

**PHARM 5142**  
**Foundations of Pharmacy Law, Ethics, Risk Mitigation**  
**Spring 2025**  
**4 credit hours**

*Location/Time:* EHSEB 2680 (Eccles Health Sciences Education Building, Room 2680)  
Tuesday and Thursday, 07:30am – 09:25am

*Coursemaster:* Jim Ruble, PharmD, JD (I prefer to be addressed by first name)  
Office location: Room 4924, Skaggs Research Building  
Office phone: 801-581-4514  
Email: [jim.ruble@hsc.utah.edu](mailto:jim.ruble@hsc.utah.edu)  
When communicating electronically, please email me directly  
(i.e., do not use Canvas to send me email)  
Office hours: Monday (9-10am), and by appointment  
<https://utah.zoom.us/j/91644723823> (no passcode)

*Co-instructors:* William (Bill) Stilling, RPh, MS, JD  
Stilling & Harrison Health Care Law <https://shhealthlaw.com/about/>  
Jeanne Brennan, RPh, JD  
The Law Office of Jeanne Brennan <https://jbrennanlaw.com>.

*Course Description / Content overview:*

This course introduces pharmacy students to legal, ethical and risk management issues that are foundational in the practice of pharmacy and health care. Course content will expose students to statutes, regulations, standards of practice, and case law. Students will also develop skills for ethical issue identification, critical reasoning and analysis. These skills will enable students to better integrate core principles of basic and clinical sciences within a balance of legal requirements, ethical rules, public policy and societal interests. Pharmacists enter a professional field with vast information, complex technology and great promise for promoting health and alleviating suffering. Optimal balance of pharmacotherapy information and technology requires pharmacy professionals to be excellent in communication, managing risk, optimizing outcomes, and decision-making.

The course consists of six topic areas (modules):

1. Overview and development of the US Legal System
2. Federal drug law (primarily focused on the Food Drug and Cosmetic Act)
3. Federal Controlled Substances Act
4. State regulation of pharmacy practice and Utah laws
5. Negligence Principles – pharmacists' liability and risk reduction
6. Introduction to Ethical Dilemmas in Health Care

Ethical issues will be covered as they arise in the modules in addition to focused content during the last module of the course. Keep in mind that ethical and legal issues are often interwoven when dilemmas arise in practice. Ethical issues may also be explored during discussions of legal cases and fact patterns.

*Pre-Requisites:* Current P1 Doctor of Pharmacy Student, or permission of instructor.

## Course Objectives

At the end of this course, students should be able to:

1. Describe the various sources of laws and their relative order of precedence.
2. Describe, locate and apply those sections of the Federal Food, Drug, and Cosmetic Act and Regulations pertinent to practicing pharmacy.
3. Describe, locate and apply those sections of the Federal Controlled Substance Act and Regulations pertinent to practicing pharmacy.
4. Describe, locate and apply the Utah Controlled Substance Act and Rules.
5. Describe, locate and apply the Utah Pharmacy Practice Act and Rules.
6. Describe and apply other federal laws including the Poison Prevention Packaging Act, the Prescription Drug Marketing Act, and the Dietary Supplement and Health Education Act.
7. Describe the structure, function, and role of DOPL and the Utah Board of Pharmacy.
8. Describe the relevance of civil liability, torts, and malpractice to the practice of pharmacy.
9. Describe and implement strategies to reduce the risk of patient harm and subsequent lawsuits.
10. Recognize and apply principles of civil law to the practice of pharmacy.
11. Predict the likelihood of liability that may arise from errors of omission or commission in professional practice situations involving civil law.
12. Recognize basic ethical dilemmas and apply ethical problem solving paradigms to pharmacy practice situations.

This course is also designed to help students attain the following College of Pharmacy competencies:

- Maintain the highest principles of ethical, moral and legal conduct.
- Evaluate drug orders or prescriptions as to their legitimacy and legality.

## Teaching and Learning Methods

Some or all of the following teaching methods may be used:

1. Didactic lectures/discussions given in class that describe legal concepts and rules.
2. Reading and discussing judicial cases. Students will be assigned cases to read and will be responsible for discussing the cases in class.
3. Socratic teaching methods may be used in selected circumstances.
4. Audience response system (ARS) (e.g., "PollEveryWhere"), as well as exercises in critical thinking.
5. Role playing in hypothetical case situation(s) may also be used.
6. Group work may be utilized in selected circumstances.

The schedule of topics is subject to modification depending on availability of instructors, or other factors beyond the control of the coursemaster.

The laws and regulations governing pharmacy have expanded rapidly over the last several decades. Moreover, litigation involving pharmacies and pharmacists has likewise grown substantially. Thus, students must understand it is impossible to cover all pharmacy law material needed for their career in a four (4) credit-hour course. The best way to learn pharmacy law is to observe and learn from application of laws and regulations to specific factual situations in their pharmacy intern practice settings. In addition, students must appreciate the guidance from administrative agencies, legislative entities, and the court system. Students are expected to demonstrate and further develop critical thinking skills in this course.

It is possible that other technologies may be used in the delivery of course content. Technologies may include, but not limited to, Canvas, Polleverywhere, Zoom Poll, and other content via internet.

### Evaluation Methods and Criteria

#### Two examinations (50%)

First exam (covering about 1/3 of the course material) 100 points

Second exam (covering about 1/3 of the course material) 100 points

#### Quizzes (20%) [there will be 5 quizzes, the lowest quiz score will be dropped]

Quiz 1 20 points

Quiz 2 20 points

Quiz 3 20 points

Quiz 4 20 points

Quiz 5 20 points

**Final Written Paper (25%)**(covering about 1/3 of material) 100 points

**Attendance/Participation (5%)** 20 points

**total 400 points**

### Grade Point Scale

93 – 100%	A	77 – 79.9%	C+
90 – 92.9 %	A-	73 – 76.9%	C
87 – 89.9%	B+	70 – 72.9	C-
83 – 86.9%	B	67 – 69.9	D+
80 – 82.9%	B-	65 – 66.9%	D
		Below 65%	F

The minimum passing score is 77%.  
Below 77% will result in course failure.

### Assessment/Testing Policy

Students are expected to follow the guidelines for taking examinations as delineated in the University of Utah College of Pharmacy Orientation Guide to the Doctor of Pharmacy Program entitled “Exam Policy” <https://pharmacy.utah.edu/documents/orientation-guide-class-of-2026-pharmd>

Exams will be held in Skaggs Hall Auditorium, or other available facility. Students must arrive on time to the exam location (i.e., Skaggs Hall Auditorium), and follow College of Pharmacy guidelines (e.g., every other row empty, and two empty seats between each student). If a student arrives more than five (5) minutes late to the examination, it will be at the discretion of the Coursemaster to allow the late arriving student to sit for the examination. If a late arriving student is allowed to sit for the examination, no additional time will be allowed.

If pandemic circumstances require, exams may be moved to ONLINE administration, via exam testing software, and monitoring software.

***Unless a prior arrangement is authorized by the Coursemaster, No allowances will be made for an assessment (exam or quiz) being missed, other than serious illness verified by a physician’s note or verified family emergency.*** Any student who misses an assessment and does not have verified evidence of illness or family emergency will receive a zero (0) score for the assessment. Individual requests to re-schedule an assessment will be considered on a case-by-case decision. **A student should understand and expect that any re-scheduled assessment, for any reason, will include a 10% reduction in their final score.**

The Coursemaster supports students choosing to engage and participate in professional activities (e.g., professional organization meetings) during her or his pharmacy education. Students who voluntarily participate in these activities during this Course are expected to plan ahead to ensure proper communication with the Coursemaster. Accordingly, student requests to be absent from class or reschedule an assessment (exam, quiz, or final paper) to attend a professional meeting or other professional activity **must be submitted in writing (email) to the instructor**, and will be considered on a case-by-case basis.

**Students should not presume that desire to attend a professional meeting will automatically qualify for reschedule of assessment, and students should not presume that registering for a meeting or purchase of**

travel, lodging, or other related expenses will automatically qualify student for a reschedule of assessment. At the discretion of the Coursemaster, a student may be required to submit evidence or proof of participation at a professional meeting, for which the student has requested a reschedule of assessment or other assignment.

Grades will be posted on Canvas and specific grades will be available only to the individual student. Reasonable efforts will be made to provide examination grades promptly. In most cases, examination grades will be available at the time of the next scheduled class.

#### Examination/Quiz Score Appeals

Reconsideration of posted answers and examination scoring will be made if written justification is submitted to the instructor via email by 5 PM on the second day after the exam scores have been returned to the students. Challenges will be accepted only if they are submitted as one type-written page per question (transmitted via email to the course master) in the following format:

1. Student name
2. Question number
3. Student answer
4. The correct answer
5. Justification for your answer: In a concise manner, explain why the answer was selected rather than the "correct" answer. Reference specific citations from printed course materials, handouts, texts, cases, statutes, regulations, etc.

Granting credit for challenges is at the sole discretion of the Coursemaster. All decision(s) are final.

#### *Attendance & Punctuality*

##### **Class participation**

It is expected that students will participate in class discussions. If students do not regularly participate in discussion, the instructor reserves the right to utilize Socratic teaching methods (i.e., "calling on students to answer questions") to facilitate student discussion.

Attendance will be periodically assessed using a signed roll/attendance form, Zoom or on-line software reports or audience response technology. Students with five or more unexcused absences should expect a reduction in attendance points. Documenting class attendance is not intended to be a punishment, rather, it is a means to document student accountability and professional responsibility for their education.

#### *Evaluation Component Descriptions*

##### **Examinations**

Exams will be administered using EXAMSOFT/SOFTEST computer software. Exams may include multiple-choice questions, short answer questions, or other testing methodologies. See College of Pharmacy Assessment Policy for additional details.

Examinations are scheduled to begin at 830am, and students will have until 1030am to complete the exam. Those students with a University authorized accommodation also must also begin their exam at 830am in order to benefit from the full accommodation time authorized.

Students will NOT be allowed to backward navigate through the exam. Each question must be answered before moving to the next question. Exam questions will be randomized, and individual answer choices will be randomized.

##### **Quiz**

Quizzes will be administered online through Canvas. There will be five (5) quizzes, but the lowest quiz score will be dropped from grade calculation. Quizzes may include multiple-choice questions or short answer questions, and will include 10 questions. Quizzes are intended to aid students in applying lecture content to pharmacy practice situations. Students will have thirty (30) minutes to complete the quiz. Students who do not complete the quiz within the allowed time window, will not be allowed a remediation

("make-up quiz").

## Written-paper

Students will individually complete (*i.e.*, not a group activity) a 1000-1500 word (about 4-6 typed pages) **written, persuasive paper** on ONE of the following topics: (your choice of topic will not affect your grade)

*"The APhA Code of Ethics ("the Code") requires Modification"*

- include specific recommendation(s) for modification and supporting arguments

OR

*"The APhA Code of Ethics ("the Code") does NOT require Modification"*

- include specific reasons why modification is not required and supporting arguments

Alternatively, students may select another topic of interest, and write a persuasive paper on that topic. This alternative is allowed only with prior approval of the instructor. The notification of alternative topic must be requested at least one (1) week prior to the final paper due date. Alternative topic must adhere to the same requirements for formatting, grammar and rhetoric.

Expectations for the paper, as follows:

- Use a business memorandum format:
  - DATE: [insert due date for memo]
  - TO: Jim Ruble
  - FROM: [student name]
  - RE: [concise statement of your subject]
- Use full sentences and proper punctuation
- Use proper grammar
- No spelling errors
- Do Not use contractions (*this is a professional communication*)
- Demonstrate a **concise, logical, and organized argument**:
  - Use a concise **statement of the issue**
  - Use **supporting evidence/facts**, where relevant
    - Reference factual source(s) and legal or ethical rules, if needed (can use footnotes or endnotes)
  - **Describe at least one alternative to your recommendation**(s) and contrast why it would not be acceptable
  - **State your recommendation**(s), based on your supporting evidence and persuasive argument
- 8½ by 11 inch paper with 1 inch margins, 11 or 12 point font, double-spaced, block paragraph format. No salutation, nor closing needed in memorandum format.
- Using the "word count" function on software, **record the word count on the final page of the memorandum** (subject to verification by instructor).
- Grading of final papers will be in accordance with rubric in Appendix B.
- This paper is expected to be the **original, creative work of the student**. Papers will be screened for plagiarism using Turnitin software. Papers will also be screened against previously submitted papers (*i.e.*, papers from previous semesters) for plagiarism. Do not ask P2-P4 students for their papers. This is a risk of academic misconduct for both you and the previous student.

### Required Text(s)/Course materials

- *Pharmacy Practice and the Law, Abood RR, Burns KA, Frankhauser F, 10<sup>th</sup> ed. 2023*
- Additional Materials may be posted on Canvas or distributed in class
- Materials in this course are provided only for the academic study and professional preparation of individual students enrolled in this course. All of the following notices and restrictions apply to this course:

RECORDING OR CAPTURE OF LECTURES, DISCUSSIONS, ASSESSMENTS, AND QUIZZES (WHETHER BY AUDIO, VIDEO, STILL PHOTOGRAPHY, SCREEN CAPTURE OR ANY OTHER TECHNOLOGIES), BY ANYONE, OTHER THAN THE COURSEMASTER, IS **PROHIBITED**, UNLESS PRIOR WRITTEN APPROVAL IS GRANTED BY THE INSTRUCTOR.

COURSE MATERIALS (INCLUDING, BUT NOT LIMITED TO, RECORDED ZOOM DISCUSSIONS, COURSE MATERIAL HANDOUTS, ASSESSMENTS QUIZZES, AND ANY OTHER WRITTEN OR ELECTRONIC MATERIALS) **MAY NOT BE FURTHER DISTRIBUTED**, IN ANY MANNER, WHETHER IN PAPER OR ELECTRONIC FORMAT, INCLUDING POSTING ONLINE, EXCEPT AS AUTHORIZED BY THE CENTER FOR DISABILITY AND ACCESS THROUGH AN EDUCATIONAL ACCOMMODATION.

**COPYRIGHT NOTICE:** IN ACCORDANCE WITH UNIVERSITY OF UTAH POLICY 7-003, THE COURSEMASTER AND CO-INSTRUCTORS RETAIN COPYRIGHT TO ALL MATERIALS THEY ORIGINALLY CREATED FOR THIS COURSE, INCLUDING, BUT NOT LIMITED TO, SLIDES, HANDOUTS, CASE SUMMARIES, CONTENT SUMMARIES AND OUTLINES, ASSESSMENT AND QUIZ QUESTIONS, AND OTHER LEARNING AIDS.

VIOLATIONS WILL BE REFERRED TO THE OFFICE OF STUDENT AFFAIRS  
LEGAL REMEDIES FOR INTELLECTUAL PROPERTY VIOLATIONS MAY BE PURSUED INDEPENDENTLY OF ANY ACADEMIC SANCTIONS

#### *Faculty Responsibilities*

- Convene class unless a valid reason and notice are given
- Perform and return assessments in a timely manner
- Inform students at the beginning of class about: general content, objectives, course activities, evaluation methods, grade scale, schedule of lectures, assignments, laboratory, exams, etc.
- Ensure environment conducive to learning
- Enforce student code

#### *Student Responsibilities*

- Students are expected to attend class and to participate in class discussions, as outlined in this syllabus
- Students are expected to follow the Code of Student Rights and Responsibilities (“Student Code”) as delineated in the University of Utah Policies and Procedures Manual <https://regulations.utah.edu/academics/6-400.php>.
- Students are expected to meet the Standards of Performance and adhere to expectations regarding academic integrity and misconduct as delineated in the University of Utah College of Pharmacy Orientation Guide to the Doctor of Pharmacy Program ([Orientation Guide](#)).

#### *College of Pharmacy Professional Outcomes*

At the end of this course, the student will be better prepared to:

- Apply fundamental scientific, analytic and problem-solving skills to all areas of pharmacy practice
- Communicate effectively in both verbal and written formats
- Work collaboratively on healthcare teams
- Base patient care/practice decisions on sound science and best evidence
- Apply medication safety and quality-improvement principles to pharmacy practice
- Manage medication-use systems
- Promote public health and wellness
- Practice in an ethical, culturally aware and professional manner
- Demonstrate a commitment to continuous professional development and leadership

#### *ACPE Educational Outcomes Addressed in this Course:*

**2.1.a Scientific thinking (Learner)** – The graduate is able to seek, analyze, integrate, and apply foundational knowledge of medications and pharmacy practice (biomedical; pharmaceutical; social, behavioral, and administrative; and clinical sciences; drug classes; and digital health).

**2.1.b Problem solving process (Problem-Solver)** – The graduate is able to use problem solving and critical thinking skills, along with an innovative mindset, to address challenges and to promote positive change.

**2.1.c Communication (Communicator)** – The graduate is able to actively engage, listen, and communicate verbally, nonverbally, and in writing, when educating or interacting with an individual, group, or organization.

**2.1.d Cultural and structural humility (Ally)** – The graduate is able to mitigate health disparities by considering, recognizing, and navigating cultural and structural factors (e.g., social determinants of health, diversity, equity, inclusion, and accessibility) to improve access and health outcomes.

**2.1.e Person-centered care (Provider)** – The graduate is able to provide whole person care and comprehensive medication management to individuals as the medication specialist using the Pharmacists' Patient Care Process.

**2.1.f Advocacy (Advocate)** – The graduate is able to promote the best interests of patients and/or the pharmacy profession within healthcare settings and at the community, state, or national level.

**2.1.g Medication-use process stewardship (Steward)** – The graduate is able to optimize patient healthcare outcomes using human, financial, technological, and physical resources to improve the safety, efficacy, and environmental impact of medication use systems.

**2.1.h Interprofessional collaboration (Collaborator)** – The graduate is able to actively engage and contribute as a healthcare team member by demonstrating core interprofessional competencies.

**2.1.i Population health and wellness (Promoter)** – The graduate is able to assess factors that influence the health and wellness of a population and develop strategies to address those factors.

**2.1.j Leadership (Leader)** – The graduate is able to demonstrate the ability to influence and support the achievement of shared goals, regardless of one's role.

**2.1.k Self-awareness (Self-aware)** – The graduate is able to examine, reflect on, and address personal and professional attributes (e.g., knowledge, metacognition, skills, abilities, beliefs, biases, motivation, help-seeking strategies, and emotional intelligence) that could enhance or limit growth, development, and professional identity formation.

**2.1.l Professionalism (Professional)** – The graduate is able to exhibit attitudes and behaviors that embody a commitment to building and maintaining trust with patients, other health care providers, and society.

## University Policies

### 1. *Americans with Disabilities Act*

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the [Center for Disability & Access](#) (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the [Instruction & Evaluation regulations](#).

In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should never be made publicly available. In addition, recordings must be destroyed at the conclusion of the course.

If you will need accommodation in this class, or for more information about what support they provide, contact:

**Center for Disability & Access**

801-581-5020  
[disability.utah.edu](http://disability.utah.edu)  
162 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

2. *Safety at the U*

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more safety information and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

To report suspicious activity or to request a courtesy escort, contact:

**Campus Police & Department of Public Safety**

801-585-COPS (801-585-2677)  
[dps.utah.edu](http://dps.utah.edu)  
1735 E. S. Campus Dr.  
Salt Lake City, UT 84112

3. *Addressing Sexual Misconduct*

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to University Officials:

**Title IX Coordinator & Office of Equal Opportunity and Affirmative Action**

801-581-8365  
[oeo.utah.edu](http://oeo.utah.edu)  
135 Park Building  
201 Presidents' Cir.  
Salt Lake City, UT 84112

**Office of the Dean of Students**

801-581-7066  
[deanofstudents.utah.edu](http://deanofstudents.utah.edu)  
270 Union Building  
200 S. Central Campus Dr.  
Salt Lake City, UT 84112

To file a police report, contact:

**Campus Police & Department of Public Safety**

801-585-COPS (801-585-2677)  
[dps.utah.edu](http://dps.utah.edu)



1735 E. S. Campus Dr.  
Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide free, confidential, and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence.

To privately explore options and resources available to you with an advocate, contact:

**Center for Student Wellness**

801-581-7776

[wellness.utah.edu](http://wellness.utah.edu)

328 Student Services Building

201 S. 1460 E.

Salt Lake City, UT 84112

4. *Academic Misconduct*

It is expected that students comply with University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: [Policy 6-410: Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct](#).

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code:

*"...Includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."*

For details on plagiarism and other important course conduct issues, see the U's [Code of Student Rights and Responsibilities](#).

Allegations of academic misconduct will be thoroughly investigated and adjudicated in accordance with University and College Policies and Procedures.

Any communication (e.g., verbal, written, electronic) with another student either during an assessment or regarding information on a missed or rescheduled assessment is ACADEMIC MISCONDUCT for both the receiver and sender of the communication. A nonexhaustive list of examples of prohibited communication includes, but is not limited to, looking at another person's answers; looking at another person's notes; speaking with any other person (other than the test or quiz proctor); and email, instant messaging, real-time phone or electronic communication of any nature to another person.

5. *Dignity/Belonging Statement*

I stand in support of compassion, dignity, value-of-life, fair treatment, belonging and justice for all individuals regardless of color, race/ethnicity, sexual orientation, religion, language, socioeconomic status, ability, gender, gender identity or expression, immigration status, or any type of marginalization. I stand in support of making our society more fair and compassionate for all individuals. I stand against discrimination in all its various forms.

6. *Lauren's Promise*

Lauren's Promise is a vow that anyone – faculty, staff, students, parents, and community members – can take to indicate to others that they represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking. Anyone who makes Lauren's Promise vows to: 1.) listen to and believe those individuals who are being threatened or experiencing sexual assault, dating violence or stalking; 2.) represent a safe haven for sharing incidents of sexual assault, domestic violence, or stalking; and 3.) change campus culture that responds poorly to dating violence and stalking. By making Lauren's Promise, individuals are helping to change campus cultures that respond poorly to dating violence and stalking throughout the nation.

7. *Indigenous Land Acknowledgement*

The University of Utah has both historical and contemporary relationships with Indigenous peoples. Given that the Salt Lake Valley has always been a gathering place for Indigenous peoples, we acknowledge that this land, which is named for the Ute Tribe, is the traditional and ancestral homelands of the Shoshone, Paiute, Goshute, and Ute Tribes and is a crossroad for Indigenous peoples.

The University of Utah recognizes the enduring relationships between many Indigenous peoples and their traditional homelands. We are grateful for the territory upon which we gather today; we respect Utah's Indigenous peoples, the original stewards of this land; and we value the sovereign relationships that exist between tribal governments, state governments, and the federal government. Today, approximately 60,000 American Indian and Alaska Native peoples live in Utah. As a state institution, the University of Utah is committed to serving Native communities throughout Utah in partnership with Native Nations and our Urban Indian communities through research, education, and community outreach activities.

8. *Drop/Withdrawal Policy*

Students may drop a course within the first two weeks of a given semester without any penalties. Students may officially withdraw (W) from a class or all classes after the drop deadline through the midpoint of a course. A "W" grade is recorded on the transcript and appropriate tuition/fees are assessed. The grade "W" is not used in calculating the student's GPA. For deadlines to withdraw from full-term, first, and second session classes, see the U's [Academic Calendar](#).

9. *Student Wellness*

Your personal health and wellness are essential to your success as a student. Personal concerns like stress, anxiety, relationship difficulties, depression, or cross-cultural differences can interfere with a student's ability to succeed and thrive in this course and at the University of Utah. Please feel welcome to reach out to your instructor or TA to handle issues regarding your coursework.

For helpful resources to manage your personal wellness and counseling options, contact:

Counseling Services

801-581-6826

[counselingcenter.utah.edu](http://counselingcenter.utah.edu)

Student Services Building

201 South 1460 East, Rm 426

Salt Lake City, UT 84112

Center for Student Wellness

801-581-7776

[wellness.utah.edu](http://wellness.utah.edu)

328 Student Services Building

201 S. 1460 E.

Salt Lake City, UT 84112

## 10. *Student Support at the U*

Your success at the University of Utah is important to all of us here! If you feel like you need extra support in academics, overcoming personal difficulties, or finding community, the U is here for you. Please refer to the [Student Support Services page for the U](#) for updated information.

Please see the College of Pharmacy website for additional guidance.

## 11. *Basic Needs Collective*

Success at The University of Utah includes learning about and using available resources. The [Basic Needs Collective](#) (BNC) is a coordinated resource referral hub. They educate about and connect students to campus and community resources to help them meet their basic needs. As a central location for resource referrals related to food, housing, health insurance, managing finances, legal services, mental health, etc., any student experiencing difficulties with basic needs is encouraged to contact them. Drop into their office located in the Union basement, or schedule with them online for an in-person or virtual visit through their webpage: [basicneeds.utah.edu](http://basicneeds.utah.edu).

### *Note:*

This syllabus is meant to serve as an outline and guide for the course. Please note that it may be modified during the semester with reasonable notice to students. Course Schedule may also be modified to accommodate the needs of the class. Any changes will be announced in class and communicated electronically.