programmatic requirements by April 15 of each academic year; and

The following may also be considered in determining progression:

- Students with ongoing sanction(s) as described by the Student Handbook, levied by the Academic and Professional Conduct Committee.

Students who do not meet the Criteria for Academic Progression are not considered to be in good standing in the FWSOP and must meet all actions required by the Academic Standards Committee. Those actions may be selected from the grid below. Other actions may be considered based on the individual case.

Progression Criteria	One or More Actions
Student does not meet any single (1) criteria for academic progression	<ul style="list-style-type: none"> • Probation • Written Admonition • Progress • Remediation
1 F in experiential course	<ul style="list-style-type: none"> • Probation • Repeat course with Remediation Preceptor • Repeat entire semester or year • Suspension • Dismiss
Student does not meet multiple (≥ 2) academic progression criteria	<ul style="list-style-type: none"> • Probation • Remediation • Suspension • Dismiss
2 F's in same class	<ul style="list-style-type: none"> • Dismiss
2 F's in any of the following individual course series: pharmacotherapy; medicinal chemistry; integrated pharmaceutical science; or experiential education	<ul style="list-style-type: none"> • Probation • Remediation • Repeat entire semester or year • Dismiss
3 F's (across entire curriculum)	<ul style="list-style-type: none"> • Dismiss
Additional F grade with previous probation	<ul style="list-style-type: none"> • Probation • Remediation • Repeat entire semester or year • Dismiss

The Academic Standards Committee will make one or more recommendations based on review of the student's academic performance, in conjunction with information provided by the student, faculty member(s), and the Academic and Professional Conduct Committee. The Academic Standards Committee may deviate from the guidelines when making academic sanction decisions after reviewing any special considerations.

Students on probation are not considered "in good standing" and are expected to focus on academic improvement. While on probation they are not allowed to hold student

offices or to receive college stipends for travel to professional meetings or other college-sponsored events.

To return to good standing a student must:

- Have no outstanding grades of F; and
- Achieve at least a 2.00 GPA in the next semester; and
- Have a cumulative GPA of 2.00 or above after the next semester; and
- Have no ongoing sanctions levied by the Academic and Professional Conduct Committee.

Prior probation will also be considered when determining a student's academic performance and any prior academic or conduct letters will be reviewed when making final recommendations. Any other documents relevant to a student's matriculation, such as leaves of absence (medical or administrative), may also be reviewed. Decisions will be made without consideration of an ongoing academic or conduct appeal.

Appeals:

To ensure students' right to due process, they may appeal a decision of the Academic Standards Committee to the FWSOP Dean. The Dean will consider an appeal when a student presents evidence that policies of the Student Handbook were not followed.

Examples of appeals that will **not** be considered include, but are not limited to:

- Dispute regarding the quality of academic work, adherence to technical standards, or professional performance;
- Dispute regarding the legitimacy of published college/program policies;
- Differences between classroom policies or grading schemes in different courses unless the policy or grading scheme violates FWSOP policies;
- Effect of the action on a student's future earning potential, timeline for graduation and beginning their career as a pharmacist, or eligibility for veterans' benefits.

Students wishing to appeal a committee decision to the Dean must submit a formal letter citing pertinent evidence within five (5) business days of being notified of the committee's decision. The Dean will consider all appeals and will make the final decision regarding any appeal cases.

Remediation:

The FWSOP defines remediation as repeating a course in which a student received a failing grade. The earliest this typically occurs is the subsequent academic year.

If a student receives a failing grade for any course, didactic or experiential, the failing grade for the original course remains on the student's transcript after remediation. Remediation may result in delayed graduation.

Readmission:

Students who are not enrolled in the FWSOP for one academic semester must apply for readmission. A complete application submitted to the Graduate School, and a formal

letter requesting readmission to the Associate Dean for Academic Affairs of the FWSOP must be submitted no later than 90 days before the start of the semester in which the student is petitioning to begin coursework. Certain requirements may be assigned in order to assist the student in attaining good academic standing in the FWSOP. Students not readmitted will be without recourse for subsequent readmission. After readmission, a student who fails to earn a semester grade point average (GPA) of 2.0 or who earns a grade of "F" in any course following readmission may be dismissed without recourse for subsequent readmission.

Withdrawal and Leave of Absence Policy

Most recent revision: 6/29/2020

Policy Statement

Withdrawals

A student may permanently withdraw from the Fred Wilson School of Pharmacy (FWSOP) by following the process:

- Student meets with ADSPA to discuss withdrawal from the FWSOP.
- After meeting with the ADSPA, if the student wishes to withdraw from the program, they will complete a withdrawal form from the HPU Office of Graduate Operations and the student will be withdrawn from all courses with the following outcomes:
 - For withdrawal during the first five class days of the semester, there will be a 50% tuition refund and no academic record.
 - For withdrawal after the first five class days until 4 weeks after the first day of the semester, there will be no refund and a grade of “W” will be assigned for the course.
 - For withdrawal later than 4 weeks after the first day of the semester and before reading day, there will be no tuition refund and a grade of “WP” or “WF” will be assigned in all courses.

Students who withdraw from the FWSOP without an approved leave of absence must reapply to the program if they decide to return.

Students in the FWSOP may only withdraw from individual courses under extenuating circumstances such as, but not limited to, family or medical emergencies and the request must be approved by the Associate Dean for Student and Professional Affairs (ADSPA). The course withdrawal should be carefully considered as it will likely place a student into an extended course of study. The process for course withdrawal is detailed below:

- Student submits a written course withdrawal request to the ADSPA, including any relevant documentation.
- Student meets with ADSPA to discuss the reasons for the withdrawal request and the potential impact on the student’s course of study.
- If course withdrawal request is approved by the ADSPA, then the student will be withdrawn from the course with the following outcomes:
 - For withdrawal during the first five class days of the semester, there will be no academic record for that course.
 - For withdrawal after the first five class days until 4 weeks after the first day of the semester, a grade of “W” will be assigned for the course.
 - For withdrawal later than 4 weeks after the first day of the semester and before reading day, a grade of “WP” or “WF” will be assigned for the course.
- The ADSPA will work with the ADAA and the Academic Standards Committee to develop a plan for the student’s course of study.

Leave of Absence

A student in good academic standing may request a leave of absence using the following procedure:

- Student submits a formal written leave of absence request, including documentation of the related extenuating circumstances, to the ADSPA.
- Student meets with ADSPA to discuss the reasons for the requested leave.
- The ADSPA presents the request to the FWSOP Administrative Committee, who will decide whether to grant a leave of absence.
- The Associate Dean of Student and Professional Affairs will send an official letter to the student indicating the status of the requested leave of absence and if approved, specifying the terms of the leave.
- Upon approval the student must follow the process detailed above for withdrawal from the FWSOP.
- Student will also provide documentation, including the defined terms for the leave of absence, to the appropriate HPU offices to complete the administrative leave of absence processes related to financial aid, student accounts, and registration status.
- Prior to returning from the leave of absence, the student completes a readmission request form and returns it to the HPU Office of Graduate Admissions.

In the event the student is incapacitated and unable to initiate the request, the Associate Dean of Student and Professional Affairs may facilitate this process. Any tuition reimbursement will be in accordance with the University's refund policy.

Graduation Requirements

Most recent revision: July 21, 2016

Policy Statement

To graduate from the HPU School of Pharmacy a student must:

1. Be accepted to the FWSOP.
2. Complete all required didactic courses in the FWSOP curriculum with a final grade of "C" or above.
3. Pass six hours of elective didactic courses including a minimum of two hours from both departments in the School of Pharmacy. Electives from outside the School of Pharmacy must be approved by the Associate Dean for Student and Professional Affairs.
4. Pass all experiential courses with grade of "C" or above.
5. Complete all required co-curricular activities.
6. Not be on academic probation or have outstanding professionalism violations at the conclusion of all courses.
7. Be in good financial standing with High Point University.

North Carolina Pharmacy License Requirements

Most recent revision: April 11, 2016

Policy Statement

To be licensed to practice pharmacy in the State of North Carolina graduates must:

1. Have practical experience in pharmacy under the supervision of a licensed pharmacist, which experience shall be approved by the Board of Pharmacy and shall not be required to exceed one year as may be determined by the Board of Pharmacy. See the <http://www.ncbop.org/PDF/BASICREQ.pdf> for specifics of this requirement.
2. Graduate from an accredited school or college of pharmacy as determined by the Board, or pass the Foreign Pharmacy Graduate Equivalency exam administered by NABP, the Test of English as a Foreign Language (TOEFL) and the Test of Spoken English (TSE).
3. Pass the NAPLEX (North American Pharmacy Licensure Examination) and MPJE (Multistate Pharmacy Jurisprudence Examination).

Students interested in licensure in other states are encouraged to contact those states' Boards of Pharmacy directly.

Neither acceptance to nor graduation from the Fred Wilson School of Pharmacy guarantees licensure by the North Carolina Board of Pharmacy or any other Board of Pharmacy. Each Board determines the criteria for licensure in their state. These criteria typically include a thorough background check.

Academic Affairs

Grading Policy

Most recent revision: June 29, 2020

Policy Statement

Grades in the Fred Wilson School of Pharmacy are calculated on the accumulation of points throughout the semester. A total of 1000 points is available for each course. The point range for each letter grade is defined as follows:

A: 900 - 1000 points

B: 800 - 899 points

C: 700 - 799 points

F: Less than 700 points

No grades of D are assigned in the School of Pharmacy.

Pass/Fail Courses

For courses in the FWSOP that do not assign letter grades the criteria or point values for earning "P" (Pass) or "F" (Fail) are defined in individual course syllabi.

Grade Point Average

- A student's Grade Point Average (GPA) is calculated using the following method:
 1. The number of semester credit hours for a course is multiplied by the grade points earned for the course using the following multipliers.
 - A=4.0 • B=3.0 • C=2.0 • F=0.0
 2. The grade points for all courses are totaled and divided by the total number of credit hours taken to yield a GPA.
- If a student is required to repeat a course, both grades remain on the transcript and are used to calculate the student's semester GPA and the cumulative GPA.

Withdrawals

- Withdrawal is awarded only in accordance with the FWSOP Withdrawals and Leave of Absence Policy and grade designations are defined as follows:
 - The grade of "W" (Withdraw) is not considered in the calculation of students' GPAs.
 - The grade of "WP" (Withdrawal Pass) is assigned if a student withdraws from a course after the published withdrawal date and is passing the course at the time of withdrawal. The grade of "WP" is not considered in the calculation students' GPA.
 - The grade of "WF" (Withdrawal Fail) is assigned if a student withdraws from a course after the published withdrawal date and is failing the course at the time of withdrawal. The grade of "WF" counts as an "F" in students' GPA.

Grade Appeal Policy

Most recent revision: May 18, 2017

Policy Statement

A student has the right to appeal a graded assessment or a final grade in a course. Student appeals may relate to, but are not limited to, a course coordinator, faculty member, or preceptor not abiding by grading policies stated in the course syllabus, Student Handbook, or Preceptor Handbook. Student disagreement with faculty or preceptor judgment in the assessment process is not grounds for appeal. A student desiring to appeal a grade should:

- Initially, contact in writing (email attachments accepted) the specific faculty member who was responsible for the assignment or examination.
- The student must submit the appeal to the faculty member no more than five (5) business days following return of the assignment/exam to the student or formal review of the assignment/exam, whichever occurs first. Such appeals must occur in writing with at least two references that support the student's appeal.
- The faculty member should act on the appeal within ten (10) business days.

If the grade dispute is not settled with the faculty member, the student has the option to then address an appeal to the course coordinator if the faculty member is not also the course coordinator. If the dispute is still not resolved the student may appeal to the department chair in which the course resides who will make the final decision regarding the appeal. If the faculty member is also the course coordinator and the department chair, the grade appeal should be made directly to the Dean.

If the grade dispute originates in an experiential course, grade appeals will be adjudicated by the Dean.

Student Examination Policy

Most recent revision: May 18, 2017

Policy Statement

All students must install and/or use Exemplify, Cmap, CORE, Blackboard and other software as identified by the High Point University School of Pharmacy on their personal computer to complete examinations and assignments required for course completion. Students must adhere to the examination policy of the school, including:

- Must download the Exemplify assessment files by at least 7:00am on the day of the assessment.
- Assessment files downloaded after the deadline will be subject to a 10% reduction in final score.
- All exams begin at 7:45am; whereas, quizzes start at the beginning of the class. Any students beginning after the initial time will only be given the allotted assessment time. For example, if the assessment begins at 7:45am and is 30 minutes and student A arrives at 8:00am, the assessment will still end at 8:15am.
- Students must bring personal computer to each class with full battery charge & power cord.
- Students must enter password supplied by course faculty at time of testing.
- Any paper used during the course of the assessment (including scratch paper) will be supplied by the faculty and must be turned in at the conclusion of the test.
- Students must demonstrate to faculty or proctor that the exam is closed ("Green Screen") before leaving class.
- All personal items, including backpacks, phones and coats, must be stored out of reach.
- All phones must be placed on silent.
- Examinations will be administered on designated testing days and times.
- No personal calculators are allowed during testing sessions. Students will be provided a School of Pharmacy calculator as well as having access to the Exemplify calculator when appropriate.
- Finals are administered during finals week.
- Students will be released for bathroom breaks one at a time.

Beginning in the Spring of PY1, cumulative question(s) will be included on examinations. Each exam will include at least one question or up to 2% of exam.

Academic Early Alert

Step 1 Starfish EARLY ALERT™

During a given semester, students complete examinations through ExamSoft. The Associate Dean for Academic Affairs monitors student grade performance through ExamSoft. When a faculty member or the Associate Dean for Academic Affairs has reason to believe a student is at risk for course failure (exam/assignment failure, low class attendance, lack of participation in class/recitations/skills assessment, etc.) they can “raise a flag” for that student in the Starfish system. Once a flag is raised, a student’s academic advisor, and/or other determined parties receive an email notification indicating that this particular student is at risk academically. Depending on the type of flag, the student may receive an email as well. The student is required to make an appointment and meet one-on-one with their faculty advisor within one week of being notified of their flag. The initial appointment goals and expectations include:

- Reflect on the student’s individual academic/personal challenges faced thus far in the semester;
- Assess current study habits, time management, academic requirements, utilization of academic resources, etc.
- Identify and document (in Starfish) personal/academic strengths and develop academic goals for the remainder of the semester and beyond;
- Work to develop and document a specific academic improvement plan

The faculty advisor may choose to contact the course coordinator and/or other determined parties regarding the student’s academic performance.

Step 2

The Associate Dean for Academic Affairs will monitor the flagged student’s subsequent exam performance in ExamSoft. If the flagged student fails a subsequent exam, the Associate Dean for Academic Affairs will alert the student’s advisor and raise another flag in Starfish. If a student has been flagged due to unsatisfactory performance in a non-ExamSoft assessment (e.g., skills assessment performance, low attendance, lack of participation) the course coordinator/faculty member of the course in which those assessments occur, will monitor the student’s subsequent performance. If the flagged student fails to improve their performance to a passing grade, the course coordinator/faculty member will alert the student’s advisor and raise another flag in Starfish. Once an additional flag is raised for a student, the student’s advisor will meet with the course coordinator/faculty member and the student to decide if on-campus learning resources are warranted. The referral process for these selected on-campus resources will be streamlined through Starfish. Resources may include:

- Testing for learning disabilities;

- Additional tools to improve study habits;
- Individualized test taking tools;
- Tutoring; and/or
- Counseling services.

Academic advisors can “close the loop” when a concern has been addressed. Flag journals and notes ensure that all intervention efforts are documented and stored in the system. Since the system is an integrated system, Starfish allows users to see all a student’s information in one place. The system is configured by using roles, cohorts, sorting and filtering to help prioritize concerns and route the information to the right people at the right time. Referrals to various University services can be created in the system.

Progress Surveys can be sent at any point in time during the term. Users are able to raise flags and create referrals at any point during the semester.

Student Attendance and Participation Policy

Most recent revision: June 13, 2017

Policy Statement

Just as showing up for work is critically important to job security and work effectiveness, being present for class is critically important for mastering the career skills and concepts necessary to become an effective pharmacist.

- Class attendance is mandatory for all didactic classes and laboratory sessions at the FWSOP. Students are expected to punctually attend all classes in which they are enrolled. Students who are unable to attend class must contact the Associate Dean for Student and Professional Affairs, either before class or within twenty-four hours of the absence, and provide the reason for the absence and expected date of return to class. Upon return the student must provide proper documentation for the absence.
- An absence is determined to be excused or unexcused by the Associate Dean for Student and Professional Affairs.
- Consequences for unexcused absences are outlined in each course's syllabus. Student attendance may be taken into consideration in the determination of a student's final course grade as specified in the course syllabus.
- Unavoidable absences due to illness or emergencies do not excuse the student of any academic responsibility. The student must make arrangements with his/her course or lab instructor to obtain any classroom materials or information that was missed.
- An unexcused absence and tardiness are considered unprofessional and may result in formal evaluation of a student's professionalism and reported as professional misconduct.

Excused Absences

The FWSOP recognizes that there are legitimate and verifiable circumstances that may occasionally result in a student's absence from class. It is the student's responsibility to plan their schedules to minimize these absences. When a student has prior knowledge of an event that will require them to be absent from class, it is the student's responsibility to inform the Associate Dean for Student and Professional Affairs in writing via the [Excused Absence Request Form](#). This notice should be provided as soon as possible, preferably at the beginning of the semester. When a student must miss class unexpectedly due to illness or other extenuating circumstances, they should complete the Excused Absence Request Form as soon as possible but no later than 24 hours after the missed class.

While students will not be penalized for missing class due to an excused absence, they are responsible for materials discussed in a missed class. Students who have missed in-class work, such as tests, quizzes, or laboratory assignments are expected to make

themselves available to make up this work as deemed appropriate by the course coordinator. In all cases, students are expected to complete all course work in a timely manner. Excused absences require documentation to be submitted to the Associate Dean for Student and Professional Affairs as soon as the student returns to school. If proper documentation is not provided within 24 hours of return, the absence will be counted as unexcused.

Students who abuse the guidelines in this document will be considered to have committed professional misconduct. Examples of abusing this policy include falsifying an illness or family emergency, falsely claiming that attendance at an event is required, falsely claiming to have attended an event, or falsely claiming that an absence is approved by the FWSOP. If the Associate Dean for Student and Professional Affairs determines a student is guilty of abusing this policy, it will be treated as any other instance of academic misconduct.

Excused Absences Include:

- Bereavement: Unless otherwise approved through the Office of Student Affairs, excused absences for bereavement apply only in the death of an immediate family member (student's spouse, parents, siblings, children, grandparents, father/mother-in-law, son/daughter-in-law, or grandchild). Students will work with the Course Coordinator(s) to make-up assignments, quizzes, exams, etc. Students may be required to provide documentation to the Associate Dean for Student and Professional Affairs.
- Emergency (Non-Health): Absences due to an automobile accident, or extended loss of electrical power, are considered excused. Students may be required to provide documentation to the Associate Dean for Student and Professional Affairs.
- Health: Personal: Verified illness or hospitalizations are considered excused absences. Documentation to be turned in to the Associate Dean for Student and Professional Affairs: note from a licensed healthcare provider verifying the illness or hospitalization.
- Health: Immediate Family: Students who must care for an immediate family member (as listed above) with terminal or acute illness or scheduled surgery may be excused from classes or labs on a limited basis. (Students will not receive excused absence for missed class or examination because child/dependent care is not available.) Documentation to be turned in to the Associate Dean for Student and Professional Affairs: note from license healthcare provider as appropriate.
- Jury Duty / Court Summons: Students who are summoned to court to report for jury duty are granted excused absence(s) for the class(es) missed. Documentation to be turned in to the Associate Dean for Student and Professional Affairs: copy of summons.

- Military Duty: Deployment for two consecutive days or less may be considered excused. Longer deployment should be handled through a leave of absence request. Documentation to be turned in to the Associate Dean for Student and Professional Affairs: military orders.
- University / School Approved Activity: Attending school-sanctioned professional conferences, scholarly competitions, student forums and educational programs may be considered excused. The absences must always be approved before the event. Documentation to be turned in to the Associate Dean for Student and Professional Affairs: verification from Faculty Advisor, Student Organization President, or other as appropriate.
- Observance of a Religious Holiday: Students seeking an excused absence for a religious holiday must notify the Associate Dean for Student and Professional Affairs during the first five class days of the semester in which the religious observance occurs. Students should also notify a course coordinator of their excused absence no later than seven days before the religious observance. Please refer to the information at the following link for religious holidays of particular significance to traditions represented on campus.
<http://www.highpoint.edu/religiouslife/observance-holy-days/>

Unexcused Absences

Any absence not pertaining to the excused absence list above is considered unexcused. Excused absence requests for a reason that is normally unexcused may be granted at the discretion of the Associate Dean for Student and Professional Affairs. Failing to submit the proper documentation of a previously identified excused absence, within 24 hours of returning to campus, may result in the absence being unexcused.

Participation

To maximize learning, students must actively participate in all learning activities, including required pre-class reading and preparation, class discussions, assignments, volunteer or required co-curricular activities, etc. Failure to meet commitments in FWSOP required or volunteer activities is considered unprofessional behavior and may be reported as professional misconduct.

FWSOP Remote Learning Procedure

Approved September 10, 2020

When extenuating circumstances require that some or all classes at the Fred Wilson School of Pharmacy (FWSOP) be offered using a remote learning or hybrid model, the following procedures should be utilized in order to enable students to continue to receive a quality academic experience.

ATTENDANCE

Students will be considered present when they attend class in person or virtually, based on the attendance schedule the students are provided. Students who do not attend a class period by either method will be considered absent and should complete an Excused Absence Request Form as described in the FWSOP Attendance and Participation Policy. If a student needs to attend class virtually, when they are scheduled to meet in person, they should also complete an Excused Absence Request Form to obtain permission to do so.

STUDENTS REQUESTING REMOTE ATTENDANCE FOR AN EXTENDED PERIOD

During a time that the FWSOP has implemented an alternate model of instruction, if a student experiences circumstances that require remote attendance (excluding activities and assessments that require in-person attendance) for an extended period, then the following procedures will apply.

Personal Circumstances

For accommodations to attend remotely due to a health condition or disability experienced by the student, students should register with the Office of Accessibility Resources and Services (OARS), via [OARS COMPASS Portal](#). Per OARS criteria for consideration of remote classes as an accommodation, students will need to provide documentation that substantiates they have a condition that puts them at risk if they return to campus. The documentation must:

- Be typed on letterhead by the health provider
- Provide a diagnosis
- State how the student's ability to return to campus is limited

Family Circumstances

For accommodations to attend remotely due to family circumstances, students should submit the request to the FWSOP Associate Dean for Student and Professional Affairs (ADSPA). Students must provide documentation that substantiates they have a person living in their household who has a condition that puts them at higher risk if the student comes to campus. The documentation must be typed on letterhead of a licensed primary healthcare provider and must include the following:

- Statement that a member of the student's residential household has an underlying medical condition, as defined by the CDC (<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html>) that puts them at higher risk for severe illness from COVID-19 (NOTE: The letter does not need to specify the patient's diagnosis but only that they meet the CDC guidelines for increased risk)

- Statement that addresses how the student's ability to return to campus is limited by the family member's condition
- Signature of licensed primary care provider

The request will be presented by the ADSPA to the FWSOP Administrative Committee for consideration. The student will be notified of the decision by the ADSPA within two business days after the submission of the request. If the request is denied, then the student may choose to submit a leave of absence request as described in the FWSOP Withdrawal and Leave of Absence Policy.

REMOTE LEARNING ENVIRONMENT

When a student is attending classes remotely, they must have access to the following:

- A computer that meets the technology requirements detailed in the FWSOP Student Handbook
- A working camera and microphone (built in or external)
- Internet access

If a student does not have the ability to provide an appropriate remote working environment, then they should contact the ADSPA to assist in identifying resources that are available.

ACADEMIC INTEGRITY

When remote learning or assessment is implemented, the FWSOP reminds students that integrity is key to the profession of pharmacy. As such, students must abide by the following parameters for completion of course work and assessments. Any violation will be considered professional misconduct and will be handled according to the FWSOP Academic and Professional Conduct Policy.

- Students **MUST** follow the instructor's guidance on assessments. This includes whether the assessment should be completed:
 - Individually or in collaboration with others
 - With or without the use of resources (notes, books, internet)
- Students **MUST NOT** (unless specifically stated by the instructor that they may do so):
 - Take pictures/screenshots of exams, questions, or performance-based assessments
 - Write down exam questions and response options, or information from performance-based assessments
 - Post assessment questions and/or answers in forums

Continuous Professional Development and Portfolio Policy

Continuous Professional Development (CPD) is a process undertaken by students in consultation with their Faculty Academic Advisor at the High Point University (HPU) School of Pharmacy (SOP). As the name implies, this process is ongoing and has multiple steps that must be completed by the student. The student is responsible for the following components that make up the CPD process.

The CPD process occurs over the entire four years of a student's pharmacy education. The student's advisor oversees the first three years of this process. During the fourth year students are expected to continue the CPD process as a transition into self-directed, life-long learning. Students create and maintain a current CPD Portfolio in the CORE/MyCred portfolio system and meet with their advisor to review the CPD every semester. Students and advisors will be provided with a list of required annual components of the CPD portfolio to be completed by the student.

The FWSOP CPD process is adapted from the ACPE CPD cycle and serves as a guide for students to follow when developing their personal CPD portfolio.

Continuing Professional Development for FWSOP Students



1. **Reflect:** As a part of coursework, students are required to provide reflections during all three professional years. Students are required to upload their reflections in the CORE Portfolio system.
2. **Plan:** Students will set personal development goals and will discuss and outline a plan with their faculty advisor. This planning process involves the process of defining learning goals and activities, resources and measures of success, and articulating the plan with colleagues to support learning over an extended period of time.
3. **Learn:** Students will work with their faculty advisor to put a learning plan into action to ensure they are meeting their personal development goals.
4. **Evaluate:** Faculty advisors will review the student's portfolio and meet with students to assess the learning plan.

5. **Apply:** Students will continue to develop their CPD through their APPE rotations where they will incorporate their learned knowledge, skills, attitudes, and values into practice.
6. **Record and Review:** Students will document all stages of this CPD plan in the CORE Portfolio system. Students will also document and keep a collection of material that records and reflects past experiences as well as current and planned activities in order to achieve identified future learning needs.

Year 1 Requirements – Documents for each must be uploaded into the CORE Portfolio

1. Prepare two (500-600 words) reflections on professional experiences
 1. One is required in IPPE Community course
 2. Second is the student's choice
2. Develop personal learning goals with advisor oversight
3. Assess strengths and weaknesses as a learner and document areas of desired personal growth (2-3 areas)
4. Include required IPPE presentation and review with advisor
5. Document volunteer hours
6. Document required immunizations and specialized training

Year 2 Requirements – Documents for each must be uploaded into the CORE Portfolio

1. Prepare two (500-600 words) reflections on professional experiences
 - a. One is required in IPPE Institutional course
 - b. Potential career paths of interest to the student
2. Evaluate and review personal learning goals with advisor oversight. Revise as appropriate
3. Evaluate academic progress
 - a. Grades
 - b. Professionalism
 - c. IPPE preceptor evaluations
 - d. Other metrics as appropriate
4. Include required IPPE presentation and review with advisor
5. Document volunteer hours
6. Document required immunizations and specialized training

Year 3 Requirements – Documents for each must be uploaded into the CORE Portfolio

1. Prepare one (700-1000 words) reflection on the personal impact of Longitudinal Patient Experience
2. Continue to review and evaluate learning goals with advisor oversight

3. Prepare one (500 – 600 words) reflection on the potential challenges in transitioning from a student to pharmacist
4. Develop a strategy for keeping professional knowledge and skills current in the coming years
5. Document volunteer hours
6. Document required immunizations and specialized training

Year 4 Requirements – Documents for each must be uploaded into the CORE Portfolio

1. Update CV
2. Create plan for letters of recommendation for jobs and residencies
3. Evaluate academic progress
 - a. Grades
 - b. Professionalism
 - c. APPE preceptor evaluations
 - d. Other metrics as appropriate
4. Document required immunizations and specialized training

Advising Policy

Most recent revision: October 19, 2016

Policy Statement

Academic Advising is an effective intervention for improving academic performance, retention, and the overall educational experience of our students. The primary purpose of the academic advising program is to assist students in their growth and development. It is a continuous and consistent process that is built upon the basis of personal contacts between advisor and advisee.

The Associate Dean of Student and Professional Affairs appoints an Academic Faculty Advisor for each student at the time of initial enrollment. For first-year students the initial advising session will occur during the first two weeks of their first semester to begin the process of establishing a professional relationship with their advisor. Either the student or the advisor will be able to request a change of advisor.

The advisor's role is an active rather than a passive one; at the same time, it is upon the advisee to seek advice when appropriate. The process of advising requires the following objectives to be met for each student assigned as an advisee:

- Faculty advisors should meet at least once each fall and spring semester with continuing students to monitor progress towards educational/career goals, planning for the coming semester (or summer), and to review/revise long-range academic program schedules.
- Interpret and provide rationale for institutional policies, procedures, and requirements, as appropriate.
- Review with the student progress they have documented in their portfolio.
- Follow-up with the advisee regarding reports of unsatisfactory work (including Starfish alerts, see Early Alert Policy). Special attention should be paid to students who are placed on academic probation.
- Discuss and provide guidance on designated educational transactions (e.g., drops/adds, withdrawals) when necessary.
- Maintain a summary record of dates of and notes regarding student interactions, and notation of special circumstances/actions, etc.
- Inform and, if necessary, refer students to other institutional resources per the Academic Intervention Plan (Early Alert Policy) when academic, attitudinal, attendance, or other personal problems require intervention by other professionals on campus.
- Be available to advisees for consultation by appointment.
- Consult with faculty colleagues in order to have up-to-date information on advisees when necessary.
- Serve as an advocate for the advisee when appropriate.

The advisee is an equal partner in the advising process and will be expected to:

- Clarify to the advisor personal values, abilities, interests, and goals for academics and life.
- Contact and schedule regular appointments with the advisor each semester as required or when in need of assistance.
- Prepare for advising sessions and bring appropriate resources or materials. They are to maintain a portfolio in CORE, including their educational progress.
- Bring Longitudinal Performance Report (from ExamSoft)
- Become knowledgeable and adhere to institutional policies, procedures, and requirements, use the on-line academic resources, MyStuff, Blackboard, and CORE, for academic updates, information updating, registration, and other purposes.
- Read at least daily HPU email and other important communications from the University, the FWSOP, and the advisor.
- Accept final responsibility for all decisions made.

Accommodations Policy

Most recent revision: October 19, 2016

Policy Statement

At the beginning of each term, students must request their accommodation letters from the Office of Accessibility Resources and Services (OARS) for faculty, staff, and campus officials. The student must deliver the accommodation letters in a timely manner prior to the need for the accommodation, at least three days. Accommodations are not retroactive, so students are encouraged to request accommodation letters the first week of classes. Accommodations are in place only after the student notifies the instructor and discusses arrangements to be made. In order to request academic accommodations students must follow the following process:

- Complete ADA Intake Form – Including Current Impact Statement, to state requested accommodations and provide summary of previous accommodations. This form authorizes the Disability Support Specialist to release disability-related information to campus officials as necessary.
- Provide appropriate documentation. Diagnostic documentation must be relevant to the diagnosed disability and could include:
 1. Psychological/Educational Evaluation that might include tests of aptitude, achievement, and information processing (WAIS and Woodcock Johnson)
 2. Assessments from clinical or educational psychologists, school psychologists, neuropsychologists, learning disabilities specialists, and medical doctors.
- Disability Support Accommodations Committee reviews each request to determine approval for appropriate accommodations.
- Each semester students provide their professors with notification of approved accommodations.
- Accommodations are implemented in coordination with Disability Support staff & classroom professors.

For more information refer to HPU's [Office of Accessibility Resources and Services](#) webpage.

Citing Other People's Work

Most recent revision: October 19, 2016

Policy Statement

The HPU School of Pharmacy follows the American Medical Association Manual of Style for proper use and format of citations. This reference is available from the HPU Smith Library. The library provides a link to the [online version of this resource](#) for your convenience.

Some students and faculty find the use of citation management programs beneficial. High Point University makes available to all students and faculty one such program at no charge, titled [EndNote](#).

Grievances

Most recent revision: October 19, 2016

Policy Statement

The School will maintain a record of written student complaints via the [Student Grievance Form](#), the process used to address each complaint, and the actions taken regarding each complaint. These files will be maintained in a secure location in the administrative offices of the School of Pharmacy and will be available for review by ACPE and SACS. Should a matter of student complaint or grievance result in a legal proceeding, the School will provide full disclosure of the proceedings including the outcome of the case, when possible.

The process involves:

1. Student completes Student Grievance Form and submits to the Associate Dean for Student and Professional Affairs.
2. The Associate Dean will forward to the Administrative Committee.
3. If the complaint pertains to instructional or academic issues it will be reviewed by the Administrative Committee. The Administrative Committee may refer to a standing committee in the School of Pharmacy for proposed resolution(s).
4. The Administrative Committee will review any proposed resolutions and yield a decision.
5. The student filing the grievance will be informed by the office of the Associate Dean for Student and Professional Affairs via email when the grievance has been addressed.
6. A student may appeal the decision of the Administrative Committee to the Provost.
7. If the complaint pertains to any form of discrimination the student will be directed to the University [non-discrimination statement](#) for aid in resolution and contact information.
8. All forms are retained in a file, secured in the Dean's Office, for a minimum of 4 years.

ACPE Complaint

Most recent revision: October 19, 2016

Policy Statement

Complaints from other institutions, students, faculty, or the public against a college or school of pharmacy, including tuition and fee policies, and as related to ACPE standards, policies or procedures, shall be placed in writing in detail by the complainant and submitted to the ACPE office. The complaint shall be submitted to the institution for response. Requests for confidentiality shall be respected to the extent any such information is not necessary for the resolution of the complaint. Visit [ACPE](#) for more information on this process.

Student Policies and Services

Student Background Check Policy

Most recent revision: August 17, 2018

Policy Statement

All High Point University School of Pharmacy students will be required to undergo criminal background and sex offender (CBSO) check before matriculation and annually thereafter. Students may also be required to undergo the CBSO check more frequently, at the discretion of the Office of the Dean. If a student declines to undergo a required background check they will be dismissed from the program. Costs of the CBSO checks are the responsibility of the student. A copy of the CBSO check results will be made available to the student upon request. Other copies will be distributed as appropriate on a need-to-know basis. All students will sign a release form indicating that the program has the right to release appropriate information to clinical sites.

If at any point during enrollment, a student is charged with or convicted of any criminal act (including pleas of nolo contendere or guilty) that may not have appeared on a previous CBSO check the student should immediately disclose the plea, charge or conviction to the Associate Dean for Student and Professional Affairs within 5 business days of the plea, charge or conviction. Failure to self-disclose could result in disciplinary action.

CBSO check results may limit a student's ability to secure clinical experiences. Independent of any determination made by the Associate Dean for Student and Professional Affairs, Assistant Dean for Experiential Education, or the Academic and Professional Conduct Committee regarding a student's CBSO check report, clinical sites have the discretion to deny a student's placement at the site based on CBSO check results. This may delay or prevent a student from meeting progression requirements and graduating.

Process

Examination of information obtained through criminal background and sex offender check

1. The Associate Dean for Student and Professional Affairs and the Assistant Dean for Experiential Education will review all CBSO check report results.
2. If a CBSO check report contains adverse information, that report will be referred to the Academic and Professional Conduct Committee. Additionally, the student will be informed and provided with the contact information to challenge the finding or provide explanatory information

Criminal Background and Sex Offender Review by the Academic and Professional Conduct Committee process

1. Students who have adverse information in their CBSO check report, and who believe that there are mistakes in the report or extenuating circumstances to be taken into account, may submit a written request for consideration to the Academic and Professional Conduct Committee, and voluntarily appear in person before that committee. Any written request for consideration or personal appearance must occur with seven days of notification of adverse information.
2. The Academic and Professional Conduct Committee will conduct a review of the information in the CBSO check report, any self-reported information in the student's file, including criminal pleas, convictions and pending adjudications, and any relevant supplementary information obtained from the student or from other sources, including court documents. Factors involved in the individual case review may include, but are not limited to:
 - The nature, circumstances, and frequency of any reported offense(s)
 - The length of time since the offense(s)
 - Available information that addresses efforts at rehabilitation
 - The accuracy of the information provided by the student in their application materials
 - The relationship between the duties to be performed as part of the educational program and the offense committed
3. The Academic and Professional Conduct Committee is responsible for deciding whether the results of their CBSO check report investigation merit rescinding an admitted student's offer of admission or dismissing a matriculated student from the program or provide conditions for initial or continued enrollment. They will forward their decision in writing to the Dean of the School of Pharmacy within 14 days of receipt of referred report from the Associate Dean for Student and Professional Affairs.

Appeals process

Dean of the School of Pharmacy

1. A FWSOP student dismissed from the program based on the decision of the Academic and Professional Conduct Committee may appeal the committee's decision. The appeal must be made in writing and received by the Dean of the School of Pharmacy within seven days after the Academic and Professional Conduct Committee renders its decision.
2. The student may request a meeting with the Dean. The Dean will determine whether such a meeting is necessary, and will determine any terms of the meeting.
3. The Dean will render a decision on the matter.
4. The student and the Graduate School Office will be informed of the Dean's decision.
5. The decision of the Dean of Pharmacy regarding dismissal is final and cannot be appealed.

Maintenance of Records and Confidentiality

Information obtained for the purpose of and during the CBSO check will be retained by the School of Pharmacy separate from other student educational and academic records. Confidentiality will be maintained consistent with FERPA and any other appropriate guidelines.

Student Drug Screen Policy

Most recent revision: June 13, 2017

Policy statement

As a prerequisite to participating in patient care, High Point University FWSOP students are required to undergo a drug screen prior to matriculation annually thereafter. Students may be required to undergo random screens at the discretion of the Office of the Dean. Students are financially responsible for services related to drug screening. By accepting admission into the Pharm.D. program, students agree to submit to drug screening.

Non-negative drug screen results may limit a student's ability to secure clinical experiences. Independent of any determination made by the Associate Dean for Student and Professional Affairs, Assistant Dean for Experiential Education, or the Academic and Professional Conduct Committee regarding a student's non-negative drug screen, clinical sites have the discretion to deny a student's placement at the site based on drug screen results. This may delay or prevent a student from meeting progression requirements and graduating.

Acceptance into and successful completion of the High Point University Pharm.D. Program does not imply or guarantee that the student will be able to obtain state licensure upon graduation.

Process for obtaining a required drug screen:

1. Before matriculating into the program students will be instructed on the FWSOP drug screen process.
2. The approved vendor will notify students via e-mail of the deadline for completion of any required drug screens throughout the course of the Pharm.D. program.
3. The approved vendor will provide students with instructions regarding obtaining and authorizing release of all required drug screen results.
4. Required drug screen will consist of, but not be limited to: Amphetamines (amphetamine and methamphetamine), Cocaine metabolite, Marijuana metabolites, Opiates (codeine and morphine), Phencyclidine, Barbiturates, Benzodiazepines, Methadone, Propoxyphene, Methaqualone, and MDMA (Ecstasy).
5. Results of all student drug screens will be provided by the approved vendor to the Associate Dean for Professional and Student Affairs and the Assistant Dean for Experiential Education.
6. The approved vendor will ensure that all "non-negative" results are reviewed by a medical review officer/physician (MRO). A test is not considered "non-negative" until the MRO determines that the results are not due to a legally prescribed prescription medication being used as directed by their health care provider, or

due to some other plausible reason. In these cases, students will receive a complete report and will have the opportunity to provide additional information/documentation to the MRO for consideration. The FWSOP will be notified that the drug screen is undergoing review by the MRO. Following review, the program will receive results of the MRO review.

Program examination of drug screen results:

1. The Associate Dean for Student and Professional Affairs and the Assistant Dean for Experiential Education will review all drug screen reports for FWSOP accepted applicants and/or students.
2. Because of the mandate to comply with health system policies, and the serious implications of a “non-negative” test, disciplinary actions against students may be imposed without the customary mechanisms of warning and probation.
3. Students may not begin or continue coursework (clinical or non-clinical) immediately after a “non-negative” drug screen is received. As a result, the student may not be able to complete the requirements of the education program, and may be dismissed from the program following final review by the Academic and Professional Conduct Committee.

Appeals process to the Dean of the School of Pharmacy

1. An FWSOP student dismissed from the program based on the decision of the Academic and Professional Conduct Committee may appeal the committee’s decision. The appeal must be made in writing and received by the Dean of the School of Pharmacy within seven days after the Academic and Professional Conduct Committee renders its decision.
2. The student may request a meeting with the Dean. The Dean will determine whether such a meeting is necessary, and will determine any terms of the meeting.
3. The Dean will render a decision on the matter within seven days of receipt of the appeal request.
4. The student and the Graduate School Office will be informed of the Dean’s decision.
5. The decision of the Dean of Pharmacy regarding dismissal is final and cannot be appealed.

Maintenance of Records and Confidentiality

Information obtained for the purpose of and during the drug screen will be retained by the School of Pharmacy separate from other student educational and academic records. Confidentiality will be maintained consistent with FERPA and any other appropriate guidelines.

Student Course Registration

Students will be registered for the appropriate classes each semester by the Administrative Assistant to the Dean pursuant to notification from the Associate Dean of Academic Affairs.

Students will consult with their advisor regarding their progress and selection of elective courses. Students will also consult with their advisor and the Assistant Dean for Experiential Education for selection of experiential courses.

Access to Student Records

Most recent revision: October 19, 2016

Policy Statement

After a student is admitted to the Fred Wilson School of Pharmacy a permanent file is created that contains the application. The file is stored in the Dean's suite under double lock. Official information, such as grades, class registration, records checks, and other official documents are maintained in this file. Full time faculty have access to students' academic records for legitimate educational interest. The student has the right to review the contents of their file upon request.

Dress Code Policy

Most recent revision: October 19, 2016

Policy Statement

Professional standards include appropriate dress and proper attention to personal hygiene. All members of the HPU Fred Wilson School of Pharmacy (FWSOP) community are expected to maintain professional standards of modesty and decency consistent with professional employment expectations

The following dress code applies to all students enrolled in the FWSOP and is in effect from 7:30 am to 5:00 pm Monday through Friday.

Personal Hygiene

All FWSOP students must maintain clean personal hygiene including regular bathing, grooming, shaving, hairstyling, and nail care. Beards should be neatly trimmed.

Excessive facial jewelry/piercing and tongue piercing is discouraged. Facial jewelry worn for bona fide religious purposes is permissible. Nails must be neatly manicured (not chipped) and kept at a length that will not interfere with the duties of a pharmacist (e.g., dispensing prescription, compounding in lab, performing physical assessments). Perfumes or cologne must not be worn, as many individuals may be allergic to or offended by the fragrance.

Appropriate Dress Standards for Routine School of Pharmacy Attendance

Attire should be clean and business casual styled clothing and shoes. The following are considered to be appropriate and meet the standards:

- Clothing should be clean, neat, and in good repair (no visible holes, rips, or tears), allowing for freedom of movement without inappropriate exposure;
- Shirts with a tail or a split must be tucked in;
- Belts should be worn with all pants that have belt loops;
- An undershirt should be worn if undergarments are visible through clothing;
- Skirts should be no shorter than three inches above the knee when standing;
- Sleeveless shirts may be worn, but the following are not permitted: spaghetti straps, halter-tops, tube tops, exposed midriffs, or low cut tops;
- Fleece jackets and sweaters are acceptable dress when weather permits, but not sweatshirts;
- Dress Capri pants are acceptable;
- Dress sandals are acceptable except in laboratories.

The following are considered inappropriate and do not meet dress standards:

- Unusual hair styles or visible tattooing may not reflect a professional image; therefore, any hairstyle, tattoo, or piercing that draws unusual attention to the student should be avoided or covered;
- Hats, caps, or head wraps/head scarves (unless worn for bona fide medical or religious purposes);
- Shorts (athletic, casual, or dress) or skorts;
- Skirts with splits beyond one inch above the knee;
- Jeans or denim of any color;
- Athletic apparel including sweatpants, sweatshirts, or spandex;
- Graphic or casual T-shirts (as the outer shirt);
- No gauge accessories;
- Crocs or flip flops;
- Blue tooth headset devices are prohibited.

FWSOP Dress Code policies apply except the following may be worn on Fridays and on occasion, other casual dress days as determined by administration. The following are acceptable for casual dress days:

- HPU, FWSOP, or blank (no writing or graphics) t-shirts and sweatshirts;
- Jeans excluding jeans that are frayed, torn, dirty, acid-washed (looks dirty when bought), or lack a hemline at the bottom of the pant leg;
- Athletic shoes.

The casual dress policy may be cancelled due to school events or special guests.

Please be mindful that activities occurring in specific laboratories and patient areas (e.g., experiential education) in which the instructors or institutional policy require certain dress supersedes this policy. These expectations are addressed in course syllabi.

Any medical conditions that inhibit adherence to the Student Dress Code Policy should be discussed with the Associate Dean of Student and Professional Affairs.

The Student Dress Code Policy is intended to be self-regulated. Please use your professional judgment in adhering to this dress code policy.

These standards fall under the Pledge of Professionalism for the School of Pharmacy. Enforcement standards of the Student Dress Code Policy are as follows:

- Students inappropriately dressed or groomed may be dismissed from classes or asked to leave the building and requested to comply with the standards set forth in this document;
- Violations may be brought before the Academic and Professional Conduct Committee for review via the Academic and Professional Misconduct Reporting form;
- Repeated violations may result in dismissal from the Pharm.D. program.

Technology Requirements

Most recent revision: June 17, 2020

Policy Statement

All students in the Fred Wilson School of Pharmacy must own and bring a fully-charged laptop computer to classes and exams **each** day. Examinations will be administered using electronic testing software and the student's personal laptop.

Student computers should meet the following specifications and configuration:

Requirements for Mac OS X

- Supported Operating Systems: OS X 10.13 (High Sierra), OS X 10.14 (Mojave), macOS Catalina (10.15). Only genuine versions of Mac Operating Systems are supported.
- CPU: Intel processor
- RAM: 8GB or higher
- Webcam (no phones as cameras)
- Microphone
- Screen resolution should be 1024x768 or higher
- Access to internet: 2Mbps upload speed
- Adobe Reader [<https://get.adobe.com/reader/>]
- Battery backup sufficient to charge laptop fully

All students are allocated 1 TB of cloud storage on university resources.

Requirements for Windows

- Operating System: 32-bit and 64-bit Versions of Windows 10. Alternate versions of Windows 10, such as Windows RT and Windows 10 S, are NOT supported at this time. Only genuine versions of Windows Operating Systems are supported.
- The English (United States) Language Pack must be installed
- CPU Processor: 2.0 ghz Intel i3 processor or equivalent
- RAM: 8GB or higher
- Webcam (no phones as cameras)
- Microphone
- Screen resolution should be 1024x768 or higher
- Access to internet: 2Mbps upload speed
- Adobe Reader [<https://get.adobe.com/reader/>]
- Battery backup sufficient to charge laptop fully

All students are allocated 1 TB of cloud storage on university resources.

Purchasing a New Computer?

High Point University offers discounts to three websites. Dell and Mac offer a student discount when purchasing computers. Our software purchasing program is through a company called Varsity Buys.

1. [Dell Computer Purchase Program](#)
2. [Lenovo Computer Purchase Program](#)
3. [Apple Computer Purchase Program](#)
4. [Software Purchase Program](#)

Housing and Transportation

Most recent revision: October 19, 2016

Policy Statement

Housing

Students are responsible for providing their own housing while attending The High Point University School of Pharmacy (FWSOP).

The FWSOP offers IPPE and APPE rotational experiences in a variety of regions of North Carolina and different states/countries. Students will request their IPPE and APPE rotation preferences through the CORE system. There are many factors involved in placing students into experiential rotations, including availability of Preceptors and sites. The Office of Experiential Education will seek to place students into rotations of their choice when possible, but this is not always possible. It is the student's responsibility to secure and pay for housing while completing IPPE and APPE rotations. Student housing during IPPE and APPE rotations is not provided by the School of Pharmacy. Students should plan, in advance, where they desire to live and how they will secure housing during these off-campus experiences.

Transportation

Students are responsible for their own transportation to and from classes/labs regardless of location.

Students will be assigned to complete rotations in a variety of areas depending on learning needs, student preferences and preceptor availability. As it is possible, students will be placed in an area based on their preferences. It is reasonable for a student to travel up to an hour (and sometimes longer) to a pharmacy practice site to complete a rotation. Transportation to and from pharmacy practice sites is the responsibility of the student. Although the City of High Point does have a public transportation system, it is the preference of the FWSOP that students have their own car to use for transportation. Students must plan, in advance, their mode of transportation to and from their assigned pharmacy practice site.

High Point Transit System: <http://www.highpointnc.gov/hi-tran/>

Monday through Saturday Service

Daily hours of operations:

Weekday 5:45 am until 7:30 pm

Saturday 8:45 am until 5:15 pm

Financial Planning

Most recent revision: October 19, 2016

Policy Statement

The HPU [Office of Student Financial Planning](#) supports pharmacy students in the identification of need, procurement of grants and loans, debt management, and repayment scheduling. The Office works diligently to assist students and their families in their pursuit of a professional education at HPU. The Office works with students to maximize their resources and help determine if other resources exist from which they might benefit. The Office is staffed by a full-time director, five counselors, and one administrative staff member.

Communications

Most recent revision: October 19, 2016

Policy Statement

Students must communicate with faculty and staff using one of the following methods unless otherwise stated in a course syllabus:

- Email to HPU email account
- In person by appointment
- Office telephone
- All official communication from the High Point University School of Pharmacy will be conducted through your HPU email account. No communication through social media will be considered official.
- Faculty will make every effort to respond to emails within 24 hours, excluding weekends and holidays.

Student Governance in the Fred Wilson School of Pharmacy

Most recent revision: August 17, 2018

Council of Students

In order to recognize the significant role of students in institutional decision making, the Fred Wilson School of Pharmacy (FWSOP) has formed the Council of Students. The Council's purpose is to actively promote effective communication among student organizations within the FWSOP. The Council will assist in the development of official student functions of the FWSOP (e.g., Back to School picnic, Pharmacy Field Day, etc.) and develop the scheduling of student organization activities. In addition, the Council will select recipients of student-chosen faculty awards without the advice and consent of faculty/administrative Committee members.

Members

Class presidents and vice presidents as well the presidents and one vice president of each FWSOP nationally chartered student organization recognized by the FWSOP Administrative Committee will comprise the school's **Council of Students**. A letter from the Dean, to be maintained in the office of the Associate Dean for Student and Professional Affairs, will document recognition of a student organization. The Associate Dean of Student and Professional Affairs will serve as the organization's advisor and the Dean of the FWSOP will serve as an ex officio member. The P3 Class President will serve as Council Chair and the P2 President will serve as Vice Chair.

Executive Committee

The Executive Committee of the Council of Students will consist of the President of each class and presidents of the student organizations represented on the Council of Students. The purpose of the Executive Committee will be to not only direct the business of the Council of Students but to also serve as a sounding board for issues that affect the pharmacy student body as the liaison between students and the Dean and administrative team in the FWSOP.

Class officers and their election

Each class will elect class officers including Class President, Vice President, Secretary/Treasurer, and Technology Representative.

Responsibilities of **Class President** include:

- Presides over class meetings
- Serves as the class liaison to the Dean's office
- Serves as the class liaison to HPU activities when needed
- Member of the Council of Students and its Executive Board

The duties of **Class Vice President** are:

- Assists the President and serves in the role of the President when the President is unavailable
- Coordinates community service and social activities sponsored by the class in conjunction with the President
- Member of the Council of Students

The duties of **Class Secretary/Treasurer** are:

- Maintains the administrative and fiscal records of the class
- Coordinates fund-raising activities of the class including potential request for funding
- Takes minutes of all class meetings and class officers' meetings
- Maintains the calendar for class events

The duties of the **Class Technology Representative** include:

- Assists faculty, staff, and classmates with technology needs in the classroom
- Recommends classroom technology needs and/or servicing

Elections for P1 class officers will occur during the first full class week in October. Class officer elections for the rising P2 and P3 classes will be held the last full week of classes before final exams begin.

Nominations for class officers will be received within one week before the elections. Nominations for Class President will be taken before other class officer nominations and voting for Class President is performed by the class via electronic ballot. If a candidate does not receive a majority of class votes, then a run-off will occur between the top two vote getters from the first round of voting. The run-off will also occur by electronic balloting. Within one week of the election of the Class President, the newly elected Class President will call a class meeting and take nominations for the offices of class Vice President, Secretary/Treasurer, and Technology Representative (when appropriate). Election of these candidates will be conducted by electronic ballot. If a candidate does not receive a majority of class votes, then a run-off will occur between the top two vote getters from the first round of voting. The run-off will also occur by electronic balloting.

Class Presidents, Vice Presidents, and Secretary/Treasurers will serve one-year terms except the rising P3 officers will serve two-year terms until the class graduates. Class Technology Representatives will serve for two years. Students who are on FWSOP probation are not allowed to serve as a class officer.

Student Professional Organizations

Student organizations are important to the co-curricular activities of the Fred Wilson School of Pharmacy (FWSOP). The administration and faculty encourage participation in student organizations that advance the profession of pharmacy.

The interests of pharmacy students must drive the founding of professional organizations within the FWSOP. Students should meet informally to determine whether or not there is sufficient interest to justify organizational existence and to begin the process for approval and chartering of the organization. Interested students should meet with the Associate Dean of Student and Professional Affairs to determine the needs, process, and potential obstacles for organization approval.

To begin the process for student organization approval, students must submit a proposal to the Associate Dean for Student and Professional Affairs (ADSPA) with rationale for chartering the organization, its fit with the Mission/Vision of the FWSOP, a founding membership List, nominated faculty advisor, and a draft constitution that is approved by a majority of the organization's chartering members. If appropriate, during this process communication with the national organization will commence to determine any stipulations for the development of the student organization. The ADSPA will review the proposal and make a recommendation to the administrative team of the FWSOP as to whether the organization should be designated a FWSOP-recognized student organization based on the information provided by the chartering group of students and the needs of the pharmacy student body. The student organization will be recognized as an official FWSOP organization upon approval by the FWSOP's administrative team and the national organization. Upon this recognition, officer elections will be held with students interested in joining the organization eligible to run for office and voted on by students indicating their intentions to join the organization.

If recognized by the FWSOP administrative team, the organization may seek to become an organization recognized or chartered by the Office of Student Life by following the guidelines and process developed.

Health and Safety

Immunizations & Screenings Requirements

Most recent revision: October 16, 2016

Policy Statement

Students must be current on all required immunizations. Either a record of immunization or serologic proof of immunity must be provided for all listed conditions recommended by the Centers for Disease Control and Prevention for health care personnel, to include, but may not be limited to:

- Influenza: Must obtain influenza immunization annually while enrolled in the program.
- Hepatitis B: Records of the three-dose immunization against Hepatitis B. This series must be started within 30 days of matriculation. Following completion of the Hepatitis B series, a positive (immune) titer must be provided prior to patient contact. Nonconverters may require additional immunizations per the CDC recommendations.
- Measles: 2-dose live attenuated vaccines or two MMRs administered on schedule of which first must be given after one year of age.
- Mumps: 2-dose live attenuated mumps vaccine or two MMRs administered on schedule of which first must be given after one year of age.
- Rubella: 1-dose live attenuated rubella vaccine or one MMR administered after one year of age.
- Varicella: 2-dose vaccine series being administered on schedule. Note: History of previous infection is not sufficient evidence of immunity. In these cases, titer validating current immunity must be included.
- Diphtheria/Tetanus/Pertussis: Documentation of a completed primary series. All students must get a one-time dose of Tdap as soon as possible if they have not received Tdap previously (regardless of when previous dose of Td was received) and must get Td boosters every 10 years thereafter.
- Meningitis: 2 or 3-dose vaccine series (depending on the product) administered on schedule.
- Tuberculosis: All students must have baseline tuberculosis screening in the form of a tuberculosis skin test (TST) or Quantiferon testing (if applicable) performed in accordance with CDC guidelines within one year of matriculation and annually thereafter. Additionally, certain clinical sites may have more stringent requirements. If any TB testing is positive, evaluation (and treatment if indicated) must be completed in accordance with CDC guidelines. As an alternative to the TST, students who have been vaccinated with BCG, may opt to have a blood test to detect TB infection.
- Other Immunizations: Students may occasionally be involved in patient care activities that require additional immunizations or disease prophylaxis (e.g. international rotations). It is the responsibility of the student to consult with the PD/DCE to determine if any additional precautions are necessary.

CPR Requirements

Most recent revision: October 19, 2016

Policy Statement

All students should be certified in Adult and Pediatric Cardiopulmonary Resuscitation (CPR) by the American Red Cross or the American Heart Association prior to arriving for orientation. Student must present proof of certification by September 1 of the P1 year. Students must keep this certification current at all times while affiliated with the High Point University School of Pharmacy.

Required CPR training providers are the [American Red Cross](#) or the [American Heart Association](#). Students may use these references to find available CPR classes in their area.

Note: It is recommended that students seeking American Heart Association CPR certification should take the “Basic Life Support (BLS) CPR & AED Training for Healthcare Professionals” training program and can either be instructor-led training or blended learning

(see http://cpr.heart.org/AHA/ECC/CPRECC/FindACourse/Courses/UCM_473164_Courses.jsp). For the American Red Cross training, the course recommended is “Basic Life Support for Healthcare Providers” (see <https://www.redcross.org/take-a-class>).

Safety and Personal Security

Most recent revision: October 19, 2016

Policy Statement

Although no institution can guarantee absolute security and safety, High Point University strives to be as safe as possible. Safety and security are provided by more than 80 professional security personnel, and off-duty High Point police officers on our well-lit campus. Other physical safeguards include a growing system of over 50 blue (CARE) security phone towers, an expanding closed circuit television system with over 800 cameras; a robust card access system that controls external building doors 24-hours a day; and a signature, perimeter fencing system with auto-gates and welcome centers.

Security Officers. Trained, uniformed security officers are in place to maintain the safety and security of persons and property. Officers investigate and report criminal activity and general student misconduct.

Off-Duty Police Officers. In order to increase the safety and security of persons and property, High Point University partners with the High Point Police Department to provide “off-duty” coverage. Police officers patrol the campus during strategically identified hours.

Crimestoppers. The Security Department maintains a Crimestoppers site for anonymously reporting suspicious activity on campus. You may report suspicious activity or simply a suggestion or comment on our Crimestoppers website by going to <http://www.highpoint.edu/safety/crimestoppers/>, or by calling 336-841-4646.

LiveSafe App. Students and faculty are encouraged to download the complimentary LiveSafe app. This app facilitates discreet and risk-free bystander intervention by community members through information sharing with campus safety officials. The app works on iPhone and Android platforms.

Emergency Notifications. Emergency notifications are delivered in various ways. The University presently utilizes broadcast emails, text alerts, a siren/PA system, website alerts and phone greeting recordings.

Infection Control

Most recent revision: October 19, 2016

Policy Statement

Background and Purpose

To inform and protect students with up-to-date information on School of Pharmacy and University policies and procedures for exposure to bodily fluids, provider safety, and personal security.

Policy on Safety and Infection Control

The safety of all students, faculty, staff, and patients is of primary concern. Students, staff and faculty must adhere to all established High Point University and School of Pharmacy safety policies. In the case of an exposure incident, students must notify the Associate Dean for Student Affairs as well as the clinical preceptor and the Assistant Dean of Experiential Learning (as appropriate for Experiential Learning) as soon as possible of any exposure to bodily fluids or potentially serious infectious diseases. All faculty, staff, and students will utilize **Standard Precautions** during all activities that present a risk of exposure to blood/body fluids, biological, or chemical hazards. Failure to do so will be grounds for disciplinary action.

Standard Precautions

Students should familiarize themselves with the CDC *Guideline for Isolation Precautions: Preventing Transmission of Infectious Agents in Healthcare Settings 2007* (<http://www.cdc.gov/hicpac/pdf/isolation/Isolation2007.pdf>), specifically Part III: Precautions to Prevent Transmission of Infectious Agents (pp. 66-73).

Exposure to infectious agents can occur in many ways. Although needlestick and other sharps injuries are the most common means of exposure for health care workers (HCW), blood borne pathogens also can be transmitted through contact with mucous membranes and non-intact skin. While hospitals and clinics must provide for the evaluation and management of exposures that occur in their employees, they are under no obligation to provide the same services to a student doing a clinical rotation at their facility. Some clinical sites are very helpful to students in this situation but others may not be.

Procedures

I. Standard Precautions

Standard precautions are the minimum safety and infection prevention practices that apply to all patient care and laboratory or technical skills training experiences in any setting where healthcare or healthcare training is delivered. These practices are designed to protect and prevent HCW from spreading infections to others. Students will be instructed in Standard Precautions in the first semester of the HPU pharmacy program and again before starting Advanced Pharmacy Practice Experiences.

A. Respiratory hygiene/Cough etiquette

1. Cover mouth/nose when coughing or sneezing;
2. Use and dispose of tissues;
3. Perform hand hygiene after hands have been in contact with respiratory secretion;
4. Consider using a mask to prevent aerosol spread;
5. Spatial separation. Sit as far away from others as possible when ill with respiratory symptoms (minimum of 3 feet); and
6. HCW with respiratory infection are advised to avoid direct patient contact.

B. Hand hygiene (<http://www.cdc.gov/mmwr/PDF/rr/rr5116.pdf>): Good hand hygiene is critical to reduce the risk of spreading infection. Current CDC guidelines recommend use of alcohol-based hand rub for hand hygiene except when hands are visibly soiled (e.g. dirt, blood, body fluids), or after caring for patients with known or suspected infectious diarrhea in which cases soap and water should be used. Key situations where hand hygiene should be performed include:

1. Before touching a patient, even if gloves will be worn;
2. Before exiting the patient's care area after touching the patient or the patient's immediate environment;
3. After contact with skin, blood, body fluids or excretions, or wound dressing;
4. Prior to performing an aseptic task (e.g. placing an IV, preparing an injection);
5. If hands will be moving from a contaminated-body site to a clean-body site during patient care;
6. Following glove removal; and
7. Before eating and after using a restroom.

C. Use of personal protective equipment (PPE):

1. *Exam gloves:* Worn when there is risk of contact with or when handling blood or body fluids or when there is a potential for contact with mucous membranes, non-intact skin or body orifice areas, or contaminated equipment.
2. *Gown:* During procedures and patient-care activities when contact of clothing/exposed skin with blood/body fluids, secretions, and excretions is anticipated.
3. *Facial masks, protective eyewear:* Worn when performing/assisting procedures with a risk of blood, body fluid, secretions or other hazardous material splashes or spray.

D. Safe injection practices:

1. Use a sterile, single-use, disposable needle and syringe for each injection;
2. No recapping of needles unless required by the specific procedure being performed;
3. Use of self-sheathing needles and/or needleless systems when available; and
4. All needles and other disposable sharps will be placed in designated puncture resistant containers as soon as possible after their use.

E. Safe handling of potentially contaminated surfaces or equipment:

1. **Environment:** Areas in which patient care activities are performed will be routinely cleaned and disinfected at the conclusion of the activity. Handle in a manner that prevents transfer of microorganisms to others and to the environment, wear gloves if visibly contaminated, and perform hand hygiene.
2. **Medical equipment:** Patient care equipment must be cleaned and disinfected (or sterilized) according to the manufacturer's instructions. If the manufacturer does not provide guidelines for this process, the device may not be suitable for multi-patient use. Handle in a manner that prevents transfer of microorganisms to others and to the environment, wear gloves if visibly contaminated, and perform hand hygiene.

Compliance with all safety practices is essential and is indicative of your professionalism. **Persistent failure to observe and practice Standard Precautions may result in adverse/disciplinary action for unprofessional behavior and referral to the Academic and Professional Conduct Committee.**

II. Safety Training

Students will be required to complete any clinical site-specific safety or security training requirements in preparation for supervised clinical practice rotations.

III. Post-exposure

Should an exposure to blood and/or other body fluid or a needle stick injury occur, the procedure for obtaining appropriate medical care is as follows:

1. **Clean exposure site:** Wounds and skin sites that have been in contact with blood or body fluids should be washed with soap and water; mucous membranes should be flushed with water. There is no evidence that the use of antiseptics for wound care or expressing fluid by squeezing the wound further reduces the risk for HIV transmission, however, the use of antiseptics is not contraindicated. Use of caustic agents, e.g., bleach, is not recommended.
2. **Notify his/her supervisor immediately:** The student should notify his/her supervisor immediately and student should fill out any "Notice of Incident" form in use by the clinical site as well as the form in use by the School of Pharmacy. This form should go with the student to his/her evaluation for treatment.
3. **Obtain Medical Evaluation:** It is very important that medical evaluation take place immediately because treatment decisions must be made within two hours of exposure. HIV prophylaxis for high-risk exposure appears most effective if started within 2–4 hours. It is also extremely important to evaluate the donor's risk status immediately.

Medical Evaluation Facilities

The student should report IMMEDIATELY to Student Health Service if the exposure occurs on the High Point campus during regular working hours. If the exposure occurs at an off-campus clinical site, the student should follow the Infection Control policy of that facility. Outside of these hours, the student should go IMMEDIATELY to the nearest emergency room associated with the clinic or office where the incident occurred for the initial evaluation. Follow-up can be done at Student Health.

Insurance

The student's insurance identification card should be shown when medical evaluation is needed. Students will be financially responsible for all costs incurred during compliance with this policy. (See Student Health Policy).

Laboratory Testing/Treatment

To determine whether treatment of the student is necessary, blood must be drawn from the patient/donor (i.e. source of contamination) to evaluate Hepatitis B, C, and HIV status. In a hospital setting, the Infection Control Nurse or Nursing Supervisor is often authorized to order these tests on the patient/donor. The Infection Control Nurse or Nurse Supervisor should also review the medical record, question the patient/donor about risk factors, and obtain the patient's/donor's consent to do the tests necessary to evaluate their health status.

If the exposure occurs in an outpatient setting and these tests cannot be done, the patient/donor may need to accompany the exposed student for evaluation.

Program Participation

Continued participation in the activities of the School of Pharmacy will not be affected by any injury or illness that occurs while enrolled **provided** the student continues to meet all Technical Standards and fulfill all defined requirements for program progression and is not directly infectious by way of routine contact. (Note: This only applies to serious, potentially life-threatening infection.)

Health Insurance

Most recent revision: October 19, 2016

Policy Statement

1. All students **MUST** provide proof of health insurance prior to matriculation. Each Student's personal health insurance policy must remain active throughout their participation in the program.
2. Students are financially responsible for the cost of all health care services they may require while enrolled in the program, including any health care services required as a result of their participation in scheduled program activities (e.g. TB testing, immunizations, treatment of injuries, pathogen exposure evaluation and treatment).
3. Students without primary health insurance may purchase a health insurance plan offered by High Point University through partnership with United Healthcare/Student Resources, one of the largest student health insurance providers in the United States. Additional information is available at www.uhcsr.com/highpoint.

Electing to purchase the student health plan: Students who do not have health care coverage or students who choose to purchase the policy in addition to their existing health care coverage may enroll through their HPU MyStuff account. After logging on to one's MyStuff account, look for the "Dining Plan and Health Insurance Information" link. This link will be located under the Service Enrollment group. Insurance cards will be mailed to the student's home address.

Professional Insurance

Most recent revision: March 29, 2016

Policy Statement

1. All students **MUST** provide proof of professional pharmacy liability insurance prior to engaging in any patient care activities. Each Student's professional liability insurance policy must remain active throughout their participation in the program.
2. Students are financially responsible for the cost of all professional liability coverage.

Sources of professional liability carriers include but are not limited to:

- Pharmacists Mutual (<http://www.phmic.com/Pages/Home.aspx>)
- ASHP (<http://www.proliability.com/professional-liability-insurance/pharmacists/american-society-of-health-system-pharmacists>)
- APhA (<http://www.hpsa.com/our-partners/associations/american-pharmacists-association?refID=WL466i>)

Inclement Weather

Most recent revision: October 19, 2016

Policy Statement

The policy of High Point University is to conduct scheduled classes, keep offices open, and carry on normal college operations under conditions deemed to be reasonably safe. When inclement weather conditions or other events force the temporary closing of the University or postponement of classes, students and faculty will be notified via email and postings on the HPU web site.

Emergency situations (i.e., tornado warnings) are communicated via the Panther Alert system. This includes emergency text/voice messaging, emails, desktop alerts and campus sirens (when necessary). It is the responsibility of the student to ensure that the university has the student's up-to-date contact information.

In the event that FWSOP activities are not cancelled during inclement weather, students should not attempt to travel under hazardous conditions or to take unnecessary risk if they must travel some distance to get to campus. The Associate Dean for Student and Professional Affairs should be notified if the student is unable to attend class or other activity due to the weather. In some instances, students may be required to submit documentation (e.g., photos) of hazardous weather conditions or circumstances.

High Point University Institutional Policies and Services

Non-Discrimination Policy

Most recent revision: October 19, 2016

Policy Statement

High Point University will not discriminate in the recruitment, admission, educational process or treatment of students with disabilities. In making reasonable accommodations for students with disabilities, the University will consider educational modifications, housing accommodations, architectural barriers, and other services available to all students. Accommodations approved by the University will be made available at no cost to the student. See the [High Point University's Non-Discrimination/Title IX Statement](#) for more information.

Disability Services

The Office of Academic Services also provides disability support for students with approved accommodations. Within the Office of Academic Services, the Office of Accessibility Resources and Services (OARS) coordinates accommodations for qualified students. To receive accommodations, the student must declare his or her disability and provide current documentation of psychological assessment to OARS in a timely manner. Students must request accommodation letters at the beginning of each term.

The OARS staff also provides testing accommodations, assistive technology, mentoring, time management and organizational skills development, and other academic support services.

Counseling Services

Mental wellness for students includes the ability to form and maintain healthy relationships, to balance work and play, to adapt to change, and to cope with stress. The Office of Counseling Services, located on the third floor of the Slane Student Center, assists students who, because of emotional, behavioral, and/or psychological factors, experience difficulties related to mental wellness.

Services provided to individuals and groups include counseling and psychotherapy, referrals, crisis response, consultation, and training. These services are intended to help students explore their feelings and thoughts, clarify their values and beliefs, develop healthy attitudes, examine available and realistic options, and make satisfying decisions.

With regard to standards of practice, the Office of Counseling adheres to the Code of Ethics of the National Board for Certified Counselors (NBCC)

Commitment to Diversity, Equity & Inclusion

Fred Wilson School of Pharmacy Statement:

The Fred Wilson School of Pharmacy is committed to fostering an inclusive community and affirming our commitment to racial equality, equity, and justice. As educators, researchers, and healthcare professionals, the Fred Wilson School of Pharmacy is committed to the principles of diversity, equity, inclusion, accessibility, justice and anti-racism and will seek opportunities to eradicate structural and systemic racism to address social determinants of health, diminish health disparities, and promote racial equity.

(Adapted from a statement approved by the AACP House of Delegates, July 16, 2020.)

High Point University Statement:

High Point University considers a strong commitment to diversity, equity, and inclusion as a core component of our mission and an essential ingredient to a holistic education in the liberal arts tradition. A liberal arts education develops critical thinkers, moving students from a fixed-mindset to a growth-mindset. This approach to learning prepares students for reflective action in an interdependent and diverse world. We not only understand and respect the unique talents and perspectives of all individuals but we also embrace and utilize their contributions. Our breadth of inclusiveness creates a path by which all individuals can achieve their highest potential in an increasingly complex and pluralistic society.

We welcome and respect all students, faculty, and staff of all races, ethnicities, religions, genders, sexual orientations, sexual identities and gender expressions, abilities, classes, ages, and political ideas. We recognize that diversity also includes a range of geographic locations, communication styles, family makeup, educational background, military service, and other unique life experiences. To encourage diversity and inclusion we endorse dynamic curricula and research agendas—through the university’s core education as well as all fields of study, programming, and community engagement—that include a multiplicity of views and perspectives.

Diversity, equity, and inclusion are not merely moral imperatives or societal goals, they can be a competitive advantage. Our continued success as a university rests in our collective ability to embrace a multitude of opinions, ideas, and beliefs so that we can effectively educate the next generation of leaders who are culturally responsive, knowledgeable, and globally engaged. Our commitment to diversity, equity, and inclusion cultivates students’ desire for citizenship in complex global communities.

Student Health Services

Wilson Hall, 336-841-4683
studenthealth@highpoint.edu

Mission Statement

HPU Student Health Services by Novant Health is committed to providing excellent, evidence-based medical care for acute and chronic conditions in a compassionate and supportive environment. Our goal is to become our student's medical home away from home. We also strive to provide education for our students by informing and instructing the student on health care issues and to promote individual autonomy on health care decisions. We understand that maintaining good health will not only positively impact a student's academic experience, but will also improve their chance of success and quality of life throughout his or her life long journey.

Location/Hours

Student Health Services Powered by Novant Health is located in the lower level of Wilson Residence Hall at 805 Panther Drive.

Health Services is open Monday-Friday from 8:00am-5:00pm during the Academic Year. During summer sessions, Health Services is open Monday-Friday from 8:00am-12:00pm. Please stop by or call us at (336) 841-4683 to make an appointment.

Writing Center at HPU

The Writing Center provides writing assistance for students at any level of study – from freshman to graduate – at any stage in the writing process, from invention through revision. The Writing Center staff will be available in a variety of locations around campus during various hours throughout the day, Monday through Friday.

Writing Center tutors do not proofread or edit students' papers for them, but they do work with students to help them develop strategies for improving their writing in light of their respective assignments, instructors, and writing styles.

The Writing Center has locations all over campus:

- First floor of Smith Library
- R.G. Wanek Center Learning Commons
- School of Education Lobby
- John and Marsha Slane Student Center Starbucks
- School of Communication Lobby

Financial Aid

The HPU Office of Student Financial Planning will support pharmacy students in the identification of need, procurement of grants and loans, debt management, and repayment scheduling. The Office works diligently to assist students and their family in their pursuit of postsecondary education at HPU. The Office works with students each step of the way to maximize their resources and help determine if other resources exist from which they might benefit. The Office is staffed by a Director, five counselors, and one administrative staff member and is tasked with the following:

- Providing financial aid education and advice to student services and support efforts.
- Assisting students and families with securing financial assistance to help meet their cost of education.
- Administering federal, state, and institutional aid programs to insure compliance.
- Providing a method for Perkins and/or Stafford Loan recipients to complete their entrance loan counseling and master promissory note signature as well as exit counseling for students who graduate or leave the university.
- Providing statistical data and monitoring reports to conform to fiscal target goals set by HPU.

Information Technology

Norcross Building, 1st Level
336-841-HELP (4357)
helpdesk@highpoint.edu

The Office of Information Technology (OIT) supports all electronic devices on campus. This service is here for you at no additional cost. If you need help with your computer, TV, laptop, phone, Xbox, etc. or if you are in need of help with technology based class resources, blackboard and other educational tools, call (336-841-4357), email (helpdesk@highpoint.edu) visit OIT in person on the first floor of Norcross Hall.

The OIT is also responsible for all technology infrastructures including classroom and presentations, software licensing, networking, Internet access (wired and wireless), TV services, web services, and many others.

There are both general use and specialized computer labs on campus. Even though both are available for students, some specialized labs are blocked for classes during certain periods and some labs are earmarked for students who need access to expensive, specialized industry standard software. Computer labs are located in most of our academic buildings as well as the Smith Library and the Jerry and Kitty Steele Center. We also provide Internet access kiosks at the John and Marsha Slane Student Center and R.G. Wanek Center. For specific information on all of the above please visit: <http://www.highpoint.edu/it>.

Library Services

Facebook: High Point University Libraries and Ask HpuLibrary

Twitter: @hpulibrary

Pinterest: HPU Libraries

HPU_Library photo stream on Instagram

Smith Library—Near Roberts Hall

336-841-9102hpulibraries@highpoint.edu

Resources

The HPU Libraries provide access to 256,000 physical volumes. There are many special collections in the libraries and include a 10,000 item movie collection, the furniture and interior design collection, art and a special book collection. An extensive current reading collection is housed on the main floor of Smith Library and the R.G. Wanek Center Learning Commons. All materials are available to be borrowed by students, staff and faculty.

The library provides access to 320,000 eBooks, 50,000 online magazine and journal titles, 24,000 streaming videos, hundreds of online dictionaries, encyclopedias and many other online resources. All of these resources are accessible online for students, faculty, and staff at <http://www.highpoint.edu/library>. Off-campus access is available using your High Point University e-mail username and password.

The Libraries

Smith Library

336-841-9102, reference@highpoint.edu

Smith Library is open 24 hours a day 7 days a week during the regular semester. As the center of information resources on campus, the library is responsible for housing and developing a book, media and journal collection both in hardcover and online. Smith Library is an excellent place to study. The library offers 180 study spaces. The library also houses four computer labs; two on the main level and two on the lower level. The Third Floor, Quiet Study is a place where you will find a quiet area that is conducive to study. The Lower Level, Group Study is an area where students can work in groups and collaborate at one of the collaboration stations. The main floor includes a large PC lab with free black and white and color printing. Librarians are available to help you with research questions. Laptops, calculators and netbooks along with other technology are available at the Circulation Desk for short-term checkout.

R. G. Wanek Center Learning Commons
R. G. Wanek Center, 3rd Floor
336-841-9002

learningcommons@highpoint.edu

The R.G. Wanek Center Learning Commons is a 6,000 square foot facility that was opened in the fall of 2009 to provide library services and a comfortable, quiet study space for students that live in the R.G. Wanek Center as well as those on the north side of campus. Open 24 hours a day Monday through Friday, and available during the weekend, the librarian-staffed Learning Commons houses computers, a business center, and a current book collection of popular fiction.

School of Education Resource Center
336-841-4621

childrenslibrary@highpoint.edu

The School of Education Resource Center is located in the School of Education and provides access to the university's juvenile and curriculum materials collection. It is open mornings and afternoons during the fall and spring semester.

The Nido R. Qubein School of Communication Collection is housed in the Nido R. Qubein School of Communication. This autographed collection is made up of works by writers in the field of sales, self-help books and other literature relevant to communication. Each of these volumes can be viewed and read in the Nido R. Qubein School of Communication.

The Barry Schultheiss Hayworth Chapel Collection is located in the Charles E. Hayworth Memorial Chapel lounge and is a small collection of religious and devotional materials for students to use while studying in Hayworth.

Services

The *Reference Department* provides research services. You can ask a research question in-person, by calling the library at 336-841-9101, via e-mail (Reference@highpoint.edu) by chat from the library homepage or text your question to 336-289-9974. Research instruction is offered as a part of regular classes.

Interlibrary Loan services provides our students access to items not found in our collection. The library will borrow the item from another library via the Interlibrary Loan System. For newer items, we will purchase the item for you and then add the resource to the collection. Also, students at HPU also have borrowing privileges at all of the local academic libraries. Use your Passport card to check out materials at Wake, UNCG and many other schools. Ask at the library for more information about this service or check our website.

Media Services is located on the lower level of Smith Library and provides a technology computer lab with digital and video editing capabilities. Staff will help with presentations and you can check out digital equipment such as camcorders, "flip" cameras and digital SLRs. Our media collection contains CDs, popular movies for you to check out and

instructional media that is used by professors to augment classroom instruction. Media Services provides a computer lab and student group study rooms and also manages two large lecture rooms for student presentations or classroom use.

Access to information resources, access to our online book catalog, a listing of our online and paper copies of journals, and other general information about the library are available at the library's website—<http://www.highpoint.edu/library>

Call with comments or concerns to 336-841-9215 or email hpulibraries@highpoint.edu.

The HPU Passport Card

Kiosk Locations:

John and Marsha Slane Student Center

R. G. Wanek Center

The Grille at the The Village

The High Point University Passport card is your exclusive “key” to unlock and enjoy the HPU Experience! The Passport card is used for the following functions. The HPU Passport card cannot be used to pay fines or tuition.

Student ID – Allows any staff or faculty member on campus to easily identify you as a High Point University member.

Security Safeguard – You will use your Passport to gain access to exterior entrances of your residential hall and other important common areas on campus (library, computer labs, etc.).

Dining—The HPU Passport holds your meal plan, including dining dollars, which will allow you to use the Passport at multiple on-campus dining locations. Dining dollars must be used by the end of each semester.

Additionally, your Passport card provides spending flexibility at over 100 off-campus locations by utilizing the card's “general account.” The general account is a versatile account in that money added to this account can be used anywhere the HPU card is accepted; the balance on the card rolls over from semester to semester. You can dine at local restaurants, purchase items from local businesses such as pharmacies, and can utilize it anywhere on campus. General account funds do not expire until May 31st of the student's graduation year. After May 31st, the remaining funds will be returned to the University. Visit www.facebook.com/HPUPassportPartners fan page to see the most up to date partners. *Please note the fee to replace a lost Passport card is \$100.00*

Hospitality Services

John and Marsha Slane Student Center & R. G. Wanek Center
336-841-4654

www.hpudine.com

Dining with friends is an integral part of your college experience. Whether it's a quick bite on the go or a sophisticated dinner with your friends, you will find an extraordinary variety of dining options at HPU.

We have four global dining locations on campus that offer a variety of food options. Each time you dine in one of these locations, one meal is subtracted from your weekly meal allowance. The Café in John and Marsha Slane Student Center and The Farmers Market in the R. G. Wanek Center are All You Care to Eat and the Village Grille and Silver Line Diner at North College accept global meal swipes but are not All You Care to Eat. Regardless of the dining plan you choose, seven of your total weekly meals may be used as Magic Meals. Magic Meal locations include Starbucks, Subway and Chick-fil-A in the John and Marsha Slane Student Center; Great Day Bakery, The Point Sports Grill, Jamba Juice and 1924 Prime in the R. G. Wanek Center and Starbucks at the Center for Student Success. Also offered are three convenience stores (C-Stores) on campus to meet your needs. C-Store 1 is located in the R. G. Wanek Center lower level, C-Store 2 is located at the back of Yadkin Hall and C-Store 3 is located inside The Silver Line Diner at North College. We want you to be confident about the food choices you make. Nutritional information is available on all printed menus.

Weekly menus and nutritional information for All-You-Care-To-Eat locations are available at www.highpoint.campusdish.com

Post Office & Mail Services

John and Marsha Slane Student Center
336-841-9235
Amy Branson

postoffice@highpoint.edu

The HPU Mail Center operates Monday–Friday, 8:30 am to 5 pm. Student campus mail boxes are located in the John and Marsha Slane Student Center, but the residents of Centennial Square 1 & 2, Greek Village, North College Court, North College Terrace, North College Townhomes, R. G. Wanek Center and University Village have mail boxes located at their respective residential locations. Students receive an email notification when packages have been processed and are ready for pick-up at the HPU Mail Center. Students have access to their boxes seven days a week/24 hours a day. Box numbers, as well as lock combinations, may be found on your student’s MYSTUFF account.

Receiving mail and/or packages from family and friends is an exciting part of the campus life experience. Below is a list of some helpful information regarding the HPU Mail Center, as well as security tips for receiving and/or sending letters and packages:

- Hours of operation: Monday – Friday, 8:30 am – 5 pm
- Mail and packages should be addressed as follows:

Your name
Campus Box Number
High Point University
833 Montlieu Ave.
High Point, NC 27268

- **Make certain that your first and last names, as well as middle initial are on all mail and packages.** Nicknames are okay as long as they are accompanied by your given name.
- **Campus box number** should be on all mail and packages to ensure timely processing. It is important to **avoid** writing/typing “P.O. Box” on student mail, as this implies to the U.S. Postal Service (USPS) that the recipient has a post office box at the main High Point branch rather than the University campus.
- Please, **do not have cash sent** through the mail.
- When shipping valuables, it is wise to **ask for a tracking number** through the USPS (i.e. Insured Mail, Certified Mail, Delivery Confirmation, etc.). United Parcel Service (UPS) and Federal Express are also reliable methods of shipping that automatically track your package.
- Priority Mail generally takes two or three days to reach its destination, depending on the travel distance. It is quicker than regular First-Class but is not guaranteed.

- The USPS only guarantees delivery of Express Mail, which is overnighted. Please, do not confuse Priority Mail with Express Mail.
- Please limit packages to a maximum weight of 40 lbs.

University Bookstore

Academic Year Hours

Monday – Friday, 8:30 am – 5 pm

Saturday, 11 am – 4 pm

Located in the John and Marsha Slane Student Center, 2nd Floor, the High Point University Bookstore, operated by Barnes & Noble, offers textbooks and general books, school and office supplies, as well as computer accessories. Additionally, extraordinary HPU gifts, clothing and accessories are available. Through use of the University Bookstore’s online website, highpoint.bncollege.com, you can pre-order your textbooks and have them waiting for you at the beginning of each semester.

High Point University “Cashless Campus” Program

To assure that services provided on our campus are for the exclusive use of the HPU family, we have a cashless campus program. Students are able to make deposits to their Passport Card “General Account” by visiting the HPU website and using a credit or debit card, 24 hours a day. Additionally, the University provides Passport Kiosks that accept both cash and credit card deposits. These machines are located in the John and Marsha Slane Student Center, on the lower level, next to the Campus Concierge desk, at The Grille in The Village, and on the lower level of the R. G. Wanek Center near the Extraordinaire Cinema.

Banking/Cashiering

Automatic Teller Machine (ATM)—Wells Fargo and BB&T maintain an automatic teller machine on campus that supports primary banking transactions, including account maintenance and account withdrawals. These machines are located in the John and Marsha Slane Student Center, on the lower level, next to the Campus Concierge desk, at The Grille in The Village, The Silver Line Diner at North College, and on the lower level of the R. G. Wanek Center.

In order to have ready access to funds and to facilitate check-cashing, you may want to open a checking account at a local bank in the High Point area. Local banks are on campus at the beginning of the school year to assist students in this process.

Additionally, Passport Teller Machines are located on campus for students to make both cash and credit card deposits on their HPU Passport card under 'general accounts'.

Office of Communications

312 Roberts Hall, 336-841-9156

Roger Clodfelter

rclodfel@highpoint.edu

The Office of Communications is responsible for leading efforts to communicate both internally and externally the academic, professional, and inspiring achievements of students, faculty and staff and happenings throughout campus.

We also appreciate your comments and concerns. You will find HPU Suggestion Boxes located throughout campus. Please let us know what ideas you have...our best suggestions come from students!

We regularly distribute press releases about students, faculty and staff to local and national media and feature student news on the HPU website, HPU social media pages and in the HPU Magazine. Newsletters and special announcements are also distributed from the award-winning Office of Communications, including The Parent Perspective, a monthly newsletter to parents of all current students. All of these efforts are designed to keep the HPU family informed and connected.

We are always interested in newsworthy accomplishments of our students. Please send any personal accomplishments or updates to communication@highpoint.edu.

HPU social media channels to follow include:

- [facebook.com/highpointu](https://www.facebook.com/highpointu)
- twitter.com/highpointu
- [youtube.com/highpointuniversity](https://www.youtube.com/highpointuniversity)
- [instagram.com/highpointu](https://www.instagram.com/highpointu)

Announcements and stories are also frequently posted at www.highpoint.edu/newsandmedia. HPU web page and the magazine.

Campus Concierge

Concierge Locations: John and Marsha Slane Student Center, R. G. Wanek Center, Nido R. Qubein School of Communication

Chief Concierge Location: John and Marsha Slane Student Center, 336-841-4636

concierge@highpoint.edu

Facebook: HPUConcierge

Twitter: @HPUConcierge

The Campus Concierge provides students with a single, comprehensive information point on campus. From ticket distribution for cultural enrichment events, to signups for student activities, restaurant recommendations and reservations as well as general campus and local information, the Campus Concierge is dedicated to providing extraordinary service to our students. Daily email announcements and Facebook Fan Page messages are sent to students updating them on campus events. You are also encouraged to follow the Campus Concierge on “Twitter” by going to www.twitter.com/HPUConcierge to receive updates on campus events and programs. The Campus Concierge arranges reservations for airport shuttles and Enterprise Carshare Rental program. Other unique services include academic tutor scheduling, library book drop location, a daily weather forecast, complimentary GPS use, complimentary Kindle book readers, complimentary iPad use, complimentary calculator use, and dry cleaning services.