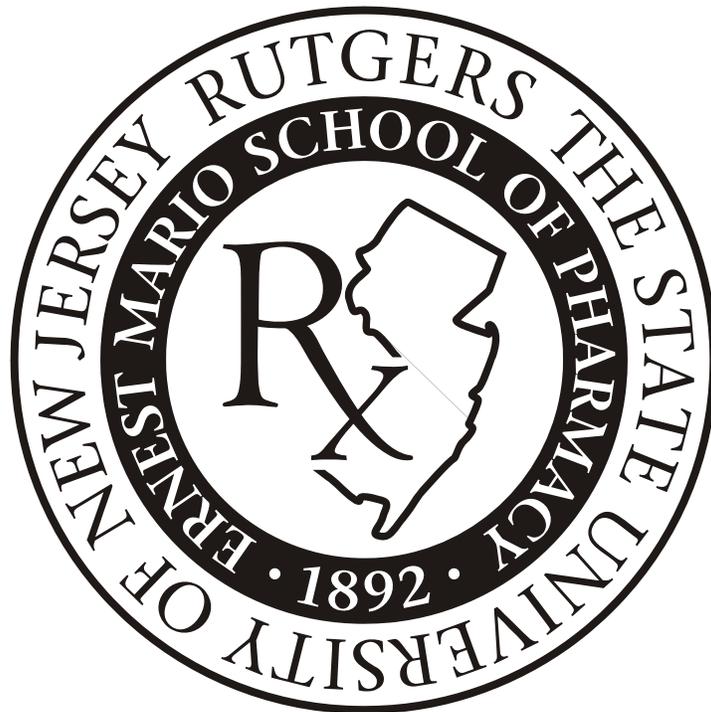


RUTGERS

Ernest Mario School
of Pharmacy

Student Handbook 2016-2017



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Purpose of the Student Handbook

The purpose of this handbook is to provide a ready-reference to key policies relating to the Ernest Mario School of Pharmacy and Doctor of Pharmacy program. The handbook is meant to supplement and, in some cases, clarify but not replace the University Catalog. In some cases, data is repeated from the catalog.

All new students are provided a copy of this Student Handbook. The University Catalog and the Student Handbook are readily available electronically. Due to space limitations the handbook is not all inclusive and attempts to address the most important issues facing students. In many areas more detailed documents are available on the School's website.

Like the profession of pharmacy, the Pharm.D. program is constantly being revised. As such the student handbook reflects the best available information as of June 2016. It is the responsibility of all students in the Ernest Mario School of Pharmacy to read this handbook and be familiar with the policies and expectations of the School.

School Mission Statement

The Ernest Mario School of Pharmacy seeks to be among the top echelon of pharmacy schools in the United States through documented excellence in our education programs, innovative and visionary research and scholarship, exemplary clinical practice, and outreach activities that provide valuable service to the citizens of New Jersey and society at large.

Curricular Goals and Objectives

The goal of the curriculum of the Doctor of Pharmacy program at Rutgers is to prepare a well-rounded, general practitioner, while also fostering the development of the skills necessary for the emerging roles in pharmacy practice. While the program is not geared specifically toward preparation for specialized practice, some focus in specialty areas is available through didactic and experiential electives.

The Doctor of Pharmacy curriculum at Rutgers is designed to provide a strong basis in the general professional competencies that are necessary to practice. Some of these competencies provided by the curriculum include:

- the ability to interpret and evaluate medication orders
- the ability to accurately and safely compound and dispense drugs
- an understanding of systems for the storage, preparation, and dispensing of medications
- the ability to appropriately supervise technical personnel
- the ability to design, implement, monitor, and modify drug therapy to assure safe and effective care
- the development of critical thinking skills necessary for formulating therapeutic plans
- an appreciation of the multi-disciplinary delivery of care and the role of the pharmacist
- the ability to constructively interact with other health care professionals
- the development of communication skills necessary for successful interactions with patients

- the ability to incorporate technological advances into practice
- the ability to assess, counsel, and monitor patients on the use of non-prescription medications
- an understanding of the role of diet, nutrition, non-drug, and herbal and alternative therapies in managing disease states
- the ability to critically evaluate the pharmacy and medical literature and appropriately apply the information to patient care
- the ability to monitor patient outcomes with regard to medication efficacy and side effects
- a clear knowledge of the laws and ethics guiding pharmacy practice
- an understanding of principles of management
- an appreciation of the importance and application of pharmacoeconomic principles

Ability Based Outcomes (updated May 2016)

The following are the expected outcomes that the School's curriculum should guide the graduate to achieve. The outcomes were developed by the faculty based on the Center for Advancement of Pharmaceutical Outcomes (CAPE), the North American Pharmacy Licensure Exam (NAPLEX) blueprint, and the Accreditation Council for Pharmacy Education (ACPE) standards and guidelines. The outcomes may be modified as the practice of pharmacy changes.

- 1.1. To develop each student as a Learner** - Develop, integrate, and apply knowledge from the foundational sciences (i.e., biomedical, pharmaceutical, social/administrative/behavioral, and clinical sciences) to evaluate the scientific literature, explain drug action, solve therapeutic problems, and advance population health and patient-centered care.
- 1.1.1. Develop and demonstrate depth and breadth of knowledge in the biomedical, pharmaceutical, social/administrative/behavioral, and clinical sciences.
 - 1.1.2. Integrate knowledge from foundational sciences to explain how specific drugs or drug classes work and evaluate their potential value in individuals and populations.
 - 1.1.3. Apply knowledge in foundational sciences to solve therapeutic problems.
 - 1.1.4. Critically analyze scientific literature related to drugs and disease to enhance clinical decision making.
 - 1.1.5. Identify and critically analyze emerging theories, information, and technologies that may impact patient-centered and population based care.
- 2.1. To develop each student as a Caregiver** - Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).
- 2.1.1. Collect subjective and objective evidence related to patient, medications, allergies/adverse reactions, and disease, by performing patient assessment (including physical assessment) from chart/electronic health records, pharmacist records and patient/family interviews.
 - 2.1.2. Interpret evidence and patient data, prioritize patient needs, and assess nutritional needs.
 - 2.1.3. Formulate evidence based care plans, assessments, and recommendations.
 - 2.1.4. Implement, monitor, and adjust patient care plans as needed.
 - 2.1.5. Document patient care related activities.

2.2. To develop each student as a Manager in the Medication use systems - Manage patient healthcare needs using human, financial, technological, and physical resources to optimize the safety and efficacy of medication use systems. 2.2.1. Compare and contrast the components of typical medication use systems in different pharmacy practice settings.

2.2.2. Describe the role of the pharmacist in impacting the safety and efficacy of each component of a typical medication use system (i.e., procurement, storage, prescribing, transcription, dispensing, administration, monitoring, and documentation).

2.2.3. Identify and utilize technology, human, financial, and physical resources to optimize the medication use system including the compounding of sterile and non-sterile products.

2.2.4. Manage healthcare needs of patients during transitions of care.

2.2.5. Apply standards, guidelines, best practices, and established processes related to safe and effective medication use.

2.2.6. Utilize continuous quality improvement techniques in the medication use process.

2.3. To develop each student as a Promoter for health and wellness - Design prevention, intervention, and educational strategies for individuals and communities to improve health and wellness including the management of chronic disease.

2.3.1. Identify and implement systematic preventive care, using risk assessment, risk reduction, screening, point of care testing, education, and immunizations.

2.3.2. Provide prevention, intervention, and educational strategies for individuals and communities to improve health and wellness.

2.3.3. Participate with interprofessional healthcare team members in the management of, and health promotion for, all patients.

2.4. To develop each student to be a Provider - Describe how population-based care influences patient-centered care and influences the development of practice guidelines and evidence-based best practices.

2.4.1. Develop and provide an evidence-based approach that considers the cost, care, access, and satisfaction needs of a targeted patient population.

2.4.2. Participate in population health management (eg. Community outreach programs, etc.) by evaluating and adjusting interventions to maximize health outcomes.

2.4.3. Participate and collaborate with other health care professionals in emergency preparedness protocols.

3.1. To develop each student as a Problem Solver – Identify problems; explore and prioritize potential strategies; and design, implement, and evaluate a viable solution in the realm of pharmaceutical care.

3.1.1. Identify and prioritize medication-related problems.

3.1.2. Define goals, develop potential solutions and alternatives, and select the most viable options.

3.1.3. Implement the most viable solution, including monitoring parameters, to measure intended and unintended consequences.

3.2. To develop each student as an Educator – Educate all audiences by determining the most effective and enduring ways to impart information and assess understanding.

3.2.1. Identify the educational needs and develop an effective means of delivering up-to-date and current information at the appropriate comprehension level of the target audience.

3.2.2 .Ensure instructional content contains the most current information relevant for the intended audience.

3.2.3. Assess audience comprehension and utilize feedback to improve technique and teaching strategies.

3.3. To develop each student as an Advocate - Assure that patients' best interests are represented.

3.3.1. Empower patients to take responsibility for, and control of, their health.

3.3.2. Demonstrate knowledge of the complex healthcare system in order to assist patients in obtaining care in an efficient and cost-effective manner.

3.4. To develop each student as a Collaborator – Actively participate and engage as a healthcare team member by demonstrating mutual respect, understanding, and values to meet patient care needs.

3.4.1. Define clear roles and responsibilities for team members to optimize outcomes for specific patient care encounters.

3.4.2. Communicate in a manner that values team-based decision making and shows respect for contributions from other areas of expertise.

3.4.3. Foster accountability and leverage expertise to form a highly functioning team (one that includes the patient, family, and community) and promote shared patient-centered problem solving.

3.5. To develop each student as an Includer - Recognize social determinants of health to diminish disparities and inequities in access to quality care.

3.5.1. Assess a patient's health literacy and modify communication strategies to meet the patient's needs.

3.5.2. Safely and appropriately incorporate patients' cultural beliefs and practices into health and wellness care plans.

3.6. To develop each student as a Communicator – Effectively communicate verbally and nonverbally when interacting with an individual, group, or organization.

3.6.1. Interview patients using an organized structure, specific questioning techniques, and medical terminology adapted for the audience.

3.6.2. Actively listen and ask appropriate questions, using available technology and effective interpersonal skills, to establish rapport and build trusting relationships.

3.6.3. Communicate assertively, persuasively, confidently, and clearly demonstrating empathy when interacting with others.

3.6.4. Deliver and obtain feedback to assess learning and promote goal setting and goal attainment.

3.6.5. Develop professional documents pertinent to organizational needs (e.g., monographs, policy documents).

3.6.6. Document patient care activities clearly, concisely, and accurately using appropriate medical terminology.

4.1. To develop each student to be Self-aware – Examine and reflect on personal knowledge, skills, abilities, beliefs, biases, motivation, and emotions that could enhance or limit personal and professional growth.

- 4.1.1. Become a self-directed and motivated life-long learner.
- 4.1.2. Identify, create, implement, evaluate and modify plans for personal and professional development for the purpose of individual growth.
- 4.1.3. Demonstrate persistence and flexibility in all situations; engaging in help seeking behavior when appropriate and use constructive coping strategies to manage stress.
- 4.1.4. Strive for accuracy and precision by displaying a willingness to recognize, correct, and learn from errors.

4.2. To develop each student as a Leader and Innovator - Demonstrate responsibility for creating and achieving shared goals, regardless of position and engage in innovative activities by using creative thinking to envision better ways of accomplishing professional goals.

- 4.2.1. Identify characteristics that reflect leadership versus management.
- 4.2.2. Develop relationships, value diverse opinions, and understand individual strengths and weaknesses to promote teamwork and persuasively communicate goals to the team to help build consensus.
- 4.2.3. Empower team members by actively listening, gathering input or feedback, and fostering collaboration.
- 4.2.4. Develop new ideas, initiatives and approaches, using creative decision making, to improve quality or overcome barriers to advance the profession or when confronted with novel problems or challenges.
- 4.2.5. Assess personal strengths and weaknesses in entrepreneurial skills and apply those skills within a simulated entrepreneurial activity.

4.3. To develop each student as a Professional - Exhibit behaviors and values that are consistent with the trust given to the profession by patients, other healthcare providers, and society.

- 4.3.1. Demonstrate altruism, integrity, trustworthiness, flexibility, and respect in all interactions.
- 4.3.2. Display preparation, initiative, and accountability consistent with a commitment to excellence.
- 4.3.3. Deliver patient-centered care in a manner that is legal, ethical, and compassionate.
- 4.3.4. Engage in the profession of pharmacy by demonstrating a commitment to its continual improvement and involvement in organizations.

Professionalism

In the 1999 White Paper on Pharmacy Student Professionalism, the American Pharmaceutical Association Academy of Students of Pharmacy-American Association of Colleges of Pharmacy Council of Deans Task Force on Professionalism defined a Professional as a member of a profession who displays the following ten traits:

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

9. Ethically sound decision making
10. Leadership

We view your admission to pharmacy school as your entry into the profession and your first step toward becoming a professional. Students are expected to maintain the highest levels of professional conduct. This includes:

- Maintaining a pleasant and respectful demeanor towards faculty, preceptors, other students, patients, caregivers, physicians, and other healthcare professionals.
- Maintaining stringent ethical standards.
- Obeying all laws and regulations including those governing the practice of pharmacy.
- Maintaining patient confidentiality, according to HIPAA guidelines.
- A positive attitude toward the responsibilities and activities you are assigned.

Upon entry into the first professional year, students will participate in a White Coat Ceremony as part of your professionalization.

Technical Standards

Approved by the Faculty, January 15, 2013
Approved by University Counsel, February 1, 2013

The Ernest Mario School of Pharmacy is dedicated to excellence in healthcare and biomedical education, innovative and visionary research and scholarship in the pharmaceutical sciences, exemplary clinical practice, and outreach community services that address the needs of the citizens of New Jersey and society at large. The School's preeminent PharmD program provides a strong foundation in basic and clinical sciences coupled with an emphasis on patient-centered care. The curriculum includes diverse opportunities and experiences in clinical practice, industry, public health agencies, managed care, and research.

As a program accredited by the American Council on Pharmaceutical Education, students must develop broad knowledge, skills, behaviors, and a commitment to ongoing self-directed learning that will enable them to serve as competent, ethical pharmacy practitioners. In addition to the clearly defined academic standards specified in the PharmD Curriculum Document and in the Standards for Academic Progression, the School has identified a set of *technical standards* that specify the non-academic attributes, abilities, and skills students must demonstrate for admission, retention, progression, and graduation in the PharmD program. These are briefly described below.

Observation Skills

Observation requires the functional use of visual, auditory, and somatic senses in a variety of areas related to contemporary pharmacy practice. Students must have the ability to observe and evaluate in classroom settings, small group exercises, one-on-one evaluations, patient care settings and pharmacy practice sites. A student must be able to observe a patient accurately at a distance and close at hand, particularly as related to drug therapy and disease state monitoring.

Communication Skills

Students must be able to communicate with clarity, sensitivity, and accuracy to patients, care-givers, members of health care teams, faculty, and staff. Effective communication is necessary in the areas of reading, writing, speech, and hearing/listening. Computer literacy is also a component of effective

communication. Students must be able to communicate appropriately, effectively, and efficiently to people with a variety of educational and cultural backgrounds at their levels of understanding.

Dexterity

Students should possess motor skills necessary to provide pharmaceutical care to patients including the preparation and dispensing of medications (including extemporaneous compounded or sterile intravenous products), administration of immunizations, and performance of patient assessments.

Intellectual, Conceptual, Integrative, and Quantitative Abilities

Students are required to recall, understand, analyze, synthesize, and apply information from textbooks, lectures, current literature and journals, as well as real world pharmacy practice sites. Necessary abilities include critical thinking and reasoning, problem solving, measurement, mathematical calculation, and ability to monitor drug therapy. Students are required to use these abilities in a timely fashion.

Behavioral and Social Attributes

Students must act ethically with integrity, compassion, concern for others, interpersonal skills, collegiality, appropriate hygiene and appearance, interest, and motivation. Students must fully utilize their intellectual abilities, exercise good judgment, work as effective members of the healthcare team, and function successfully under emotionally, intellectually, and physically demanding workloads. Students must demonstrate compassion and integrity and a concern for others. This requires responsibility for one's personal actions and emotional stability in stressful situations, with long hours and personal fatigue, dissatisfied patients, and tired colleagues.

Students are expected to maintain the highest ethical standards in their behavior. Students must be of good moral character and are expected to meet the ethical standards set forth by the pharmacy profession. Students must develop professional relationships with patients, patients' families or caregivers, and other healthcare providers to provide effective pharmaceutical care while maintaining patient confidentiality. Students must pass multiple criminal background checks and random drug screens during the program. They must also have appropriate health certification documentation. Students must adhere to and comply with the Rutgers University Code of Student Conduct: <http://studentconduct.rutgers.edu/university-code-of-student-conduct>.

Practice and Experiential Education

An integral part of the pharmacy education process is the completion of introductory and advanced pharmacy practice experiences. Within the constraints established by law, in these experiences student-pharmacists are placed in pharmacy practice settings and expected to function at the professional and behavioral level of a licensed pharmacist.

Students are expected to maintain a high standard of professional behavior including: attire, personal demeanor, verbal and written communications, the use of resources/facilities of each site, maintaining patient confidentiality, maintaining the security of pharmacy services, and access to patient records. Students are expected to take responsibility for their own learning and demonstrate a willingness to engage patients, pharmacy personnel, health providers, and others in provision of patient-focused services and care.

Students who do not meet the technical standards may be subject to disciplinary action, including dismissal from the program. Students must be proactive in addressing deficiencies in meeting the standards.

If the inability to meet technical standards is related to a disability, the university provides extensive and supportive resources. Rutgers is committed to providing equal educational access for individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act Amendments (ADAA) of 2008. The university will make reasonable modifications to its policies, practices, and procedures unless doing so would fundamentally alter the nature of the service, program, or activity, or pose an undue hardship.

For any student who has been deemed eligible for special services, Rutgers provides reasonable accommodations in order to ensure that all students have an equal opportunity to participate in all Rutgers programs, services, and activities.

Pre-professional Curriculum (Effective with the Class of 2019 and thereafter)

First Pre-Professional Year

First Term			Second Term		
Class Name	Class No.	Cred. Hrs.	Class Name	Class No.	Cred. Hrs.
General Biology I	01:119:115	4	General Biology II	01:119:116	4
General Chemistry I	01:160:161 & 101	4	General Chemistry II	01:160:162 & 102	4
Intro Experimentation	01:160:171	1	General Biology Lab	01:119:117	2
Expository Writing I	01:355:101	3	Second College-level Writing Course ¹	_____	3
Calculus I	01:640:135	4	Pharmacy Convocations	30:725:104	1
			Humanities/Soc. Sci. Elective ²		3
		<u>16</u>			<u>17</u>

¹ Note that students need to complete *one* of the following courses to satisfy this requirement. Students are counseled that some of the courses noted below have a prerequisite that needs to be completed in addition to either of the courses.

Class Name	Class No.	Class Name	Class No.
Research in the Disciplines	01:355:201	Writing for Biology and Natural Science	01:355:312
Technical Writing Essentials	01:355:202	Writing Grant Proposals	01:355:315
Business Writing Essentials	01:355:203	Science Writing	01:355:342
College Writing and Research	01:355:301	Collaborative Writing Practices	01:355:375
Scientific and Technical Writing	01:355:302	Writing for Business and the Professions	01:355:303

² A complete explanation of the rules that govern Humanities / Social Science Elective courses can be found on the Fact Sheet for Humanities Courses.

Second Pre-Professional Year

First Term			Second Term		
Class Name	Class No.	Cr.	Class Name	Class No.	Cr.
Organic Chemistry I	01:160:307 or 315	4	Systems Physiology	01:146:356	3
Intro. to Microeconomics	01:220:102	3	Organic Chemistry II	01:160:308 or 316	4
Elements of Physics	01:750:161	4	Organic Chemistry Lab	01:160:311	2
Humanities/Soc. Sci. Elective		3	Basic Statistics for Research	01:960:401	3
Psychology/Sociology Elective		3	Humanities/Soc. Sci. Elective		3
			Humanities/Soc. Sci. Elective		3
		<u>17</u>			<u>18</u>

Review carefully the requirements for entrance into the First Professional (Third) Year of the Program as found on the website for the Pharm.D. Program.

Professional Curriculum

P1 - First Professional Year

First Term			Second Term		
Class Name	Class No.	Cr.	Class Name	Class No.	Cr.
Introductory Biochemistry and Molecular Biology	01:694:301	3	Molecular Biology and Pharmaceutical Biotechnology	30:158:315	3
Pathophysiology	30:718:304	3	Pharmaceutical Chemistry	30:715:306	3
Intro. to Pharmaceutics and Lab	30:721:301	4	Introduction to Pharmacology	30:718:320	3
Pharmacy Practice Management	30:725:308	3	Drug Delivery and Lab	30:721:320	4
Intro. to Pharmaceutical Care	30:725:320	4	Concepts in Pharmacy Practice	30:725:329	1
Professional Elective ³	30: :	2	Principles of Pharmaceutical Economics	30:725:340	3
			Professional Elective ³	30:___ :	2
<u>17-19</u>			<u>17-19</u>		

³ Students must complete five professional electives during the six semesters for the first through third professional years. Students in the class of 2018 and later must complete one clinical professional elective.

Summer Term		
Class Name	Class No.	Cred. Hrs.
Introductory Pharmacy Practice Experience	30:725:330	2

P2 - Second Professional Year

First Term			Second Term		
Class Name	Class No.	Cr.	Class Name	Class No.	Cr.
Pharmaceutical Microbiology	30:158:420	3	Medicinal Chemistry II	30:715:410	3
Medicinal Chemistry I	30:715:409	3	Pharmacology II	30:718:406	3
Drug Information and Literature Evaluation	30:725:470	3	Introduction to Biopharmaceutics & Pharmacokinetics	30:721:430	4
Pharmacology I	30:718:405	3	Poison Management & Drug Abuse	30:725:415	3
Cardiopulmon. Therapeutics	30:725:460	3	Infectious Disease Therapeutics	30:725:475	3
Professional Elective ³	30:___ :	2	Professional Elective ³	3:___ :	2
<u>15-17</u>			<u>16-18</u>		

Summer Term		
Class Name	Class No.	Cred. Hrs.
Intermediate Pharmacy Practice Experience	30:725:480	2

Continued on next page.

P3 - Third Professional Year

First Term

Class Name	Class No.	Cr.
Clinical Pharmacokinetics	31:725:555	4
Clinical Immunology / Hematology / Oncology Therapeutics	31:725:560	3
Renal /GI / Nutrition Therapy	31:725:565	3
Physical Assessment	31:725:570	2
Pharmacy Communications I	31:725:585	2
Professional Elective ³	3_:___ :	2

14-16

Second Term

Class Name	Class No.	Cr.
Pharmacy Law & Bioethics	31:725:545	4
Pharmacy Communication II	31:725:587	2
Self Care and Home Care	31:725:550	4
Endocrine Therapy & Special Patient Populations	31:725:590	3
Neuropsychiatric Therapeutics	31:725:595	3
Professional Elective ³	3_:___ :	2

16-18

All curriculum requirements of the first five years must be successfully completed before students may register for any Terminal Year rotations.

Students need to complete at least (8) experiential rotations during the Terminal Year of the Program. Additional rotations may be completed after consultation with the Director of Professional Experience Program. Note Fourth Professional Year begins in the summer following Spring of the Third Professional year (see below).

P4 - Fourth Professional Year

Summer Session

Class Name	Class No.	Cr.
Adv. Pharmacy Practice Experience I	31:725:791	5
Adv. Pharmacy Practice Experience II	31:725:792	5
Adv. Pharmacy Practice Experience III	31:725:793	5

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First Term

Class Name	Class No.	Cr.
Adv. Pharmacy Practice Experience IV	31:725:794	5
Adv. Pharmacy Practice Experience V	31:725:795	5
Adv. Pharmacy Practice Experience VI	31:725:796	5

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Second Term

Class Name	Class No.	Cr.
Adv. Pharmacy Practice Experience VII	31:725:797	5
Adv. Pharmacy Practice Experience VIII	31:725:798	5
Adv. Pharmacy Practice Experience IX	31:725:799	5
Student Portfolio ⁴	31:725:615	2
Pharmacy Reflection Seminar	31:725:617	2

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⁴ Note that work on the portfolio begins during the IPPE courses, continues during APPE courses, and is completed and submitted for grading during the final semester of the P4 year.

Experiential Component of the Curriculum

As listed in the professional curriculum above, the experiential based course work occurs throughout the professional curriculum beginning in the summer after the first professional year. The experiential coursework is routinely identified by graduating students as the most valuable part of the curriculum. During the Introductory, Intermediate, and Advanced Pharmacy Practice experiences you will be learning in an actual pharmacy practice setting rather than the classroom and representing the Ernest Mario School of Pharmacy, the following requirements and responsibilities apply:

1. Professional behavior and communications at all times to all preceptors and School personnel. Cell phones are not to be used while on rotations except during lunch or breaks or as directed by preceptors. The Professional Experience Program Director or Coordinator may be contacted to notify a student of any emergency while on rotations. The number is 848-445-6818.
2. Adherence to all federal and state laws governing the practice of pharmacy.
3. Adherence to all federal and state laws governing personal conduct (i.e. illegal drug use, fraud, etc). Students found to have committed a felony or misdemeanor of any kind will be referred to appropriate authorities, including University Judicial Affairs.
4. Ethical conduct at all times.
5. All travel, lodging, parking, food, and other expenses incurred during rotations are the student's sole responsibility.
6. Some sites may have "special arrangements or additional requirements" to host a student on rotation. These "special arrangements or requirements" may involve additional non-disclosure forms, Student Volunteer Service agreements, supporting documents of citizenship (social security card) or student visa status, travel time with personal vehicle, parking fees, additional health screens, which may include drug testing, prior to the student beginning their rotation. Students must comply with any additional requirements or arrangements required by site or be reassigned
7. Students who have a positive criminal background check may be required to do additional background checks and/or drug screens prior to their acceptance by certain sites—this is at the discretion of the site and preceptor for the particular rotation. Refusal to comply will result in the student not being accepted for rotation at that site and may result in inability to be assigned for required rotations.
8. All students are required to attend annual rotation orientations as scheduled by the Professional Experience Program Director. Failure to attend will result in forfeiting the designated rotation.
9. Introductory and Intermediate Pharmacy Practice Experiences are 4 weeks in duration and Advanced Pharmacy Practice Experiences are 5 weeks in duration. As such these courses do not follow the normal registrar's withdrawal schedule. For more information on withdrawing contact the Professional Experience Program Coordinator at the number above.

Professional Electives

Five professional electives must be completed successfully as part of the Doctor of Pharmacy Program. While every effort is made to monitor the student's progress in this regard, it is ultimately the student's responsibility to see that he/she completes the required number of electives.

Students will be notified by email of the Professional Electives offered to their class just before registration. Professional elective courses are often designed to utilize teaching methods involving a small student to teacher ratio and thus are limited in size. While students will be able to enroll in an elective each semester where it is required, it cannot be guaranteed that all students can take the more popular electives once the registration limit is reached.

Students may complete up to two research electives with a faculty member in satisfying the professional elective requirements. Information regarding the type of research being conducted by faculty is available online at http://pharmacy.rutgers.edu/content/facultystaff_directory.

All research electives are taken for letter grades. It is imperative that any research done for degree credit be completed within the time frame of the semester. Delays in the recording of grades will affect the student's date of graduation. Students will be expected to conduct 84 hours of research over the course of the semester. This breaks down to approximately 6 hours of work per week. The actual meeting times when the research is to be conducted is determined by the student in consultation with the professor.

To enhance the robust and well rounded experience our curriculum provides, students in the incoming P1 class (Class of 2018) and those thereafter will be required to reserve at least 2 professional elective credits for a clinical elective. Students who have previously chosen to complete these electives have experienced a much easier transition into the APPE rotation sequence and have performed stronger than their peers, especially in early clinical experiences. These electives are designed to develop problem solving, critical thinking, communication and clinical decision making skills through a small classroom, active learning environment and focus on application of knowledge to clinical situations. Electives that would currently fulfill the 2 credit clinical elective requirement include the following:

30:725:422 Gerontology Pharmacy Practice
30:725:481 Pediatric Pharmacy Practice
31:725:484 Women's Health Issues
30:725:485 Herbals and Alternative Medicine
31:725:577 Concepts in Palliative Care and End-of-Life Care
31:725:578 Strategies in HIV Therapeutics
31:725:579 Advanced Pharmacotherapy Applications
31:725:581 Advanced Neuropsychiatric Pharmacology
31:725:582 Critical Care Pharmacotherapy

Please be aware that with current space resources and pre-requisites the class are only available in the P3 year. Also note that the number of professional electives is unchanged at five courses, however one of the five must be from the list above.

Degree Requirements

The degree of Doctor of Pharmacy is awarded to a pharmacy student by the university upon the recommendation of the faculty of the Ernest Mario School of Pharmacy. Recommendation is contingent upon the student's fulfillment of the following requirements:

1. completion of the six-year curriculum for the doctoral degree
2. cumulative grade-point average must be greater than 2.500, and the cumulative professional grade-point average must be greater than 2.500
3. professional grade-point average in the terminal year must be greater than 2.500
4. completion of four years of full-time study for the doctoral degree at an accredited college of pharmacy, the last year of which must have been spent at the Ernest Mario School of Pharmacy
5. candidate must be adjudged by the faculty to be of good ethical character and properly equipped for the profession of pharmacy

Scholastic Standing Requirements

Academic Review. Student academic performance is reviewed each semester by the Scholastic Standing Committee, which is composed of appointed faculty of the school. The faculty must ratify any recommendations made by the committee before a student's academic status is changed.

Standards. In general, students are expected to earn a GPA of 2.800 in the pre-professional years, 2.500 in the professional years, with no grades of D or F. Students failing to achieve this GPA and grade expectation will be evaluated as described below. Failure to maintain the school's academic progression standards is grounds for dismissal, suspension, or placement on academic probationary status. A dismissal recommendation also may be based upon poor academic performance during any single term, regardless of any prior scholastic status, or after a student has spent prior terms on probation. The review by the committee will look both at GPA and poor grades. Students may be dismissed who are meeting the GPA requirement but have accumulated a significant number of D or F grades.

Satisfactory academic progression is defined as:

1. achieving a minimum 2.800 term and cumulative grade-point average at the end of each academic term for the first two years of the pre-professional program.
2. achieving a 2.800 cumulative grade-point average at the end of the second year prior to progressing to the professional portion of the curriculum.
3. maintaining a minimum 2.500 term, cumulative and professional grade-point average throughout the professional portion of the program. The professional grade-point average is the average based on courses offered in Schools 30 and 31.
4. achieving grades of C or better in the core science courses and labs during the pre-professional years. Core science courses include general chemistry, organic chemistry, biology, systems physiology.
5. achieving grades of C or better in Expository Writing I and a second approved writing course.

6. achieving grades of C or better in Introductory/Intermediate Pharmacy Practice Experience or Advanced Pharmacy Practice Experience coursework.
7. not accumulating a significant number of poor grades (D and F).

Entry into the first professional year (third year) of the program requires a minimum cumulative grade-point average of 2.800 and completion of all course work from the pre-professional portion of the curriculum, including humanities, social sciences, core mathematics, science, and writing courses. The School of Pharmacy does not allow E prefixing unless a course is designated as remedial. Thus both original and repeated grades and credits are included in the GPA for repeated courses. Successful completion of an interview and writing assessment is required for entry into the first professional year.

Students who earn a grade of D or F in a course may be required, at the discretion of the Scholastic Standing Committee, to repeat the course; however, both the original grade and the new grade are counted in the grade point average and degree credit calculations. Grades in any repeated courses must be a C at a minimum. Grades of D in any of the core science courses in the pre-professional years or Introductory/Intermediate/Advanced Pharmacy Practice Experiences must be repeated for a grade of C at a minimum. Grades higher than a C in repeated courses may be stipulated by the Scholastic Standing Committee or be necessary to achieve the GPA progression standard. Students are generally only allowed to attempt repeating a course once. Accumulation of several grades of D or below may result in any of the actions below. Students are expected to meet the above academic progression standards at the end of each academic term and by the end of the academic year. The above standards are applied to students based on courses completed and the sequence of courses outlined in the Doctor of Pharmacy curriculum. Students may be allowed to complete course work in the following Summer Session in order to meet the above academic progression standards if equivalent summer courses are available at Rutgers. Students must have prior approval from the Scholastic Standing Committee before initiating summer course work related to curricular deficiency (see the section on Academic Progress). Students pursuing course work during the summer are expected to meet the above academic progression standards.

Academic Progress. Students are expected to follow the sequence of courses specified in the Doctor of Pharmacy curriculum approved by the faculty. Failure to follow the approved curriculum will result in a dismissal or placement on academic probationary status. Students may be allowed to depart from the curriculum based on placement exams, Scholastic Standing Committee actions, disciplinary actions, technical errors, and/or extenuating circumstances.

Students must receive prior approval from the academic dean before deviating from the curriculum.

Probation. Placement on probation means that the student is scholastically deficient and is continuing his or her education with the understanding that he or she must improve the level of work and meet the conditions of probation set by the Scholastic Standing Committee and approved by the faculty of the Ernest Mario School of Pharmacy. Students on probation must meet any conditions set by the Scholastic Standing Committee and approved by the school faculty, such as:

1. maintaining a specific term, cumulative, or professional average for one or more terms
2. repeating certain courses
3. carrying a reduced load for one or more terms
4. curtailing certain extracurricular activities

In addition, students on probation must attend all scheduled classes and laboratory sessions (unauthorized absence may lead to immediate dismissal) and carry no more than the normal class and curriculum course load. Students are removed from probation after they have achieved a satisfactory scholastic record.

Academic Suspension. A student may be suspended for one or two terms based upon academic reasons. This action may be used when a term's academic performance requires that work be repeated before progressing in the program. Remaining out of school for the intervening period may be required either due to the lack of availability of professional courses or simply because it is in the best interest of the student. Through the readmission procedure, the student may return at the end of the designated period of suspension earlier described.

Dismissal. Students are informed in writing of academic dismissal if they fail to meet the conditions of probation or if they have an exceedingly poor term record even though they may not have been previously on probation. Dismissed students wishing to pursue a degree in another field at Rutgers may be allowed a "carry" semester during which they can take non-pharmacy courses and must apply to another unit by the School-To-School Transfer process. Dismissed students who are not accepted by another unit at the end of the carry semester will be permanently dismissed from the University at the end of the semester. Students dismissed may submit an appeal to the Scholastic Standing Committee if there are documentable, extenuating circumstances (see below).

Appeal. Students dismissed from the Ernest Mario School of Pharmacy by the faculty may appeal by completing an appeal form available in the School of Pharmacy Office of Academic Services. Appeals must be received in the Office of Academic Services within five business days of the date of the letter notifying students of the decision. Grounds for appeal include technical error, grade changes, documented extenuating circumstances, and/or additional information not previously available to the committee. Appropriate documentation must be included with the appeal. Students are notified of the committee's decision by mail. This formal appeal process is the sole and exclusive course of action for students dismissed from the program.

Disclaimer. The student handbook is updated annually. The most up to date version of the Scholastic Standing policy can be found on the School's website.

General Guidance. The above policy is designed to give the Scholastic Standing Committee latitude in determining the appropriate action in a given set of circumstances. Given the variety of courses, credit hours, grades, and GPA that come into play for a given student, it is not possible to pre-determine the committee's action in all circumstances. However, the situations below provide the student reasonable expectations to the specific situations described. Note that there are other actions possible (including dismissal) and these are not the only exclusive actions. This information describes certain common circumstances but not all circumstances and does not supersede the standards listed above.

Pre-Professional Years

1. First semester, first pre-professional year – students with a GPA below 1.500 will be dismissed.
2. Second pre-professional year – students earning 2 grades of D or F in the 3 core science courses Organic Chemistry I (01:160:307), Organic Chemistry II (01:160:308), and Systems Physiology (01:146:346) will be dismissed.

Professional Years

1. First professional year – students will be dismissed in the following situations:
 - 2 or more F grades
 - 1 F grade plus one or more D grades
 - 3 or more D grades
2. First professional year – students earning a single grade of F with no additional grades of D or F will be suspended and required to repeat coursework as determined by the Scholastic Standing Committee.

3. Professional years – students accumulating 3 grades of D or F will be suspended and required to repeat coursework as determined by the Scholastic Standing Committee.

Academic Integrity

Pharmacy students are subject to the University academic integrity policy, which is provided to new students at orientation and is also available on line at: <http://judicialaffairs.rutgers.edu/academic-integrity>. The School of Pharmacy has also established an ad hoc committee on academic integrity. The committee has membership from both the faculty and student body. Given the serious nature of the work health care workers provide, academic integrity and honesty are of the utmost importance in pharmacy school. The faculty of the Ernest Mario School of Pharmacy approved the following statements for both students and faculty which were developed by the committee in conjunction with student leadership.

The profession of pharmacy is one that demands adherence to a set of ethical principles. These high ideals are necessary to ensure the quality of care extended to patients. Students at Ernest Mario School of Pharmacy are responsible for upholding the principles of the Policy on Academic Integrity for Undergraduate and Graduate Students. At Ernest Mario School of Pharmacy all students are held accountable for their actions. Each student should review the entire Academic Integrity Policy as well as the Student Code of Conduct.

The following are some general examples of the responsibilities of students:

- To understand the definition of scholastic dishonesty.
- To understand the instructions for each assignment, quiz, or examination.
- To refrain from committing any acts of scholastic dishonesty.
- To take appropriate action when acts of scholastic dishonesty are observed.
- To understand the importance of confidentiality in pharmacy practice and the ramifications of breaching patient trust.
- To engage in appropriate classroom and laboratory conduct.

As noted, this list serves only as an example. The entire Academic Integrity Policy should be reviewed, downloaded and printed from the following link (<http://academicintegrity.rutgers.edu/integrity.shtml>). It is the student's responsibility to review the entire policy for more specific information regarding specific infractions and penalties. Violations of any of these principles will result in prosecution by Ernest Mario School of Pharmacy and the Student Judicial Affairs department. Being students enrolled in a school of health professions, severe penalties may be levied which may include expulsion from Ernest Mario School of Pharmacy as well as from the entire Rutgers University.

Policies on Professionalism and Ethical Conduct

I. Criminal Background Checks and Urine Drug Screens

A. Requirement and Frequency

The Joint Commission, the agency which accredits and certifies hospitals and other health organizations, now requires background checks for all students completing educational experiences. Many community pharmacies also require background checks and drug screens on employees working in the pharmacy department. Prior to assignment on Ernest Mario School of Pharmacy practice experiences, students must satisfactorily pass three criminal background checks and drug screens (one prior to the introductory pharmacy practice experience, a second prior to the intermediate pharmacy practice experience, and a third prior to the advanced pharmacy practice experiences). The University has contracted with an outside vendor (Adam Safeguard) to facilitate this process. This background check is strictly for purposes of the Introductory/Intermediate/Advanced Practice Experiences and does NOT replace the background check required for the New Jersey State licensure exam.

Effective for the Class of 2012 and beyond, criminal background check and urine drug screen will be required during the spring semester of the first, second, and third professional years.

Students suspended or taking a leave of absence from the program, may be required to complete a new criminal background check prior to return at the discretion of the Dean or his/her designee.

B. Positive Result

If a urine drug screen is positive for a tested substance the procedure described in Section III. below will be followed. If a positive result or a "hit" is obtained on the criminal background check for any student the following policy will be followed.

First, once the background check is received by the Ernest Mario School of Pharmacy, the student will be required to provide a complete written explanation including time, date, and specific details surrounding the arrest. Students are encouraged to provide any additional documentation such as police reports or other court documents which may help in providing an explanation to potential rotation sites. The Ernest Mario School of Pharmacy reserves the right to pursue judicial action under the University Code of Student Conduct, if appropriate. Results of such action (e.g. suspension, expulsion) may prevent a student from completing the program on time or at all.

If judicial action is deemed necessary/appropriate, the student's rotation assignment through the rotation selection process may be delayed. If no University judicial action is deemed necessary, after the spin is completed and the rotations are scheduled, each preceptor for a student with a hit on his/her criminal background check (CBC) will be notified of the CBC results and given the opportunity to accept or decline the student. Sites or preceptors requesting more information will be provided the written explanation of the student along with any documentation provided to the School.

If a site declines the student, an alternative rotation site with open availability for the same cycle will be identified and given the opportunity to accept or decline the student based CBC results. Three attempts per rejected rotation will be made to find alternative sites.

In the event that the above circumstances (e.g. no sites agree to accept the student or judicial action results in expulsion) prevent a student from completing the Doctor of Pharmacy degree, the Ernest Mario School of Pharmacy would work with the student to help him/her to try to transfer to another unit of the University and pursue a degree in another major. However, decisions regarding accepting transfer students are made by the "receiving" unit and acceptance cannot be guaranteed.

In some cases information has been identified in the CBC process that may indicate a student has been a victim of identity theft. In that case, students should be aware that the Office of Compliance, Student Policy, Research and Assessment has a link on their Student Policy Issues page that gives some advice on Identity Theft: <http://compliance.rutgers.edu/identity.shtml>

Students may also get more details from the company conducting the CBC. New Jersey residents are entitled to receive a free copy of their credit report annually. The following site is the official site for <https://www.annualcreditreport.com/cra/index.jsp>

II. Criminal Activity During Professional Experiences

Due to concern regarding the public safety and appropriate patient care the School reserves the right to temporarily remove a student from early or advanced practice experiences, in the event that a student is arrested or the School is made aware of alleged criminal activity. If, in determination of a committee composed of the Chair of the Department of Pharmacy Practice, the Professional Experience Program Director and the Associate Dean, a student poses a risk to themselves or others, and to protect the health safety or welfare of fellow students, preceptors, or the public at large, the student will be temporarily removed from rotation while the matter is investigated. The matter will be addressed under the University Code of Student Conduct.

III. Substance Abuse Policy

The purpose of this policy is to describe the procedures that will take place if a student is suspected of or found to be involved with substance abuse. The Ernest Mario School of Pharmacy encourages all students with addiction problems to seek appropriate treatment. One of the primary aims of this policy is to also protect and maintain public safety and trust in the pharmacy profession by discouraging impaired practice.

The Ernest Mario School of Pharmacy will not perform random testing for drugs; however, drug screens may be required as a condition of participation in some experiential education settings. In the event of a positive drug screen, the student will be referred to the Professional Assistance Program of New Jersey (PAPNJ) or an alternative treatment program approved by the School for evaluation. PAPNJ is an addiction treatment program that is independent of Rutgers University and the Ernest Mario School of Pharmacy.

If a drug screen is positive or evidence of drug abuse is discovered while a student is on rotation and the student is removed from rotation as a result, the student will receive an F for the rotation and be required to undergo evaluation by PAPNJ or another program approved by the Dean's Office. Certification of fitness to return to rotation is required from PAPNJ before a student will be reassigned. A grade of "C" or better must be achieved on the repeated rotation (i.e. the rotation replacing the previous "F" grade). Students may request, at their expense, a retest for any positive drug screens.

In the event that a student is identified or suspected of an addiction problem, including but not limited to alcohol, prescription drugs and illicit drugs, the student will be referred to PAPNJ for evaluation. Students refusing to undergo an evaluation by PAPNJ may be dismissed from the Pharm.D. program at the Ernest Mario School of Pharmacy. All evaluation, treatment, and monitoring expenses will be born by the student. All files regarding PAPNJ evaluation and treatment plans will be maintained separately from the

student's academic file maintained in the Office of Academic Services. Records regarding students who have successfully completed the contractual terms of a rehabilitation contract will be maintained pursuant to University record retention policies.

Participation in an appropriate rehabilitation program does not grant immunity from any legal proceedings for criminal acts involving drug misuse or illegal use. Behaviors related to substance abuse including but not limited to theft of controlled or legend drugs for personal abuse, intent to distribute such drugs, or use of false documents to obtain such substances may also be addressed under the University's Code of Student Conduct as professional or ethical violations. The School will not support continued enrollment of anyone found guilty through disciplinary action or legal prosecution of: a) legal possession of controlled substances with intent to divert or distribute b) stealing of controlled substances. Ability to continue in the Doctor of Pharmacy program does not guarantee that the New Jersey Board of Pharmacy or the Board of Pharmacy in any other state will allow the student to sit for licensure.

Evaluation, diagnoses, and development of an appropriate treatment plan will be conducted by the professional staff of PAPNJ. The treatment plan may include in-patient care. If the treatment plan does include in-patient care, the student must enroll immediately in a program approved by PAPNJ (i.e. must meet the needs identified by PAPNJ for treatment). Under such circumstances, students will be granted a leave of absence and guaranteed readmission to the Ernest Mario School of Pharmacy upon documentation of satisfactory completion of the treatment program and enrollment in an appropriate aftercare plan as recommended by PAPNJ.

If after evaluation, the student is referred for treatment and/or monitoring, the student must sign a contract with the Ernest Mario School of Pharmacy regarding details of participation and criteria for readmission to the Ernest Mario School of Pharmacy. The contract will include the treatment plan, the responsibility of the student, and consequences of successful and unsuccessful completion of the program. The contract should include:

- length of treatment (inpatient and outpatient)
- length and type of aftercare program
- mandatory participation in an appropriate support group
- periodic reports from aftercare therapist, employers and support group network
- mandatory announced and unannounced urine and/or blood screening
- conditions under which the student may return to the Ernest Mario School of Pharmacy
- assurance of confidentiality
- notification of clinical preceptors on rotations regarding the status of the student in the rehabilitation program (and current employer if applicable)

The Ernest Mario School of Pharmacy must have a letter of certification from PAPNJ attesting to the student's successful rehabilitation and readiness to resume studies for a degree in pharmacy before the student will be allowed to resume studies and/or enter any component of the experiential program. If a letter of certification is not provided within 12 months of entering the rehabilitation program, the student shall be deemed no longer in the Ernest Mario School of Pharmacy.

If an impaired student is charged with noncompliance with the rehabilitation contract with the Ernest Mario School of Pharmacy, he or she will be given a hearing before the Dean. The student may be dismissed from the Ernest Mario School of Pharmacy by the Dean for failure to adhere to the rehabilitation contract.

IV. Health Insurance Portability and Accountability Act (HIPAA)

Students are required to adhere to the Health Insurance Portability and Accountability Act (HIPAA) during all rotations. Violations of HIPAA and patient confidentiality will potentially result in removal from rotation, a failing grade for that rotation, and may result in civil or criminal penalties as proscribed by the current HIPAA regulations.

Civil and Criminal Penalties Per HIPAA Regulations (United States Department of Health and Human Services. Protecting the Privacy of Patients' Health Information. 2006 September [cited June 27, 2007] [1 screen]. Available from: URL: <http://www.hhs.gov/news/facts/privacy.html>.: The Health and Human Services Office for Civil Rights can impose civil or criminal penalties for HIPAA violations. For civil violations of the standards, OCR may impose monetary penalties up to \$100 per violation, up to \$25,000 per year, for each requirement or prohibition violated. Criminal penalties apply for certain actions such as knowingly obtaining protected health information in violation of the law. Criminal penalties can range up to \$50,000 and one year in prison for certain offenses; up to \$100,000 and up to five years in prison if the offenses are committed under "false pretenses"; and up to \$250,000 and up to 10 years in prison if the offenses are committed with the intent to sell, transfer or use protected health information for commercial advantage, personal gain or malicious harm.

Dress Code

Dress code for didactic courses is generally left to course coordinator. In certain professional courses, professional attire including a white lab coat will be required. While the student is at a practice site for any professional experience course, patients and other professionals will recognize him/her as part of the Ernest Mario School of Pharmacy. The student also represents the practice site and should be neat in appearance, courteous and maintain a professional decorum at all times. Students not conforming to the dress code may be asked to leave the rotation site. If we are forced to send you home for inappropriate dress, it will be considered an unexcused absence.

1. All students must wear neat, clean, white **short** lab coats and a Rutgers University Ernest Mario School of Pharmacy student name tag (Note: preceptors reserve the right to modify this rule.). Name tags from places of employment are unacceptable.
2. Female students may wear skirts, dresses, or dress slacks with appropriate hosiery and shoes (i.e., not sneakers or tennis shoes).
3. Male students must wear dress slacks, collared shirts, ties, socks, and appropriate shoes (i.e., not sneakers or tennis shoes).
4. Jeans, shorts, mini-skirts, T-shirts, etc., are inappropriate dress and are NOT allowed.
5. All students must maintain good personal hygiene at all times.

Information on University Services

A ready-reference for students on University services as well as campus events is the RU-Info website: <http://www.rutgers.edu/information/information-current-students>. This website maintains "seasonal" hot links and links for many social and extracurricular facets of the University as well as links to the following frequently used offices:

- Academic Services and Support
- Bookstores
- Financial Information
- Food
- Health (Including Health Centers and Counseling Centers)
- Libraries
- Transportation
- Tuition/Bills

Getting Help

Two primary offices within the School work closely with students in providing help or referrals to appropriate office within or outside the Ernest Mario School of Pharmacy. The Office of Student Development provides a variety of services including:

- Individualized counseling to help students with a wide variety of personal and academic concerns
- Small group tutoring in the most challenging subjects
- Time, money and nutrition management workshops
- Resume writing and interviewing techniques
- Programs on self-esteem and confidence building
- Stress control and stress reduction techniques
- Seminars and retreats on how to survive and thrive in their daily living experiences
- Career advising
- The tutoring program has provided students with the necessary academic reinforcement in courses that present students with the greatest challenge. Tutoring is offered in key subjects such as General Biology, General Chemistry, Calculus, Pre-Calculus, English, Statistics, Organic Chemistry, Pharmaceutical Chemistry, Pathophysiology, and Medicinal Chemistry

When necessary, students may be referred to one of the Health Centers or the Personal Counseling Centers on campus. Students may access these services directly without referral from the Office of Student Development. Students may access counseling services at the center on any campus and are not restricted by where you live. Services offered by the various centers include:

- treatment of depression or anxiety
- difficulties establishing and maintaining relationships
- feeling pressures from home
- handling academic demands
- stress and time management
- eating issues
- grief management
- self-help
- surviving exams
- individual or group therapy.

Each center's website and service listing can be accessed centrally through the Student Health website at: <http://health.rutgers.edu/>.

Additionally students are served by the Office of Academic Services. This office provides assistance with registration, degree progression monitoring, advanced standing and transcript evaluation, maintaining scholastic records and academic advising. As always, the Dean's Office staff is always available to help or direct students to someone who can help them.

Professional Year Advisors

During the professional years students are assigned a faculty advisor. Our goal is to provide sound academic advising – so that each student in the Ernest Mario School of Pharmacy may make informed academic decisions that reflect personal interests, skills, and professional goals. Full information about the program is available at: https://pharm.rutgers.edu/content/student_advising

Tuition and Financial Aid

During the pre-professional years and professional years 1 and 2 (P1 and P2) students are considered undergraduate and are enrolled in school 30. Tuition rates are higher during the first two professional years (P1 and P2). During the final two professional years (P3 and P4) students are considered graduate students and are enrolled in school 31. While enrolled in school 31, students pay graduate tuition. Introductory, Intermediate, and Advanced Pharmacy Practice Experiences scheduled during the summer are courses that students must register for and pay tuition for prior to starting the rotation. Student are required to take between 10 and 15 credits in the summer between P3 and P4, and should plan accordingly in terms of tuition.

Students should be aware that their tuition may increase when progressing through the program. Additionally, some forms of undergraduate financial aid will no longer be available during P3 and P4. While there may be graduate financial aid available, typically this is loan based and not grant based.

Current tuition and costs for the academic year can be found online at: <http://www.studentabc.rutgers.edu/>.

Financial aid awards are handled through the central University Financial Aid office. Students should complete the Free Application for Federal Student Aid (FAFSA) available online at www.fafsa.ed.gov to be considered for financial aid. Students are reminded that most scholarships require a minimum of 12 credits per semester and 3.0 or better GPA to continue.

The Ernest Mario School of Pharmacy has a number of scholarships from alumni and corporate donations managed within the School and listed in the scholarship section of the New Brunswick Undergraduate Catalog. While most of the funds are targeted toward students in P3 and P4, all students may apply using the form available on the pharmacy website at: <http://pharmacy.rutgers.edu>. Awards are generally based on need and merit.

Complaint Policy

The School seeks to provide educational and scholarly opportunities to all students in constructive and harmonious environment. When this does not occur, a student may wish to submit a complaint. Issues

related to services provided outside the Ernest Mario School of Pharmacy should consult the department providing the service (e.g., housing, dining services). Students unsure of whom to contact regarding such services should contact the Office of Student Development. Students may also wish to review the Rutgers University policy library for University policies which deal with specific areas such as student conduct, sexual harassment, and complaints about grades. The University Policy library can be found at <http://policies.rutgers.edu/>. See below for the University Policy specific to complaints about grades.

Complaints relating to the services provided by the Ernest Mario School of Pharmacy should initially attempt to be resolved by contacting the person (faculty, staff, student) most directly involved in the area of the complaint. If a situation cannot be resolved, a written complaint may be submitted to the Dean's Office for review by the Dean or his/her designee. The Dean or his/her designee will investigate the circumstances of the complaint and a written response of the findings and/or resolution will be sent to the student within 10 working days of the completion of the investigation.

Complaints involving accreditation standards of the ACCREDITATION COUNCIL FOR PHARMACY EDUCATION (ACPE) may be reported directly to ACPE by reviewing the procedures described on the ACPE website: <http://www.acpe-accredit.org> and/or by emailing the complaint to csinfo@acpe-accredit.org. The above website provides the most up to date accreditation standards.

Utilizing any of the above procedures preserves the student's right to report issues to the University Ombudsperson, as described below.

Student Complaints about Grades

Students wishing to file a complaint about a course grade, or a grade received for a particular piece of work in a course, should first attempt to resolve the matter through discussion with the instructor. If the issue cannot be satisfactorily resolved between student and instructor, the student may specify in writing the basis for the complaint and request a review by the departmental chairperson. A written complaint about a grade for work completed while the course is in progress must be submitted to the departmental chairperson no later than two weeks after notification of the grade. A student must submit a written complaint about a final course grade to the departmental chairperson no later than four weeks after the end of the exam period for that term.

A student who wishes to appeal the decision of the department should appeal in writing to the office of the dean of the faculty offering the course. Written notification of the action taken by either the chairperson or by the dean will be sent to the student within four weeks of the filing of the appeal, excluding those weeks in which classes are not in regular session.

Office of the Ombudsperson

In addition to the Complaints procedure listed above, students should be aware of the University Ombudsperson. The ombudsperson acts as a neutral party between the university administration and students who encounter difficult issues on campus, such as dealing with grade changes, not getting their choice of courses and having to travel to different campuses for different services. The ombudsperson is neither an advocate for students nor an agent of the administration; rather, the ombudsperson advocates for fair administration of academic policy and student services. The office offers students the protection of confidentiality. Contact information for the Ombudsperson is:

OMBUDSPERSON FOR STUDENTS
Exec Vice President for Academic Affairs
19 College Avenue
New Brunswick, NJ 08901
Phone: (732) 932-1452
Fax: (732) 932-1680
Email: ombuds@rutgers.edu
<http://ombuds.rutgers.edu>

Graduation Rates

The Ernest Mario School of Pharmacy graduated its first all Pharm.D. class in 2004. The on-time graduation rate of students starting the first professional year since that time (2004-2016) has averaged 86%. The average overall graduation rate for the same time period is 92%.

For the 3 most recent graduating classes 2014-2016, the on-time graduation rate of students starting the first professional year averaged 87% and overall graduation rate was 91%.

Obtaining a Pharmacy License & the Licensure Exams

Each state has its own board of pharmacy which sets the standards and requirements for licensure in that state. Requirements may include licensure exam(s) needed, educational requirements, experiential requirements, criminal background checks, proof of moral character, proof of identity and others. Students contemplating licensure in states other than New Jersey should familiarize themselves with those states' requirements. Recognize that other states' requirements may differ and require additional actions on the part of the student during the professional years.

For example, the New Jersey Board of Pharmacy currently requires 1440 hours of practical experience by completion of a structured, college-credited externship and clinical pharmacy clerkship program. During the Ernest Mario School of Pharmacy Doctor of Pharmacy program, a student will obtain 1,600 such hours, and thus meet the requirement. Other states' Boards of Pharmacy may require more than 1,600 hours and thus, without additional internship hours, students would not qualify to sit for licensure in those states. Some states also require "internship hours" be obtained outside of the School's curriculum. This can sometimes be accomplished in the summers during the professional years. Students are encouraged to check the requirements and register while a student to speed up the time it takes to get licensed after graduation.

Nearly all states require taking the North American Pharmacist Licensure Examination (NAPLEX) and the Multistate Pharmacy Jurisprudence Examination (MPJE) to assess licensure applicants' competency. Both exams are computerized-adaptive format with multiple choice questions. The NAPLEX consists of 185 questions and is primarily scenario based (i.e., patient medication history with accompanying test questions.) The MPJE consists of 90 questions and covers federal and state laws relating to the practice of pharmacy.

Out of Pocket Expenses

Data on the next page were generated by surveying students in a variety of professional years. These are estimates provided by students and your expenses may vary from the data listed. Costs may increase from year to year as determined by third party providers and/or inflation and the data in the table are meant to give students an estimate of what to expect and not exact costs. Only required expenses are listed in the table, however, students reported a variety of expenses which are optional including parking (\$200/year on-campus), textbooks (\$100-300/year depending on courses, student organization memberships dues (approximately \$65/year, depending on organization, and number of organizations joined), and attending national or regional meetings of organizations (\$100-\$1000 depending on location and rate). Other highly variable optional costs include participation in fraternity/sorority events, class socials, and events such as the University-wide Dance Marathon. The table includes required expenses

primarily related to the rotations but does not include tuition. Summer tuition will be required in three of the professional years (see curriculum elsewhere in this document). Students applying for competitive out of state P4 rotations such as the Indian Health Service or Food and Drug Administration should expect to incur moving and living expenses at an out of state location.

REQUIRED EXPENSES

White coat	\$35/coat	Minimum of one coat required, some students purchase more than 1 over the four professional years.
Criminal Background Check	Estimated \$50 minimum	Actual cost may vary depending where student has lived and jurisdictions reviewed.
Urine drug screening	Estimated \$60	Required during the professional years, minimum of three.
Immunization course	\$127	Required in P3 year
PPD skin test (checks for silent tuberculosis)	Estimated \$30	Actual cost will vary based on your health insurance coverage, healthcare provider rates and/or copays. Required in final two professional years for rotations.
Physical Exam	Estimated \$30	Actual cost will vary based on your health insurance coverage, healthcare provider rates and/or copays. Required annually in professional years for rotations.
Flu vaccine	Estimated \$30	Actual cost will vary based on your health insurance coverage, healthcare provider rates and/or copays. Required annually in professional years for rotations.
Rotation Travel Expense	Estimated by students at \$40/week of rotation (Summer IPPE of P1 and P2 are 4 weeks, APPE of P4 are total of 40 weeks).	Cost will vary depending distance to rotation site and your mode of transportation. Your mileage may vary, literally.

Licensure Exam Pass Rates

To obtain licensure, students must pass the North American Pharmacy Licensure Examination (NAPLEX) and the Multistate Pharmacy Jurisprudence Examination (MPJE). The data below are from the most recent data posted on the National Association of Boards of Pharmacy (NABP) website (www.nabp.net) and indicates the passing percentages for Rutgers first time NAPLEX candidates between 2003 and 2015 (the most recent year available at the time of printing).

Year	No. of Candidates	Pass Rate
2003	67	92.54%
2004	152	98.68%
2005	178	92.13%
2006	157	92.99%
2007	193	94.82%
2008	247	95.95%
2009	254	98.43%
2010	205	94.15%
2011	208	97.12%
2012	179	97.77%
2013	187	100.00%
2014	187	96.26%
2015	179	96.09%

Data below are the MPJE pass rates based on the most recent data posted at the NABP site at the time of printing, which was for first time candidates 2007-2014.

Year	No. of Candidates	Pass Rate
2007	164	95.73%
2008	221	92.31%
2009	238	93.70%
2010	195	96.92%
2011	170	96.51%
2012	161	94.41%
2013	156	94.23%
2014	153	90.85%
2015	145	90.34%

Careers of Graduates

Effective with the class of 2011, the Ernest Mario School of Pharmacy began surveying students at graduation regarding career choices and employment status.

Year:	2011	2012	2013	2014	2015	2016
Number of Graduates:	212	191	199	212	188	191
Community Pharmacy	34 %	24 %	36 %	36%	34%	30%
Hospital Pharmacy	1 %	3 %	3 %	3%	3%	2%
Pharmaceutical Industry	2 %	2 %	2 %	<1%	2%	2%
Post Graduate Pharmacy Residency	21 %	18 %	17 %	17%	20%	20%
Post Graduate Industry Fellowship	10 %	12 %	8 %	10%	8%	9%
Graduate or Professional School	1 %	3 %	0 %	1%	4%	2%
Government/Military	0 %	1 %	1 %	0%	0%	0%
Other	2 %	1 %	4 %	4%	2%	3%
Not Secured Employment	27 %	34 %	28 %	28%	20%	20%
No Response	2 %	3 %	3 %	1%	5%	9%

Useful Phone Numbers

NOTE: The phone numbers listed below were accurate at the time of printing. Websites have been provided in the event that the numbers below may change. Additionally you may search the University online directory at <http://search.rutgers.edu/web.html> and select Websites, People, Building, and University Units at the top of the page.

<i>Department</i>	<i>Address, Campus Services</i>	<i>Phone</i>
Dean's Office	160 Frelinghuysen Road Room 103 Busch Campus http://pharmacy.rutgers.edu	(848)445-2675
Office of Student Development	160 Frelinghuysen Road Room 109 Busch Campus -tutoring -workshops & seminars -pharmacy clubs & organizations http://pharmacy.rutgers.edu/content/office_student_developmenteof_staff	(848)445-6263
Office of Academic Services	160 Frelinghuysen Road Room 102 Busch Campus -Difficulty registering for courses -Academic counseling -Class Rank http://pharmacy.rutgers.edu/content/academic_services	(848)445-6336
Office for Violence Prevention and Victim Assistance	3 Bartlett Street, CAC http://vpva.rutgers.edu	(848)932-1181
<i>Rutgers Learning Centers (Tutoring)</i>	http://rlc.rutgers.edu/	
College Avenue	Kreeger Learning Center	(848)932-1443
Cook/Douglas	Loree Building, Room 124	(848)932-1660
Busch	SERC Building, Room 106 Busch	(848)445-4322
Livingston	Tillet Hall, Room 111	(848)445-0986
Office of Financial Aid	620 George Street – Records Hall, Room 140 College Avenue Campus http://studentaid.rutgers.edu/	(848)932-7057

Useful Phone Numbers (Continued)

<i>Department</i>	<i>Address, Campus</i>	<i>Phone</i>
General Information		(848)932-4636
<i>Health Centers</i>	http://health.rutgers.edu/	(848)932-7402
Hurtado	11 Bishop Place, CAC	
Cook/Douglas Health Center	61 Dudley Road, Douglass/Cook	
Busch/Livingston	110 Hospital Road and Ave. E, Livingston	
<p>When the Health Centers are closed and you have a medical question, call the RHS Advice Nurse Line at: 1-800-890-5882</p>		
Office of Student Accounting	620 George Street Records Hall, CAC http://www.studentabc.rutgers.edu/	(848)932-2254
Parking Department Rutgers Public Safety Bldg	55 Commercial Avenue New Brunswick, NJ http://parktran.rutgers.edu/	(848)932-7744
<i>Pharmacies</i>	110 Hospital Road - Busch/Livingston	(848)445-3606
(Provides prescription and limited OTC services)	11 Bishop Place - CAC	(848)932-8033
	61 Dudley Road -Douglass/Cook	(848)932-8590
	http://rhspharmacy.rutgers.edu/	
<i>Alcohol and Other Drug Assistance Program for Students (ADAPS)</i>		
CAPS (Counseling, ADAP, and Psychiatric Services)	17 Senior Street, (CAC) 61 Nichol Avenue (Douglas/Cook Campus) http://rhscaps.rutgers.edu/services/alcohol-and-other-drug-assistance-program-adap	(848)932-7884 (848)932-7884
<i>Rutgers Counseling Centers</i>	http://rhscaps.rutgers.edu/general	(848)932-7884
Rutgers College Counseling Ctr College Avenue Campus	Dr. Jill Richards 17 Senior Street	(848)932-7884
Cook/Douglass Campus	Dr. Diane Simmons 61 Nichol Avenue	(848)932-7884

Useful Phone Numbers (Continued)

<i>Campus Deans</i>	undergraduate.rutgers.edu/for-students/student-resources/campus deans	
<i>Dean of Students</i>	deanofstudents.rutgers.edu/locations	
Busch Campus Campus Dean* Dean of Students**	Thomas V. Papatomas Sandra Castro	BuschDean@echo.rutgers.edu scastro@rci.rutgers.edu
College Avenue Campus Campus Dean* Dean of Students**	Matt Matsuda Timothy Grimm	CollegeAveDean@echo.rutgers.edu trgimm@rci.rutgers.edu
Cook Campus Campus Dean* Dean of Students**	Judith Storch Michelle R. Jefferson	Storch@aesop.rutgers.edu jeffermi@echo.rutgers.edu
Douglass Residential College/Douglas College Campus Dean* Dean of Students**	Jaqueline Litt and Cynthia Daniels Michelle Jefferson	DouglassDean@echo.rutgers.edu crd@rci.rutgers.edu jeffermi@echo.rutgers.edu
Livingston Campus Campus Dean* Dean of Students**	Lea Stewart Jeff Broggi	LivingstonDean@echo.rutgers.edu jmbroggi@echo.rutgers.edu
University College Dean*	Dona Schneider	crd@rci.rutgers.edu
Office of the Vice Chancellor For Student Affairs	Rutgers Student Center 126 College Avenue – 4 th Floor (CAC)	(848)932-8576

*Academic issues

**Personal crisis management issues