



APhA PLEDGE OF PROFESSIONALISM

As a student 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 myself and society as I become a member of the pharmacy community. Integrity will be an essential part of my everyday life and I will pursue all academic and professional endeavors with honesty and commitment to service.

To accomplish this goal of professional development, as a student of pharmacy I will:

- A. DEVELOP** a sense of loyalty and duty to the profession by contributing to the well-being of others and by enthusiastically accepting the responsibility and accountability for membership in the profession.
- B. FOSTER** professional competency through life-long learning. I will strive for high ideals, teamwork and unity within the profession in order to provide optimal patient care.
- C. SUPPORT** my colleagues by actively encouraging personal commitment to the *Oath of a Pharmacist* and the *Code of Ethics for Pharmacists* as set forth by the profession.
- D. DEDICATE** my life and practice to excellence. This will require an ongoing reassessment of personal and professional values.
- E. 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 ethical principles. 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 will strive to uphold this pledge as I advance toward full membership in the profession.

I voluntarily make this pledge of professionalism.

Adapted from the University of Illinois College of Pharmacy's Pledge of Professionalism, 1993. Developed and adopted by APhA-ASP and the American Association of Colleges of Pharmacy Council of Deans Task Force on Professionalism; June 26, 1994

**University of Oklahoma
College of Pharmacy**

**LEARNING ENVIRONMENT BEHAVIOR POLICY:
Making the Classroom a More Effective Learning Environment
(revised 6.15.15)**

Respect for Others

Treat all in the learning environment (students, professors, assistants, and guests) only as you wish to be treated. Excessive talking disturbs others and does not allow them the opportunity to listen and learn.

Proper Use of Technology

The use of the technology in the classroom is a privilege. It is designed to facilitate learning and is not there for personal use. Cellular phones should be turned off; they disturb others in the classroom, disrupt technology, and interfere with learning. Everyone is responsible to ensure that the technology continues to operate and run properly during class time. Individuals in the classroom must remember that the learning environment extends beyond their personal space, sometimes to include individuals at a distant learning site. Talking and unnecessary movement at one learning site are distractions to all involved in the learning process, regardless of site.

Professionalism

Professionals take responsibility for their actions. Learning may occur inside and outside the classroom learning environment. The majority of professional learning is acquired outside the classroom; responsible preparation for learning is a professional responsibility and allows for optimal use of classroom time. Arrive on time to the classroom, actively ready to learn. Remain for all scheduled classroom activities. Professionals take care of the space given to them for learning and professional practice. Professionals leave their space in better condition than they found it.

Equality

All students must have needed learning material present at every class period so that all have an equal opportunity to learn and grow.

Disciplinary Procedures

Violations of the Classroom Behavior Policy will be placed in the student's personal file with a copy to the Dean for Academic Affairs. Failure to comply with the policy may result in administrative action. Administrative action can include but is not limited to failure of the course with required remediation addressing the deficient behaviors, suspension, or dismissal from school.

COLLEGE OF PHARMACY DRESS CODE (revised 6.17.10)

Policy Statement: It is the policy of the University of Oklahoma College of Pharmacy that certain minimum standards of student dress which are also culturally sensitive are necessary to define the professional environment in which students, faculty, staff, and guests of the College and University reside. As such, all pharmacy students are responsible for appropriate and respectful dress within the professional pharmacy environment consistent with the varied educational climates of which they are a part.

Society places higher expectations of personal appearance, professional behavior, competence, integrity, and caring on health care professionals. As a member of the College of Pharmacy, a student's personal appearance is an extension of the College and will reflect how colleagues, faculty, guests, patients, and the community view the student, the program, and the profession of pharmacy.

Guidelines: Business casual is the appropriate standard of dress for students in most pharmacy environments. Clean personal hygiene is part of this standard. It is recognized that students participate in pharmacy environments other than the classroom and that these other environments (e.g. laboratory, experiential, community service) may have additional dress requirements that must be adhered to while participating in the required or volunteer activities associated with these other sites. Each student is responsible to become familiar with any special requirements at other sites while adhering to the dress requirements of the college.

Classroom Dress

Unacceptable: Dirty and/or torn footwear, sunglasses, pajamas, bare midriffs, exposed undergarments, and strapless tops are prohibited. Hats/caps are prohibited during examinations.

Professional Laboratory Dress (Pharmaceutics and Nuclear Pharmacy courses)

Acceptable: Lab coats, identification badge, dresses or skirts of professionally appropriate length, dress slacks, casual or dress shirts with collars or blouses (long or short sleeve), polo type shirts with collars, sweaters, and College of Pharmacy T-shirts, closed-toe footwear with appropriate socks or hosiery. Jeans and shirts must be neat and clean, with no holes, tears or frayed fabric. Shoes must be clean and presentable with no holes or tears.

Unacceptable: Dirty and/or torn footwear, sunglasses, pajamas, bare midriffs, exposed undergarments, and strapless tops are prohibited. Hats/caps are prohibited during examinations.

Professional Experiential Dress (for all introductory and advanced pharmacy practice experiential courses)

Students are expected to exhibit a professional appearance in dress, hygiene, grooming, and demeanor and to adhere to the standards of dress and behavior specified by the preceptor. These standards should be identical to those required of all pharmacy staff at

the practice site. White jackets of the blazer type are to be worn at all times while in the clinical area unless another dress code is set by the preceptor. Business casual dress is appropriate for the women; a tie accompanying normal street attire is appropriate for the men. Denim jeans are inappropriate dress. Revealing attire is inappropriate dress. Sandals are generally not appropriate. It is important to always project a professional image.

Official OUHSC photo ID name tags revealing the student's name and academic status (e.g. College of Pharmacy, Doctor of Pharmacy Student) must be worn at all times in the practicum areas. In addition, pharmacy interns shall wear a designation tag and be distinctly identifiable from a practicing pharmacist, according to Oklahoma State Pharmacy law.

Professional Community Service Dress

The dress requirements of the college are to be followed as outlined below, in addition to any special dress requirements dictated by the professional community service site or preceptors at the site.

Acceptable: Lab coats, identification badge when dictated by site specific community situation, dresses or skirts of professionally appropriate length, dress slacks, casual or dress shirts with collars or blouses (long or short sleeve), polo type shirts with collars, and sweaters.

Unacceptable: Dirty and/or torn footwear, sunglasses, pajamas, bare midriffs, exposed undergarments, and strapless tops are prohibited. Hats/caps are prohibited during examinations.

Disciplinary Procedures

A written reprimand will be placed in the student's personal file with a copy to the Associate Dean for Academic Affairs. Failure to comply with the dress code may result in administrative action including suspension from the college.

APPENDIX A

TECHNICAL STANDARDS FOR DOCTOR OF PHARMACY PROGRAM ADMISSIONS

The University of Oklahoma College of Pharmacy is committed to full compliance with the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. An applicant for the Doctor of Pharmacy degree must have abilities and skills in the five areas listed below, as pharmacists must be capable of independently functioning in the delivery of health care. Accommodations will be made for qualified individuals with disabilities, providing such accommodation does not pose an undue hardship, would not result in a fundamental alteration in the nature of the program, service, or activity, or pose an undue financial or administrative burden. All applicants must meet the fundamental technical standards of the program set forth below. Applicants accepted for the Doctor of Pharmacy degree program will be expected to demonstrate proficiency and continue to meet the required technical standards in these five areas over the course of the program. Applicants accepted for the Doctor of Pharmacy degree program will be expected to meet these technical standards in interactions with all personnel associated with organizations related to the Doctor of Pharmacy degree program over the course of the program. Inability to meet these standards may result in dismissal.

Observation

An applicant must be able to observe demonstrations and experiments in the basic and pharmaceutical sciences. An applicant must be able to observe patients, other professionals, and professional equipment and supplies accurately both at a distance and in close proximity. Observation necessitates the functional use of the sense of vision and somatic sensation.

Communication

An applicant must be able to speak, hear, and observe patients in order to elicit information, describe changes in mood, activity, and posture, and perceive nonverbal communications. An applicant must be able to communicate effectively and sensitively with patients. Applicants must be able to communicate effectively and efficiently in oral and written form with members of the health care team.

Motor

Applicants must have sufficient motor functions to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers. An applicant must be able to perform basic laboratory tests. An applicant must be able to execute motor movements to provide general care and emergency treatments to patients, e.g., first aid treatments, cardiopulmonary resuscitation. An applicant must be able to execute motor movements required in the compounding of medications inclusive of using techniques for preparing sterile solutions, e.g., parenteral or ophthalmic solutions. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

Intellectual-Conceptual, Integrative, and Quantitative Abilities

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving, the critical skill demanded of pharmacists, requires all of these intellectual abilities. In addition, an applicant must be able to comprehend three dimensional relationships and to understand the spatial relationships of structures.

Behavioral and Social Attributes

An applicant must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment and the prompt completion of all responsibilities including, but not limited to, those related to the care of patients, and the development of mature, sensitive, and effective relationships with patients and other health care providers. Applicants must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties in the clinical setting. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that are assessed during the admissions and education processes.
