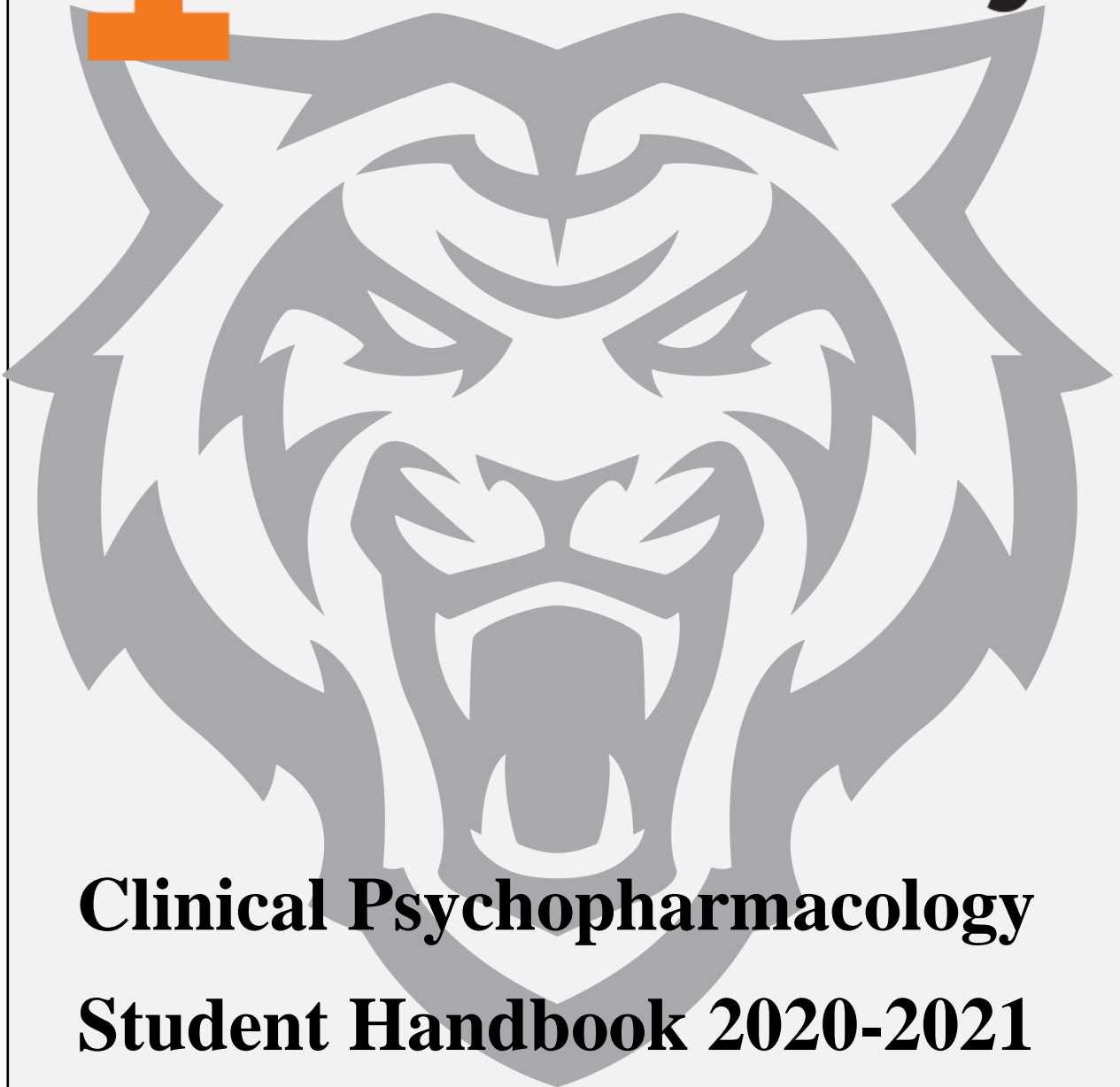




**Idaho State
University**



**Clinical Psychopharmacology
Student Handbook 2020-2021**

This Student Handbook is intended to offer a framework of the intended learning environment provided by the Clinical Psychopharmacology program faculty and staff in the ISU College of Pharmacy. It is also provided to inform students of their rights as well as their obligations and responsibilities. Students are responsible for knowing the information, policies, and procedures outlined in this document. The College reserves the right to update and change the Student Handbook as necessary. Once the changes are posted online, they are in effect. Students are encouraged to check the online version of the Student Handbook for the updated versions of all policies and procedures.

Questions or suggestions for improving the Student Handbook may be addressed to the Clinical Psychopharmacology Program Director or the College of Pharmacy Office of Student Affairs.

Pocatello Site Contact Information

College of Pharmacy
970 S 5th Ave
Stop 8288
Pocatello, ID 83209-8288

Dean's Office (208) 282-2175
Student Affairs (208) 282-3475

Meridian Site Contact Information

College of Pharmacy
1311 E Central Drive
Meridian, ID 83642-7991
Program Director's Office (208) 373-1802
Office (208) 373-1793

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Program Overview

The Master of Science in Clinical Psychopharmacology program welcomed the inaugural class in the 2019-2020 academic year at Idaho State University-Meridian.

Planning for the program started in 2017 after the Idaho legislature passed a bill authorizing clinical psychologists with appropriate specialized training and licensure to prescribe limited medications for the treatment of mental health disorders. This makes Idaho the fifth state in the country to allow prescriptive authority for psychologists.

Located at Idaho State University-Meridian Sam and Aline Skaggs Health Science Center, the two-year program combines traditional classroom coursework with supervised clinical experience. Students must be licensed psychologists who have earned a doctoral degree in psychology from an accredited program and institution.

The Clinical Psychopharmacology program is housed within the College of Pharmacy. The College of Pharmacy has a long history at ISU. The program was first developed in 1918 by Eugene O. Leonard at what was at the time called the Idaho Technical Institute, now Idaho State University in Pocatello. The College of Pharmacy expanded to the Meridian campus in 2009. The College of Pharmacy again expanded in 2016 with a campus at the University of Alaska Anchorage.

Welcome from the Program Director

I would like to personally welcome you to the College of Pharmacy and to the Clinical Psychopharmacology program at Idaho State University. You are embarking on this new educational path at a very exciting time. Becoming the 5th state to allow prescription privileges for psychologists, Idaho is expanding the role psychologists play in healthcare. Our program at ISU hopes to play a critical role in increasing access to mental healthcare in Idaho and beyond.

Healthcare is changing. Integrated care is the future. We have a vision for the role psychologists will play in shaping those changes for the future. The Clinical Psychopharmacology program will provide a unique training opportunity for psychologists to develop the necessary knowledge and skills to safely and effectively utilize medication in treating psychological disorders.

Located at Idaho State University-Meridian Sam and Aline Skaggs Health Science Center, the two-year program combines traditional classroom coursework with supervised clinical experience during the summer semesters. We believe in the format of a traditional bricks and mortar program allowing you to take classes in person. The ISU-Meridian campus houses the Treasure Valley Anatomy and Physiology Laboratories. Students will have opportunities to take courses utilizing this state-of-the-art complex of laboratories. Professors in this program are from interdisciplinary backgrounds, including faculty from pharmacy, neuroscience, nursing, and medical backgrounds.

Our motto in the College of Pharmacy is preparing leaders in pharmacy. I am excited about this new opportunity to do the same in a new field by preparing leaders in psychology. You are the future of psychology. We are here to help you become the future leaders in your field in any way we can.

Our goal in the Clinical Psychopharmacology program is to prepare you for your future career.



Eric Silk, Ph.D., M.S.C.P.
Clinical Psychopharmacology Program Director
Associate Clinical Professor



Faculty

Mark C. Austin

Professor in the Clinical Psychopharmacology Program

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Dr. Austin's research has focused on the molecular neurochemistry of the serotonin system in major depressive disorder. During his career, it became evident that major depression is a very heterogeneous disorder that is associated with a high rate of other serious medical comorbidities such as cardiovascular disease, stroke, dementia, diabetes, obesity, and repetitive concussion syndrome. Dr. Austin has begun to develop a broader research program that has expanded and evolved into investigating epigenetic, developmental, cytoskeletal and signal transduction mechanisms underlying depression, chronic stress, obesity, and repetitive traumatic brain injury. His research projects involve a multi-disciplinary approach that encompasses neuroanatomy, neurochemistry, neuropharmacology, biochemistry, and molecular biology disciplines and utilizes a variety biochemical and molecular biological techniques as well as in vitro cell culture and in vivo small rodent models.

Dr. Austin is a graduate of Pennsylvania State University. He earned a Ph.D. in Pharmacology from Washington State University. He completed a postdoctoral fellowship in molecular and behavioral neuroscience at the National Institute of Mental Health in Bethesda, MD.

Gustavo Gonzalez-Cuevas

Associate Professor in the Clinical Psychopharmacology Program

Dr. Gonzalez-Cuevas is a behavioral neuroscientist. His research interests are diverse and span from the role of the cannabinoid system in addiction to the assessment of clinical competencies in health science students. Of note, Dr. Gonzalez –Cuevas was a Fulbright Post-Doctoral Fellow in the Molecular and Integrative Neurosciences Department (M.I.N.D.) at The Scripps Research Institute in La Jolla, CA.

Dr. Gonzalez-Cuevas completed his B.S. degree in Cognitive Science, M.S. in Psychobiology, and Ph.D. degree in Neuroscience at the Complutense University of Madrid.



Noah Harper
Associate Laboratory Manager, Bioskills Lab Supervisor
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Noah Harper is the Supervisor of the Bioskills Laboratory and has been integral in its development. He is actively engaging groups both locally and nationally to foster the success of this unique enterprise. In his position as the Associate Laboratory Manager, Noah assists in the supervision of the Gross Anatomy Laboratory, including training and oversight of Lab Technicians and Interns. Noah joined the Treasure Valley Anatomy & Physiology Laboratories as a Laboratory Specialist in August, 2015 and was promoted to Bioskills Supervisor and Associate Laboratory Manager in July, 2016. He received his training in the anatomical sciences at the University of Utah and began teaching anatomical sciences in 2007. Noah is an active member of the American Association of Anatomists and has served on the Public Affairs and Strategic Planning Committees. As an outdoor enthusiast, Noah spends his free time exploring the mountains and river canyons surrounding the Treasure Valley and beyond.

Page Haviland, Ph.D.
Clinical Psychopharmacology Program Consultant
havivirg@isu.edu



Dr. Page Haviland has over 27 years of inpatient, outpatient, academic, and corporate psychological experience. Dr. Haviland received her bachelor's and first master's degree from California State University at Fullerton in psychology. She received her second master's degree and Ph.D. in clinical psychology from the California School of Professional Psychology, LA campus.

Dr. Haviland began her Navy career as a Navy psychologist, completing her internship at the National Naval Medical Center in Bethesda, MA. She has since worked as a psychologist in the private sector. Dr. Haviland has treated hundreds of adults in both in-patient and out-patient settings with a broad range of mental health issues while serving in various Navy facilities. She was the department head of the psychology outpatient clinic in Patuxent River, Maryland. As clinical director of the Navy's largest inpatient alcohol rehabilitation center located in Jacksonville, Florida, she supervised the treatment of adult inpatients with drug and alcohol abuse and addiction issues as well as eating disorders. Dr. Haviland advised leadership in various naval commands in the areas of aeromedical psychology and forensic psychology. She has taught Abnormal Psychology, Test and Measurements, and Learning and Cognition courses at Columbia College. She worked at the Amundsen-Scott Station in the South Pole, where she conducted individual and community assessments for "winter over" staff and collected data on seasonal affective disorder and the effects of sustained isolation for the University of San Diego and NASA respectively. She spent six years consulting with corporate executives in the United States and Germany in the areas of change management; merger and acquisition integration; high potential development; succession planning; and faltering executive interventions.

Dr. Haviland was part of the advocacy team that wrote the bill allowing psychologists with appropriate education to prescribe medication in the state of Idaho. As past president of the Idaho Psychological

Association and consultant at Idaho State University, she continues to work to develop the master's in clinical psychopharmacology within the Department of Pharmacy.

Dr. Haviland moved to Boise in 2005 and enjoys golfing and spending time with her family.

Ryan Manwaring

Assistant Professor in the Clinical Psychopharmacology Program

Dr. Manwaring is a licensed Psychiatric Mental Health Nurse Practitioner. He graduated from the University of Utah and is board certified as an Advanced Practice Nurse by the American Nurses Credentialing Center. His bachelor's degree in nursing was from Brigham Young University.



Dr. Manwaring discovered his love for behavioral health when he worked as a psychiatric nurse on an inpatient pediatric unit at the Utah State Hospital. He has also worked with homeless veterans during an internship at the VA and other various outpatient and inpatient settings in Utah. He uses a strength-based approach to treatment and is passionate about supporting youth and their families as they navigate critical stages of development.

Dr. Manwaring was raised in Alaska and enjoys any time he can spend in the mountains. He is always reading about new hobbies to start but doesn't stick with any particular thing for very long. That is because he enjoys the challenge of learning something new more than the actual hobby itself.

Eric Silk

Training Director Clinical Psychopharmacology Program

Clinical Associate Professor in the College of Pharmacy

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Dr. Silk is the Training Director of the Clinical Psychopharmacology Program and a Clinical Associate Professor in the College of Pharmacy at Idaho State University. Dr. Silk has an extensive history of experience in psychopharmacology and assessment of psychological, neuropsychological, and substance use disorders.



Dr. Silk earned a B.S. in psychology from Michigan State University. He completed an M.A. in forensic psychology from John Jay College of Criminal Justice in New York City. He then worked as a Research Coordinator at the Substance Use Research Center at the New York State Psychiatric Institute affiliated with the Columbia University Department of Psychiatry. His Ph.D. is in Clinical Psychology with a Specialization in Neuropsychology from Nova Southeastern University. He also completed a post-doc M.S. in psychopharmacology at Nova Southeastern.

Dr. Silk's career path led him to Wyoming, where he continued to teach, developed a psychological practice, and pursued leadership in the Wyoming Psychological Association. He was an associate professor of psychology at Northwest College and is currently an Assistant Lecturer at University of

Wyoming and University of Idaho. He was the president of the Wyoming Psychological Association from 2017-2018. Dr. Silk is a licensed clinical psychologist in Wyoming, Utah, and Idaho.

G. Lucy Wilkening

Clinical Associate Professor in the College of Pharmacy

208-373-1802

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Dr. Wilkening is a clinical associate professor in the College of Pharmacy at Idaho State University. She received her Doctor of Pharmacy from Southwestern Oklahoma State University College of Pharmacy. Dr. Wilkening completed an ASHP-accredited pharmacy practice residency, and graduated as *Resident of Distinction* from the psychiatric pharmacy specialty residency at Western Psychiatric Institute and Clinic of the University of Pittsburgh Medical Center. She was previously an assistant professor in the Department of Pharmacy Practice at the University of the Incarnate Word Feik School of Pharmacy.



Dr. Wilkening is an active member of the College of Psychiatric and Neurologic Pharmacists (CPNP), and serves as an editor for CPNP's peer-reviewed publication, the *Mental Health Clinician*. Her other professional affiliations include the Phi Lambda Sigma Pharmacy Leadership Society, Phi Delta Chi, and the Rho Chi Pharmacy Honor Society.

Dr. Wilkening's research interests include innovative teaching methodologies, impacts of teaching strategies on student interactions with patients with mental illness, and integration of transgender health education into health sciences curricula. Dr. Wilkening has recently published in several areas including: the use of virtual patients for interprofessional education of psychiatry residents; second generation antipsychotic utilization and metabolic parameter monitoring in an inpatient pediatric population; and the current status of transgender health education in doctor of pharmacy curricula.

About the ISU Clinical Psychopharmacology Program

The MS in Clinical Psychopharmacology (MSCP) is a post-doctoral program designed to provide licensed psychologists with training in the use of medication as part of the treatment of psychological disorders. Students must be licensed psychologists who have already earned a doctoral degree in psychology from an accredited program and institution.

Located at Idaho State University-Meridian Sam and Aline Skaggs Health Science Center, the two-year program combines traditional classroom coursework with supervised clinical experience during the summer semesters.

A non-traditional, part-time route is also available for current practitioners. If a non-traditional route is desired, students should contact the program training director to determine an appropriate schedule to complete requirements, keeping in mind prerequisites and co-requisites.

In the first year of the program, students will complete foundational courses in pharmacology and physical assessment. In the second year, students will complete integrated coursework in pharmacology and therapeutic treatment. Content in law, ethics, research, writing, and practice management will also be covered. Based on the requirements of Idaho state law and American Psychological Association (APA)

training recommendations, supervised clinical experiences will be required in both years of the curriculum.

Designation Status

The Clinical Psychopharmacology program is currently under review for APA's Designation for Education and Training Programs in Psychopharmacology for Prescriptive Authority. As this is a new program in 2019-2020, it is not currently designated. The current APA Designation Criteria was approved by the APA Council of Representatives in February 2019. Idaho law requires training programs to "satisfy the requirements to become designated a post-doctoral education and training program in clinical psychopharmacology by the American Psychological Association." ISU's program was developed to specifically meet the requirements of Idaho state law regarding training in clinical psychopharmacology and APA Designation criteria.

Licensure

Students in the Clinical Psychopharmacology program must have completed a doctoral program in psychology and be licensed psychologists. Students will practice as a "health service provider" psychologist as defined by state law, where applicable, or as defined by the APA. Students are required to immediately notify the Program Director if there are any changes to their licensure.

In 1995, the APA Council of Representatives approved the following definition of "health service provider" psychologists: "Psychologists are recognized as Health Service Providers if they are duly trained and experienced in the delivery of preventive, assessment, diagnostic, and therapeutic intervention services relative to the psychological and physical health of consumers based on 1) having completed scientific and professional training resulting in a doctoral degree in psychology; 2) having completed an internship and supervised experience in health care settings; and 3) having been licensed as psychologists at the independent practice level."

To become an advanced practice or prescribing psychologist, you must fulfill several state-specific requirements. In addition to completing a Clinical Psychopharmacology master's degree, states that currently allow prescription privileges for psychologists typically require passing the Psychopharmacology Exam for Psychologists (PEP). See the Association of State Provincial Psychology Boards (ASPPB) website, <https://www.asppb.net/page/PEPEXam> for further information regarding the PEP.

Licensure rules differ from state to state. Currently, states with prescriptive authority for psychologists include Idaho, Iowa, Illinois, Louisiana, and New Mexico.

In Idaho, for provisional certification of prescriptive authority as a prescribing psychologist, the State of Idaho requires :

- A current license to practice psychology in Idaho.
- A doctorate degree in psychology awarded by an accredited program within a United States Department of Education approved, regionally accredited institution of higher education.
- A master's degree in clinical psychopharmacology awarded by an accredited program within a United States Department of Education approved, regionally accredited institution of higher education.

- Clinical experience that is sufficient to attain competency in the psychopharmacological treatment of a diverse patient population under the direction of qualified practitioners including, but not limited to, licensed physicians and prescribing psychologists as determined by the institution offering the clinical psychopharmacology degree.
- A passing score on an examination developed by a nationally recognized body and approved by the board.
- Supervision agreements with board-certified psychiatrists, neurologists, or other physicians with specialized training and experience in the management of psychotropic medication who are licensed under [chapter 18, title 54](#), Idaho Code, or an equivalent licensing provision of the law of an adjoining state. This will soon include family practice physicians reflecting changes in Idaho law.

For further information about licensure in Idaho, please see the Idaho Board of Psychologist Examiners website <https://ibol.idaho.gov/IBOL/BoardPage.aspx?Bureau=PSY> for further information.

Vision, Mission, and Values

Vision

To enhance access to safe and evidence-based mental health services as the foremost training and research program in psychopharmacology.

Mission

We train psychologists to deliver comprehensive services in interprofessional settings and through research, further the understanding of psychopharmacology.

Values

Access: Serving underserved and rural communities

Collaborative: Interdisciplinary education and practice

Rigor: Undiluted standards for academics, professional training, and ethical behavior

Innovative: Impact learning and research utilizing advanced technology and best practices in teaching

Safety: Prioritize patient well-being

Relationships: Forging partnerships and promoting excellence in everything we do

Curricular Philosophy Statement

Statement on Interprofessional Education

Following Idaho law, the ISU Clinical Psychopharmacology program “shall include sufficient biomedical education to ensure the necessary knowledge and skills to prescribe psychotropic medications in a safe and effective manner.” Additionally, “the program must be established and administered by biomedically trained educators.” By being part of the College of Pharmacy within the Kasiska Division of Health Sciences, the ISU Clinical Psychopharmacology Program aims to provide a truly interdisciplinary educational experience.

Team-based, patient-centered care is essential to meeting the future healthcare needs of the public and is a critical part of the educational experience in the ISU Kasiska Division of Health Sciences, which includes the College of Pharmacy. Interprofessional education (IPE) occurs when educators and learners from two or more health professions create and foster a collaborative learning environment in which individuals learn from, with, and about members of other health professions. IPE facilitates

interprofessional practice (IPP), which is defined as the provision of high-quality patient care in a collaborative, interprofessional environment. The goal of both IPE and IPP experience is to help students develop the knowledge, skills, and attitudes that will result in positive interprofessional team behaviors, increase mutual recognition and respect between professions, and foster a more diverse and higher quality educational experience, with the ultimate goal of improving patient care and outcomes. IPE and IPP will be incorporated throughout the program.

Lifelong Learning

A core component of the clinical psychopharmacology program’s curricular philosophy is preparing psychologists to evaluate future advances in psychopharmacological knowledge and on the critical importance of lifelong learning in psychopharmacological practice. Our curriculum specifically includes instruction on and demonstration of competencies in software systems, electronic journals, and medication alerts (this includes, but is not limited to Epocrates, Carlat Psychiatry Report, Cochrane Reviews, guidelines.gov, UpToDate).

Financial Information

Cost of Attendance

Fees per semester

Graduate Resident 2020-2021	
Full-Time Tuition (9 credits or more)	\$3, 936.00 per semester
Graduate Fee (9 credits or more)	\$ 1,026.98 per semester
Graduate Total Full-Time Tuition (9 credits or more)	\$4,962.98 per semester
Part-Time (8 credits or less)	\$504.97 per credit

Graduate Non-Resident 2020-2021	
Full-Time (9 credits or more)	\$3,936.00 per semester
Non-Resident Fees Full-time (9 credits or more)	\$8,148.00 per semester
Graduate Fee (9 credits or more)	\$1,026.98 per semester
Non-Resident Graduate Total Full-Time Tuition (9 credits or more)	\$13,110.98 per semester
Part-Time (8 credits or less)	\$769.97.00 per credit

ISU's Refund Policy

Idaho State University's current refund policy, including refund periods and percentages are available at: <https://isu.edu/financeadmin/student-financial-services/refunds/refund-policy/>.

Financial Aid

Federal and State financial aid programs include the Federal Perkins Loan, State Student Incentive Grant, Federal Supplemental Education Opportunity Grant, and Federal Direct Loan. For need-based financial assistance, students must complete a Free Application for Federal Student Aid (FAFSA). The FAFSA should be returned to the federal processor with accurate tax information, as soon as possible after January 1. Priority is given to completed applications received by March 1.

Full-time students will register for a minimum of 9 credit hours per semester, which will give them full-time graduate student status through ISU. This will qualify students for deferment of previous student loans and for new student loans through the ISU Financial Aid Department. The first step in the Financial Aid process is to complete and submit a FAFSA. You must complete and submit a FAFSA every year you would like to be considered for Financial Aid. You can find the FAFSA here - <https://studentaid.ed.gov/sa/fafsa>

For more information about financial aid, please see - <https://www.isu.edu/financialaid/>

WICHE Funding

The Western Interstate Commission for Higher Education (WICHE) was established by western states to promote and facilitate resource sharing. The ISU MSCP is a member of the Western Regional Graduate Program (WRGP) - an agreement among WICHE 16 member states and territories, through which participating Western public universities allow WICHE-region students to attend select out-of-state graduate certificate, master's, and doctoral programs. If you are eligible, this program may help reduce your tuition.

Since public-university nonresident tuition rates are typically much higher than resident rates – sometimes by 300 percent or more—WRGP increases affordable higher education options for students, and minimizes student loan debt. The professional student exchange program enables students to attend out-of-state professional programs of study with in-state privileges when a professional program is not offered in their home state. Participation varies from state to state and from program to program. Some states require the student to return to the sponsoring state and practice their profession. For more information, contact www.wiche.edu.

If you are a resident of Alaska, Arizona, California, Colorado, The Commonwealth of the Northern Mariana Islands, Guam, Hawai'i, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, or Wyoming you are encouraged to contact the MSCP program director, certifying office in your state, or the WICHE Office in Boulder, CO at the following address:

WICHE Student Exchange Program
P.O. Box 9752
Boulder, CO 80301-9752
Phone: (303) 541-0214

Email: info-sep@wiche.edu

Website: www.wiche.edu

Scholarships

As a graduate student at ISU, you can find scholarship opportunities through your major department or college (i.e. Graduate Assistantships). You can also check the Bengal Online Scholarship System (BOSS). If a non-resident or International student, you will want to apply for the Non-Resident Tuition Waiver through the Graduate School.

Log into the Bengal Online Scholarship System (BOSS) once admitted to ISU for additional opportunities. You will use BOSS to apply for various scholarship opportunities throughout your time at ISU: https://isu.academicworks.com/users/sign_in A bulk of scholarships in BOSS come available in the Spring months for awards in the next academic year. However, you will see some open up at other times during the year.

If a Non-Resident or International Student apply for the Graduate Non-Resident Tuition Waiver. See further information, deadlines, and application: <https://www.isu.edu/graduate/application-for-non-resident-tuition-waiver-nrtw/>

Outside scholarships are available. Look at the “external” section in BOSS for several outside scholarships, search databases for scholarship opportunities that pertain to your situation or background, check into local agencies, parents/your place of work, etc. Watch for scams!

Need-based awards

Some scholarship awarding is based on demonstrated financial need. To be considered for any need-based awards, you must complete the [Free Application for Federal Student Aid \(FAFSA\)](#) for the appropriate year.

We encourage students to submit the FAFSA as soon as possible. If you need assistance with the FAFSA.gov, please contact the [ISU Financial Aid Office](#) at (208) 282-2756.

Non-resident tuition waivers (NRTWs)

Non-resident tuition waivers for graduate students are awarded through the [Graduate School](#) at Idaho State University. Graduate student NRTWs are nonrenewable awards, so students must reapply each year. You will need to complete the Graduate Non-Resident Tuition Waiver (NRTW) application form included with the Graduate Admissions Application.

The application deadlines for Graduate Non-Resident Tuition Waiver consideration are May 1 for fall entry and November 1 for spring entry. Please note application deadlines for admittance to the Graduate School are different than the NRTW application deadlines and some graduate programs may have much earlier Application for Admission deadlines than the Graduate School (check with the department).

Outside Scholarship Opportunities

Beth Rom Rymer Scholarships

The Beth N. Rom-Rymer Scholarships provide support to both graduate students and practicing, licensed psychologists to complete their training in psychopharmacology programs, which adhere to the APA model curriculum of didactic training in clinical psychopharmacology.

Up to nine \$5,000 in scholarships to support training in psychopharmacology programs.

Deadline: February 1, 2021

Sponsor: American Psychological Foundation

For more information, please see: <https://www.apa.org/apf/funding/rom-rymer>

APF Walter Katkovsky Scholarships

The American Psychological Foundation's (APF) Walter Katkovsky Scholarships support early-career postdoctoral licensed psychologists (no more than ten years postdoctoral) in clinical or counseling to obtain training in psychopharmacology.

Up to nine \$5,000 scholarships are offered annually for first-year students enrolled in APA designated programs in psychopharmacology.

Deadline: February 1, 2021

Sponsor: American Psychological Foundation

For more information, please see: <https://www.apa.org/apf/funding/katkovsky>

Curriculum

Curriculum Overview

Fall 1 (10 Credits)			
Prefix	Course	Credit Hours	Course Description
RXPP 5543	Anatomy & Physiology for Clinicians	3	This course provides a clinical approach to the study of the primary body systems (neurologic, musculoskeletal, renal, hepatic, cardiovascular, pulmonary, etc.) that is an integration of both foundational knowledge and application to practice. Will focus on both the structure and function of the primary body systems providing a base knowledge for future courses to build upon.
NURS 6620	Advanced Human Pathophysiology	3	The focus of this course is the pathophysiologic changes at the molecular, cellular, and systemic levels in humans. The content focuses on alterations in cell tissue, organ, and systemic function and the manifestations of pathophysiological processes by using selected disease states through the lifespan. Students will examine the relationship between normal physiology

			and pathological phenomena using current evidence.
RXPP 5544	Cell and Molecular Neuroscience	3	This course takes an interdisciplinary approach to combining principles from biochemistry and cell biology. Focus will be placed on cell structure, function, and metabolism, as well as inorganic and organic chemistry principles.
RXPP 6602	Introduction to Prescribing Psychologist	1	This course will provide an introduction to clinical psychopharmacology, the biomedical model, medical ethics, medical decision-making, and the US healthcare system.
Spring 1 (12 Credits)			
NURS 6611 & 6111L	Advanced Health Assessment & Lab	6	<p>Concepts of advanced health assessment required for advanced nursing practice in various settings and diverse populations. Introduction to differential diagnosis and clinical reasoning skills.</p> <p>Lab - Acquisition and application of advanced health assessment, skills in diverse populations. Skills include health history, physical assessment and health promotion.</p>
PSCI 6612	Basic Clinical Pharmacology	3	This course is an introduction to pharmacologic principles and mechanism of drug action. Overviews on pharmacokinetics, pharmacodynamics, metabolism, receptor theory, and major medication classes will be covered.
PSCI 6613	Clinical Neuropharmacology	3	Expanding on foundational knowledge, this course has added emphasis on neuropharmacology. It includes an in-depth study of neurotransmitter systems and psychotropic medications, while preparing the student to understand treatment of mental disorders with psychopharmacology.
Summer 1			
RXPP 6603	Supervised Clinical Experience I	1	<p>Each student will follow an approved supervising preceptor and observe the practical aspects of patient care, including physical and laboratory assessment and psychotropic medication prescribing. Specific requirements for hours to be completed and necessary documentation is available from the program.</p> <p>*Success completion of the supervised clinical experience in physical assessment is required to continue the didactic course work in the program.</p>

Fall 2 (9 Credits)			
RXPP 6604	Integrated Psychopharmacotherapy I	3	This course sequence will provide a systems-based therapeutic approach to the integrated management of psychopharmacology with an emphasis on the appropriate selection/monitoring of drug therapy, initiation and discontinuation of drug therapy, and providing patient education.
RXPP 6605	Integrated Psychopharmacotherapy II	3	
RXPP 6606	Integrated Psychopharmacotherapy III	3	
Spring 2 (9 Credits)			
MPH 6640	Research & Writing in Health	3	Application of principles of research design in the health sciences. Requires preparation of a thesis/project proposal.
RXPP 6607	Professional & Legal Issues for Prescribing Psychologists	3	This course will review ethical, legal, and other professional considerations to the practice of prescribing psychotropic medications, including informed consent, interprofessional relationships, and collaborative practice.
RXPP 6608	Psychopharmacology Capstone	3	This course will review all aspects of the prescribing process covered in the program curriculum as well as a discussion of special topics and current events of relevance to prescribing psychologists, including preparation for the PEP exam. The course will be student-led and incorporate presentations, discussions, and a variety of active learning techniques.
Summer 2			
RXPP 6610	Supervised Clinical Experience II	1	Each student will collaborate with an approved supervising preceptor to provide patient care in different settings, including physical and laboratory assessment and supervised psychotropic medication prescribing. Specific requirements for hours to be completed, number of patients, and necessary documentation are available from the program.

Capstone Competency Evaluation

Students will be required to take and pass a capstone competency evaluation that requires integration of the knowledge, skills, and attitudes that psychologists are expected to master during their matriculation in the program. The RXPP 6608 Psychopharmacology Capstone class will conclude with this exam. The capstone competency evaluation is summative and follows demonstrated mastery of multiple, foundational competencies throughout the training program.

Competencies are conceived as holistic and represent:

- **knowledge** of subject matter concepts and procedures;
- **performance** of behaviors that demonstrate specific skills and abilities;
- **problem-solving** strategies and capabilities that involve elements of critical thinking and ethical responsibility; and
- **self-reflection** that focuses on knowing the limits of one's knowledge; clarification of attitudes, beliefs, and values; identification of self-perceptions and motivations in the context of prescriptive authority, cultural competency, and skills working with diverse populations; and recognition and identification of sources of bias.

Certification of Completion

Following the successful completion of the didactic, experiential, and capstone components of the program, students will be awarded a master's of science degree in clinical psychopharmacology.

Course Requirements

Computer Use/Literacy

Students should be competent in using word processing, database, and presentation software. ISU's Information Technology Services offers basic computer courses and a help desk. Access to ISU's computer network requires an additional university-imposed fee. The use of all computers and related equipment must comply with the ISU Information Systems Acceptable Use Policy.

The ISU Information Systems Acceptable Use Policy can be found here -

<https://www.isu.edu/media/libraries/isu-policies-and-procedures/information-technology/2400-IT-Acceptable-Use.pdf>

Supervised Clinical Experiences

Supervised clinical experiences will be required in both years of the curriculum to ensure adequate and appropriately timed patient care activities and supervised prescribing of psychotropic medications consistent with Idaho state law requirements.

The supervised practical experience is intended to develop competency in the psychopharmacological treatment of a diverse patient population under the direction of qualified practitioners including, but not limited to, licensed physicians, and prescribing psychologists. A supervision agreement will be required with board-certified psychiatrists, neurologists, or other physicians with specialized training and experience in the management of psychotropic medication who are licensed under chapter 18, title 54, Idaho Code (<https://legislature.idaho.gov/statutesrules/idstat/Title54/T54CH18/>), or an equivalent licensing provision of the law of an adjoining state.

According to Idaho law, an applicant for provisional certification of prescriptive authority must have successfully completed clinical experience as part of the master's clinical psychopharmacology program that includes a diverse population of patients.

Clinical experience must include a minimum of four hundred (400) hours consisting of direct patient contact and collaboration with licensed medical providers involving a minimum of one hundred separate patients.

A diverse population of patients includes diversity in:

- Gender;
- Different ages throughout the life cycle, including adults, children/adolescents, and geriatrics, as possible and appropriate;
- Range of disorders listed in the most recent diagnostic and statistical manual of mental disorders published by the American psychiatric association and acute and chronic disorders;
- Ethnicity;
- Socio-cultural background;
- In-patient and out-patient settings, as possible and appropriate.

For further information about the supervised practical experience, please see the supervised practical experience handbook.

Liability Coverage

Students must arrange for adequate professional liability coverage during the clinical training experiences. Students who will be completing their training in institutional settings where they are currently employed and have professional liability coverage may not need to purchase private liability insurance. Students training in host institutions may have to purchase private professional liability policies. It is the student's responsibility to ensure they have adequate professional liability coverage during clinical training and future practice.

Assessment

The Clinical Psychopharmacology program employs a variety of measures from students, faculty, alumni, and clinical supervisors. Throughout the curriculum, students participate in assessments that are embedded as required components of specific courses and clinical experiences. Participation in these assessment activities is required. Participation in competency assessment activities is required for all Clinical Psychopharmacology students. Assessments include a final capstone competency evaluation administered in the Psychopharmacology Capstone course that must be passed to successfully complete the program. Failure to actively participate and complete assessments is considered unprofessional conduct.

Transfer from Other Schools of Psychopharmacology Programs

Students wishing to be considered for transfer from another Clinical Psychopharmacology program should meet the criteria to be competitive amongst students accepted into ISU's Clinical Psychopharmacology program and submit appropriate documentation to the Program Director:

Appropriate Transfer Documentation	
Option 1	Option 2
<ul style="list-style-type: none"> • Submit a letter from the Program Director of the Clinical Psychopharmacology program previously attended certifying the program the student was matriculated in and status as good in academic standing. 	<ul style="list-style-type: none"> • An official transcript(s) showing that the requirements of ISU's Clinical Psychopharmacology program have been completed as well as any courses completed thus far; • Syllabi or other documentation showing the course requirements for requested transfer courses.

After receiving the above documentation, the Program Director will review the request to make a determination of admission to the ISU Clinical Psychopharmacology program.

Course work deemed to be substantially equivalent to ISU’s Clinical Psychopharmacology program curriculum may be permitted to transfer credits into the program at the discretion of the Program Director. Additional documentation and/or a current demonstration of competencies obtained through prior postdoctoral education and training may also be requested. If course work is approved, an accompanying record of the specific competencies demonstrated by the student and those yet to be acquired through the program will be developed.

APA Designation Prescribing Psychology Fellowship

APA Designation Criteria indicate students are eligible for the Prescribing Psychology Fellowship following licensure as a doctoral-level psychologist and completion of a clinical psychopharmacology training program. Prescribing psychology fellowship must be completed with a minimum of 100 patients, which includes patients that are representative of all stages of psychopharmacological treatment (initiation, maintenance, and through termination of treatment) and encompasses mastery of the following clinical competencies:

1. Physical exam and mental status: Knowledge and execution of elements and the sequence of both comprehensive and focused physical examination and mental status evaluation, proper use of instruments used in physical examination (e.g., stethoscope, blood pressure measurement devices), and scope of knowledge gained from physical examination and mental status examination recognizing variation associated with developmental stage and diversity.
2. Review of systems: Knowledge and ability to systematically describe the process of integrating information learned from patient reports, signs, symptoms, and a review of each major body system, recognizing normal developmental variations and making appropriate referrals to other licensed health professionals.
3. Medical history interview and documentation: Ability to systematically conduct a patient or parent/caregiver clinical interview in order to produce an integrated report of a patient’s medical, surgical, and psychiatric (if any) history and medication history in cultural context as well as a family medical and psychiatric history, and to

communicate the findings in written and verbal form.

4. Assessment—indications, and interpretation: Ability to order and interpret appropriate tests (e.g., psychometric, laboratory, and radiological) for the purpose of making a differential diagnosis and for monitoring therapeutic and adverse effects of treatment.
5. Differential diagnosis: Use of appropriate processes, including established diagnostic criteria (e.g., ICD-10, DSM-5), to determine primary and alternate diagnoses.
6. Integrated treatment planning: Ability to identify and select, using all available data, the most appropriate treatment alternatives, including medication, psychosocial, and combined treatments and to sequence treatment within the larger biopsychosocial context.
7. Consultation and collaboration: Understand the parameters of the prescribing psychologist's role, including how to effectively work with other professionals in an advisory or collaborative manner in the treatment of a patient.

Examination for Provisional Prescriptive Authority (PEP Exam)

The approved examination for provisional certification of prescriptive authority is the Psychopharmacology Examination for Psychologists (PEP).

Passing Score

A passing score will be determined by the Association of State and Provincial Psychology Boards (ASPPB).

Idaho Qualifications for Provisional Certification of Prescriptive Authority

Students pursuing provisional prescriptive authority in Idaho will do so through the Idaho Board of Psychologist Examiners. According to board rules, "The Board may grant a provisional certification of prescriptive authority to an applicant who holds a current license to practice psychology in Idaho, who completes an application as set forth in Section 100 of these rules, pays the required fee, and who meets the following educational and training qualifications." The requirements include:

Doctoral Degree - the applicant must have been awarded a doctoral degree in psychology from an institution of higher education that meets the requirements in Section 54-2317(2), Idaho Code.

Master's Degree - the applicant must have been awarded a master's degree in clinical psychopharmacology from an accredited program that meets the requirements in Section 54-2317(3), Idaho Code.(4-1-19)03.

Clinical Experience - an applicant must have successfully completed clinical experience as part of the master's clinical psychopharmacology program that includes a diverse population of patients.

- a. Clinical experience must include a minimum of four hundred (400) hours consisting of direct patient contact and collaboration with licensed medical providers involving a minimum of one hundred (100) separate patients.
- b. A diverse population of patients includes diversity in:
 - a. Gender;
 - b. Different ages throughout the life cycle, including adults, children/adolescents, and geriatrics, as possible and appropriate;
 - c. Range of disorders listed in the most recent diagnostic and statistical manual of mental disorders published by the American Psychiatric Association and acute and chronic disorders;
 - d. Ethnicity;
 - e. Socio-cultural background; and
 - f. In-patient and out-patient settings, as possible and appropriate

Examination - an applicant must successfully pass the national examination in psychopharmacology (PEP Exam).

Supervision Agreement - an applicant must submit to the Board a supervision agreement that identifies the supervising physician(s) who will directly supervise the applicant's prescribing under a provisional certification of prescriptive authority.

Idaho Supervised Prescriptive Authority

Students pursuing supervised prescriptive authority in Idaho will do so through the Idaho Board of Psychologist Examiners. According to board rules, "an applicant for certification of prescriptive authority may be granted such certification by the Board if the applicant possesses provisional certification of prescriptive authority and has successfully completed two (2) years of satisfactory prescribing as attested to by the supervising physician or physicians.

Additionally, "an applicant for certification of prescriptive authority who seeks to prescribe for pediatric or geriatric patients shall have completed at least one (1) year of satisfactory prescribing to such patient populations as attested to by a supervising physician or supervising physicians with specialized training and experience in treating such patient populations." According to Board rules, "a holder of a provisional certification of prescriptive authority may only prescribe under the supervision of physician(s) approved by the Board. Prior to application for a certification of prescriptive authority, a provisional certification holder must complete two (2) years of satisfactory prescribing, which includes:

Hours of Supervision

- 1) A minimum of two thousand (2,000) hours acquired in not less than twenty-four (24) months and not more than forty-eight (48) months.
 - a) The two thousand (2,000) hours may consist of direct patient contact, supervision, case consultations, and collaboration with licensed health care providers for the purpose of evaluation and treatment of patients with medication(s) within the formulary set forth in Section 730 of these rules.
 - b) Supervised practice time during which the supervisor(s) deem(s) a supervisee's performance to have been unsatisfactory shall not be credited towards the required supervised practice

hours. A supervisor who believes the supervisee's practice is unsatisfactory must notify the supervisee and the primary supervisor as soon as possible and identify the basis for such conclusion including, but not limited to, specific domains or issues needing remediation.

Number of Patients

- 1) A minimum of fifty (50) separate patients who are seen for the purpose of evaluation and treatment with those medications that are within the formulary established in Section 730 of these rules.

Amount of Supervisory Contact

- 2) Supervision on a one-to-one basis for a minimum of four (4) hours each month and a minimum of a total of forty-six (46) hours each year. One-to-one supervision must be provided either face-to-face, telephonically, or by live video communication.

Domains for Supervision

Supervision must include assessment of the provisional certification holder with regard to each of the following domains:

1. Basic science;
2. Neurosciences;
3. Physical assessments and laboratory exams;
4. Clinical medicine and pathophysiology;
5. Clinical and research pharmacology and psychopharmacology.

Qualifications to Prescribe for Pediatric or Geriatric Patients

According to the rules of the Idaho State Board of Psychologist Examiners, "a prescribing psychologist may not prescribe for pediatric or geriatric patients unless approved by the Board. The Board may grant prescriptive authority for pediatric patients or geriatric patients to an applicant for certification of prescriptive authority who has completed one (1) year of satisfactory prescribing, as attested to by the supervising physician, for the patient population for which the prescribing psychologist seeks to prescribe."

Hours of Supervision

According to the Board rules, one (1) year of satisfactory prescribing includes a minimum of one thousand (1,000) hours acquired in not less than twelve (12) months and not more than twenty-four (24) months.

- a. The one thousand (1,000) hours may consist of direct patient contact, supervision, case consultations, and collaboration with licensed medical providers for the purpose of evaluation and treatment of patients with medication(s) within the formulary set forth in Section 730 of these rules.
- b. A minimum of eight hundred (800) hours of the one thousand (1,000) hours must be directly related to the population for which the prescribing psychologist seeks to prescribe.
- c. Supervised practice time during which the supervisor(s) deem(s) a supervisee's performance to have been unsatisfactory shall not be credited towards the required supervised practice hours. A supervisor who believes the supervisee's practice is unsatisfactory must notify the supervisee and the primary supervisor as soon as possible and identify the basis for such a conclusion including, but not limited to, specific domains or issues needing remediation.

Number of Patients

One (1) year of satisfactory prescribing includes a minimum of twenty-five (25) separate patients in the population for which the prescribing psychologist seeks to prescribe and who are seen for the purpose

of evaluation and treatment with those medications that are within the formulary established in Section 730 of these rules. For a prescribing psychologist who seeks to prescribe for pediatric patients, a minimum of ten (10) separate patients must be twelve (12) years of age or younger and a minimum of ten (10) separate patients must be between thirteen (13) years of age and seventeen (17) years of age.

Amount of Supervisory Contact

Supervision shall be provided in accordance with Subsection 701.03 of these rules, and under a supervision agreement approved by the Board in accordance with Subsection 700.05 of these rules.

Domains for Supervision

Supervision must include assessment in each of the domains set forth in Subsection 701.04 of these rules.

Idaho Certification Prescriptive Authority

Students pursuing certification of prescriptive authority in Idaho will do so through the Idaho Board of Psychologist Examiners. According to board rules, "The Board may grant a certification of prescriptive authority to an applicant who completes an application as set forth in Section 100 of these rules and who meets the following educational and training qualifications." This includes:

A License to Practice Psychology - the applicant must hold a current license to practice psychology issued by the Board.

Holds Provisional Certification - the applicant must hold a provisional certification of prescriptive authority issued by the Board.

Supervision - the applicant must have successfully completed at least two (2) years of satisfactory prescribing under supervision that meets the requirements of Section 701 of these rules, as attested to by the supervising physician(s).

Idaho Standards of Practice

A prescribing psychologist who issues a prescription for medication to a patient must collaborate with the patient's licensed medical provider and follow standards of practice as set forth by the State Board of Psychological Examiners.

Formulary (Rule 730)

In Idaho, a prescribing psychologist may prescribe medications and controlled substances that are recognized in or customarily used in the diagnosis, treatment and management of individuals with mental, nervous, emotional, behavioral, substance abuse and cognitive disorders and that are relevant to the practice of psychology or other procedures directly related thereto under the following limitations.

Prohibited Medications and Controlled Substances

In Idaho, a prescribing psychologist may not prescribe:

- a. Any medication or controlled substance designated or included as a Schedule I controlled substance;
or
- b. Any opioid.

Disorders and Conditions

According to Idaho law, a prescribing psychologist may not prescribe medication to treat a primary endocrine, cardiovascular, orthopedic, neurologic, gynecologic, obstetric, metabolic, hematologic, respiratory, renal, gastrointestinal, hepatic, dermatologic, oncologic, infectious, ophthalmologic, or rheumatologic illness or disorder. The provisions of this rule do not prohibit a prescribing psychologist from prescribing to treat a mental, nervous, emotional, behavioral, substance abuse or cognitive disorder that arises secondary to a primary physical illness, provided that the primary illness is being treated and the prescribing psychologist collaborates with the patient's licensed medical provider, as provided in these rules.

Policies and Procedures

Ethical Standards

Students will be treated in a fair and ethical manner consistent with the current [*Ethical Principles of Psychologists and Code of Conduct of the American Psychological Association*](#). Please see [Section 7: Education and Training](#) for further information.

Due Process and Grievance Procedures

A petition is utilized to make a written request to deviate from institutional policy and/or other needed purposes. Petitions are commonly used for education requirements, university requirements, departmental and/or college requirements, re-admission, challenge by examination, and late registration. If a petition is approved, it is the student's responsibility to follow up by adding or dropping courses.

Professional Technical Standards

Students admitted to the Clinical Psychopharmacology program must possess the mental, emotional, and physical abilities to complete the curriculum and ultimately perform the functions of a prescribing psychologist. These professional technical standards are essential to ensure that students are capable of achieving the basic competencies in psychopharmacology as adopted by the program. Applicants must possess the following skills and abilities, with or without reasonable accommodations as needed for those with disabilities:

Intellectual skills

Candidates must have mastered effective learning techniques in order to assimilate and apply a detailed and complex curriculum to resolve individual drug-related problems. They must be able to acquire knowledge through many modalities of teaching and instruction.

Communication skills

Applicants must be able to understand, speak, read, and write fluent English. They must be able to communicate effectively with patients from a broad range of backgrounds. Candidates must also be able to communicate accurately, respectfully, and rapidly with colleagues and other members of the healthcare team in both oral and written forms.

Behavioral, social, and emotional skills

Applicants must be capable of relating to patients, caregivers, and other healthcare professionals in a culturally sensitive and caring manner. Candidates must be able to understand, interpret, and apply the ethical standards of the APA.

Stamina

Students must demonstrate a high level of physical and emotional stamina in the face of difficult workloads and stressful situations.

Deficiencies in any of the abilities described above, which are revealed during the psychopharmacology program's curriculum may prevent progression. Individuals with a diagnosed disability may function as a student as long as the professional technical standards are met.

Requests for accommodation secondary to an established disability may be brought to the attention of the Program Director confidentially.

The Clinical Psychopharmacology program requires all students to meet or exceed its professional technical standards with or without reasonable accommodation. Reasonable accommodations will be provided, where feasible, in accordance with University guidelines and applicable law. Accommodations are provided on a case-by-case basis and are dependent on an analysis of the task to be performed and the nature of the requested accommodation. In the instance of examinations designed to measure real-life skill sets, a universal design concept is generally used for allowing extra time to complete the assessment.

Progression Policy

The Clinical Psychopharmacology program adheres to rigorous standards of academic performance.

Progression Requirements

In order for a student to make uninterrupted progress in the psychopharmacology program, the student must:

1. Maintain a B or better in all courses
2. Successfully pass all courses after matriculation into program within six years
3. Successfully remediate course grades lower than a "C" (see Academic Remediation Plan).
4. Meet the student conduct and professionalism requirements of the College and the Division of Health Sciences.
5. Successfully complete all student assessment activities. (see Assessment in the Student Handbook).

Academic Status

Failure to meet the Clinical Psychopharmacology's academic progression requirements may result in one or more of the following:

1. The student receives an Academic Performance Alert
2. The student is placed on Academic Probation
3. The student is disenrolled and placed on Academic Suspension
4. The student is permanently dismissed from the program

Students are also held accountable for upholding Idaho State University academic policies and procedures, and will receive additional notifications from the University when performance falls below acceptable standards. If a student's GPA falls below 2.0, the University will restrict the maximum number of credit hours a student may enroll in the following semester. This will likely result in a significant delay of on-time graduation each time a student is unable to stay with their class cohort.

Academic Performance Alert

The Clinical Psychopharmacology faculty and staff issue Academic Performance Alerts as a mechanism for early identification of struggling students.

An Academic Performance Alert is used to inform the student of the consequences if unsatisfactory performance continues and alerts the student to meet with their advisor. Alerts may be issued to students with identifiable issues and are not considered part of the student's permanent record. Students will receive an academic performance alert when:

1. Any midpoint evaluation in a course is below a C
2. Faculty identifies significant deficits of knowledge, skills or behavior

Students are responsible for their academic performance, and failure of the Clinical Psychopharmacology program to issue an Academic Performance Alert for any reason shall not excuse unsatisfactory performance.

Academic Probation

Students who fail to meet any of the academic requirements outlined above will be placed on Academic Probation. Academic Probation status provides students an opportunity to correct deficiencies and potentially avoid permanent dismissal from the program. Students are given the terms of their academic probation on a case-by-case basis.

Removal of Academic Probation Status

Academic Probation status will be removed when the noted deficiency has been successfully remedied.

Permanent Academic Probation

Once a student has successfully remediated two courses in the curriculum, the student is placed on Permanent Academic Probation. One additional grade of less than a B will result in disenrollment from the program.

Academic Suspension

Students who are disenrolled from the Clinical Psychopharmacology program for poor academic performance are considered under Academic Suspension. Disenrollment may occur when poor academic performance is secondary to extreme extenuating circumstances. These situations are rare and will be determined by the Program Director after discussion with the affected student.

Readmission After Academic Suspension

Students who have been disenrolled from the Clinical Psychopharmacology program for poor academic performance will be given the terms of their Academic Suspension on a case-by-case basis by the Program Director. Readmission is not guaranteed. The student may have to complete upper-division,

preapproved coursework (for example undergraduate Anatomy and Physiology) before petitioning for readmission. Decisions regarding readmission will be made by the program director.

Remediation Plans

Overview

The Clinical Psychopharmacology program is committed to the academic success of each student in the program. To ensure a student's progress and success, we have implemented a remediation plan that aims to identify and prevent unacceptable academic performance.

Remediation

Remediation is defined as the act of remedying academic deficiencies, allowing students an opportunity to correct or improve upon prior performance. The ability to remediate coursework is a privilege, not a right. Remediation must be determined and approved by the Program Director. Students are allowed to remediate a maximum of two courses during the length of the program. Students who are remediating coursework will be placed on Academic Probation. However, after a student has remediated the maximum two courses allowable, they are placed on Permanent Academic Probation, and any subsequent grade lower than a B in any course will likely result in permanent Academic Dismissal.

Conditions of Remediation

Students in need of remediation will be subject to the following conditions:

1. Students will be placed on Academic Probation.
2. Students must provide a written remediation plan that is approved by the Program Director.
3. Course remediation must be successfully completed by the end of the following term (including summer).
4. Students must earn a grade of B or better in all remediated coursework.
5. Remediation may result in a delay of on-time graduation.

Dismissal Policy

Academic Dismissal

Any student who fails to uphold the academic and professional standards of the Clinical Psychopharmacology program may be dismissed without prior probationary action.

Readmission after Academic Dismissal

Students who have been dismissed from the Clinical Psychopharmacology program for academic performance will not be considered for readmission. These students are not considered in "good standing" with the Clinical Psychopharmacology program.

Dismissal for Misconduct

Students at risk for being dismissed from the Clinical Psychopharmacology program for reasons of misconduct will be evaluated on a case-by-case basis. The student will be called to meet with the Program Director and given an opportunity to discuss the situation.

Readmission after Dismissal for Misconduct

Students who are dismissed for misconduct will receive written notification of the conditions, if any, for readmission. Students who are dismissed for reasons of misconduct must complete the following before being considered for readmission:

1. Students must prove they have met the conditions of readmission specified in their dismissal letter.
2. Submit a letter of commitment to self-improvement.

Students who have completed the above requirements should submit evidence to the Program Director via petition at least 60 days prior to the start of the next semester. Students are not guaranteed readmission and after review will be notified in writing of their status. Students who are readmitted to the program may be placed on Academic Probation as determined by the Program Director.

Due Process and Right to Appeal

The Clinical Psychopharmacology program extends the right of due process to all students. Students appealing a course grade or program dismissal should follow the Scholastic Appeals Policy found in the ISU Graduate Student Handbook. Students appealing a course grade must file their appeal in writing or via email, starting with the course instructor, within two (2) weeks of the final grade. Students appealing a Progression decision must file their appeal with the Dean of the College of Pharmacy. The Dean must be notified in writing or via email of a student's intent to appeal within two (2) weeks of the Progression decision. After receipt of a formal written statement from the student, the student has the option of bringing one support person as long as the Dean is notified of the support person's role and attendance at least three (3) business days prior to the hearing. The support person does not participate in the hearing but may speak directly to the student. The student may read their formal written statement, but may not present new evidence at that time. The student may be asked questions to clarify any potential misunderstandings. Within five (5) business days following the hearing, the Dean or designee shall issue a final determination in writing. The decision of the Dean or designee is final.

Academic Improvement Plan

The purpose of an Academic Improvement Plan is to identify potential barriers to student success, to provide a specific plan of action that the student is connected to and accountable for, and to overcome obstacles to success. The academic improvement plan will be drafted with assistance from the Academic Advisor and must be signed by the student. Academic Improvement Plans are uploaded to the student's advising profile

Professionalism Policy

Students in the Clinical Psychopharmacology program represent ISU as well as the profession of psychology. You are expected to act in a professional manner at all times when participating in program-related activities. Unprofessional behavior may result in students being referred to the Progressions Committee, which has the authority to place students on probation or dismiss them from the program. Professional behavior includes dress, speech, and actions. Disruptive or inappropriate behavior will not be tolerated. Consistent with the University policy on disruptive behavior, preceptors, and instructors may impose sanctions in cases of disruptive behavior.

Attendance

Professionals are involved in their own education. Students are expected to be present during scheduled classes and to actively participate in those classes. Attendance is considered particularly important when "guest" instructors are teaching the class. Instructors have the right to enforce attendance requirements. Only documented illnesses and attendance at national or regional professional meetings are considered excused absences from learning experiences where attendance is required. If an exam

must be missed due to an unforeseeable event, prior notification via phone or email is necessary. Failure to notify the instructor of the situation as soon as possible may result in receiving no points for the exam; exam retakes are administered at the discretion of the course instructor.

Online Notes and Video Recordings

Electronic handouts and video recordings are available at the discretion of the professor. The length of time that notes and video recordings are available is also at the discretion of the professor. Once removed at the end of each semester, the materials cannot be reposted. It is the individual student's responsibility to identify those materials they want to download or print to keep on file for later reference.

Audio/videotaping

Audio or visual recording of any lecture or laboratory is not allowed without the prior direct permission of the professor. On-line posting or other forms of dissemination of any recordings or posted notes is strictly forbidden without prior specific written permission from the lecturer.

COVID-19

All members of the University community have a shared responsibility in limiting the spread of COVID-19 and protecting each other. Our program is an in-person program, however with the challenges presented by COVID-19 we have taken steps to ensure your safety while continuing your education.

Standard classrooms will be utilized for your classes with social distancing measures in place. If a student is unable to attend class due to illness or is unable to physically attend class, a HyFlex model will be used that presents the components of face-to-face classroom learning in a flexible course structure that gives students the option of attending sessions in the classroom, participating live via Zoom, or doing both. Courses will also be recorded should a student miss class. Students can change their mode of attendance according to need or preference and in consultation with their faculty member.

An [alternative academic calendar](#) will be in place for **Fall 2020. Students will not return to campus after Thanksgiving.**

All students, faculty, staff, and campus visitors are required to [properly wear](#) cloth or disposable face coverings while on our campuses including public spaces such as common areas, hallways, classrooms, research labs, etc. Face coverings must also be used outdoors when in the presence of other individuals. While you are working alone in a private space, vehicle, or outdoors where physical distancing is possible, you may remove your face covering. All students will receive a face covering, and distribution information will be emailed prior to the first day of classes.

Physical distancing of six feet is expected for the campus community.

Classroom and campus living spaces will be modified to allow for safe physical distancing.

Even the most carefully developed plans for fall semester have to be flexible. We do not know everything about the COVID-19 virus, and we all must be ready to adapt and make changes as the situation evolves. This could include an interruption that requires a period of distance-based instruction with little advance notice.

In the event that you are ill for any reason, please contact the program director to help plan for academic accommodations.

Misconduct

Academic Integrity

Academic dishonesty is unacceptable and will not be tolerated. Academic dishonesty includes, but is not limited to, cheating and plagiarism. Cheating is defined as using or attempting to use materials, information, or study aids that are not permitted by the instructor in exams or other academic work. Specific examples of both cheating and plagiarism may be found in the ISU Student Handbook.

Dishonest acts undermine the Clinical Psychopharmacology program's educational mission and the students' personal and intellectual growth. Students are expected to bear individual responsibility for their work, to learn the rules and definitions that underlie the practice of academic integrity, and to uphold its ideals. Ignorance of the rules is not an acceptable excuse for disobeying them. Any student who attempts to compromise the academic process will be sanctioned. Students who are aware of cheating should report this activity immediately to the instructor or exam proctor. Academic sanctions are at the discretion of the instructor(s) and may range from an F on the assignment to an F in the course. Reports of suspected academic dishonesty or unprofessional behavior should be sent to the Office of the Associate Dean or the Program Director.

Students should review the policies and procedures on misconduct, academic dishonesty, and appeals as defined in the Idaho State University Student Handbook (www.isu.edu).

Cheating

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

1. Obtaining, providing, or using unauthorized materials for an examination or assignment, whether verbally, visually, electronically, or by notes, books, or other means.
2. Acquiring examinations or other course materials, possessing them, or providing them to others without permission of the instructor. This includes providing any information about an examination in advance of the examination.
3. Taking an examination for another person or arranging for someone else to take an examination in one's place.
4. Submitting the same work or substantial portions of the same work in two different classes without prior approval of the instructor.
5. Fabricating information for any report or other academic exercise without permission of the instructor.

Plagiarism

Plagiarism is defined as representing another person's words, ideas, data, or work as one's own. Plagiarism includes, but is not limited to, the exact duplication of another's work and the incorporation of a substantial or essential portion thereof without appropriate citation. Other examples of plagiarism

are the acts of appropriating creative works or substantial portions thereof in such fields as art, music, and technology and presenting them as one's own.

The guiding principle is that all work submitted must properly credit sources of information. In written work, direct quotations, statements that are paraphrased, summaries of the work of another, and other information that is not considered common knowledge must be cited or acknowledged. Quotation marks or a proper form of identification shall be used to indicate direct quotations. As long as a student adequately acknowledges sources of information, plagiarism is not present. However, students should be aware that most instructors require certain forms of acknowledgment or references and may evaluate a project on the basis of form, penalizing the student in the grade assigned if citation of sources is improper. It is not appropriate to take an entire sentence from a resource and present it as your own writing, even if it is cited correctly. For example, if reference A states that "Hypertension is the primary risk factor for the development of diabetic nephropathy." You can effectively reword this as "The major cause of diabetic nephropathy has been identified as high blood pressure." Simply changing one or two words is not sufficient; the concept must be expressed in a substantially different way.

Grading Policy

Final course grades in the Clinical Psychopharmacology are assigned by faculty based upon the grading system outlined in individual course syllabi. Grades entered by faculty at the end of each semester are recorded and transcribed by the ISU Registrar's Office. Standard letter grade point assignments (A = 4.0, B = 3.0, C = 2.0, etc.) are utilized for GPA calculations. For those courses graded S/U (satisfactory or unsatisfactory) the grade point assignment will be zero. Final grades of "U" will not be applied toward meeting the graduation requirements for the M.S.C.P. degree, and will likely prevent progression. An "I" (incomplete) grade will be assigned for work not completed at the time grades are due to be submitted to the Registrar. Students generally have one year to complete the course work to rectify a grade of "I"; instructors must initiate a change of grade form for these students, or they automatically change to an "F" or "U" grade. The W (withdraw) grade is assigned when a student has officially withdrawn from courses prior to the end of the term. Students may not selectively withdraw from a single course or group of courses without approval from the Program Director.

GPA Calculation

Grade Point Averages (GPAs) are calculated for every student every semester.

Equal Opportunity

Idaho State University College of Pharmacy subscribes to the principles and laws of the State of Idaho and the federal government, including applicable executive orders pertaining to civil rights. Clinical Psychopharmacology program admission decisions are made without regard to race, religion, gender, lifestyle, sexual orientation, age, disability, national origin, or veteran status.

Disabilities Services

The Americans with Disabilities Act (ADA) is the civil rights guarantee for persons with disabilities in the United States. It provides protection for individuals from discrimination on the basis of disability. Idaho State University, in the spirit and letter of the law, will make every effort to make reasonable accommodations, according to section 504 of the Rehabilitation Act of 1973 and the ADA. Students with disability-related needs should contact Disability Services, phone (208) 282-3599. TTY (800) 377-3529

disabilityservices@isu.edu to request services. Students requiring accommodations must obtain a letter from Disability Services that outlines the specific accommodations required. It is the student's responsibility to provide a copy of this letter.

In the instance of examinations designed to measure real life skill sets, extra time may or may not be granted. If requested accommodations are considered non-standard for the program (e.g. notecards for exams) an interactive process will be initiated

Advising

The Clinical Psychopharmacology faculty and staff place a high value on academic advising. Advising is required every semester during advising week. During the scheduled one-week pre-registration period, faculty advisors and students will meet regarding their class schedule for the following semester. Students' financial aid may be delayed if they are not pre-registered.

Confidentiality

The Health Insurance Portability and Accountability Act (HIPAA) is a federal law passed by Congress in 1996. These privacy regulations define appropriate and inappropriate disclosures of health information and define the process used to ensure patients' rights. HIPAA was intended to ensure patient confidentiality while maintaining the ability of the health care system to share patient information, to improve communication between health care providers, and to improve patient care. Students enrolled in the Clinical Psychopharmacology program are involved in patient care activities throughout the curriculum. Students receive training to ensure practice sites that they understand the HIPAA requirements. Students may not, under any circumstances, place identifiable electronic protected health information on their laptops/jump drives or send this information via any email program. Violation of HIPAA may result in repercussions ranging from grade reduction to potential dismissal from the program.

Student Healthcare

Health care services are available in both Pocatello and Meridian to serve students.

Pocatello - ISU Health Center 990 Cesar Chavez Ave (Physical location) 921 So. 8th Ave. Stop 8311 (Mailing address) Pocatello, ID 83209, (208) 282-2330

Meridian - Unity Health Center 745 S Progress Ave

Immunizations

It is the student's responsibility to meet the immunization requirements. Students not in compliance with all immunization policies will be in violation of the professional standards of the College and may not continue any clinical experience.

Building Access

Access to the L.S. Skaggs Pharmacy Complex other than during regular office hours is available only to students. After hours, students may use their student photo ID (Bengal Card) to gain access to the student lounge.

Professional Organizations

Students are encouraged to join the [American Psychological Association](#). Students are also encouraged to join [The American Society for the Advancement of Pharmacotherapy \(ASAP\), Div. 55 of the American Psychological Association](#). ASAP was created to enhance psychological treatments combined with psychopharmacological medications. Students may have opportunities to attend conferences and present research through APA and ASAP. Membership in these organizations is voluntary.

Confidentiality and Policy Understanding Acknowledgement

By signing and dating this Confidentiality Understanding, the undersigned STUDENT indicates an understanding of and agrees to be bound by, applicable terms and conditions of any agreement between any FACILITY and IDAHO STATE UNIVERSITY (“PROGRAM”). The STUDENT acknowledges that, as a material part of the consideration provided to FACILITY in exchange for FACILITY allowing the STUDENT’S clinical education at FACILITY, STUDENT agrees that any patient information acquired during the clinical education is confidential, and that the STUDENT shall maintain the confidentiality of and not disclose this information at all times, both during the clinical education and after it has ended. STUDENT further agrees to abide by the applicable rules and policies of FACILITY and PROGRAM while at FACILITY. STUDENT understands that, in addition to other available remedies, FACILITY may immediately remove the STUDENT and terminate the STUDENT’S clinical education if, in the opinion of FACILITY, the STUDENT endangers a patient, breaches patient confidentiality, disrupts the operation of FACILITY, or refuses to comply with the requests of FACILITY or its supervisory staff.

I have received the Clinical Psychopharmacology Student Handbook. I have read and understood this Confidentiality and Policy Understanding Acknowledgement, and I agree to abide by its terms. This Confidentiality Understanding shall be effective for the duration of the STUDENT’S enrollment in the Clinical Psychopharmacology program.

Student’s Signature

Date

Student’s Name (Print)