

# **University of Texas at El Paso School of Pharmacy**



## **Office of Experiential Education Student and Preceptor Handbook 2025-26**

The UTEP School of Pharmacy reserves the right to change, modify, amend, or rescind, in whole or in part, this handbook at any time without prior notice. This handbook supersedes all previous editions.

## A Message from the Dean



**Bienvenidos!** And thank you for your interest in pursuing pharmacy education at The University of Texas at El Paso! The School of Pharmacy (SoP) at UTEP is in a unique position to make a significant contribution to meet the health needs and challenges facing the Paso del Norte region. We are committed to working closely with our community partners toward this goal. The UTEP SoP is the first pharmacy school/college on the Texas-Mexico border that is not a cooperative program, and one of only a handful of pharmacy schools and/or colleges at a Hispanic-Serving Institution (HSI) nationwide.

The UTEP School of Pharmacy is an ACPE Accredited program, and as such is committed to UTEP's goals of access, excellence and impact through its admissions process, curriculum, clinical experiences, and community engagement. The integration and implementation of the UTEP motto is encapsulated within the proposed program's vision and mission statement. The UTEP School of Pharmacy's vision is "To be a leading Hispanic-Serving Institution in the advancement of pharmacy education through Innovation, Diversity, Engagement, Access, and Leadership."

The program's mission is "To achieve access, excellence, and impact by transforming pharmacy education, patient, care, community engagement, research, and leadership within a binational border population and beyond." We welcome you as you join us on this journey. ¡Buena Suerte! Go Miners!

A handwritten signature in black ink that reads "José O. Rivera". The signature is written in a cursive style and is placed on a light grey rectangular background.

José O. Rivera, PharmD  
Founding Dean and Professor

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## SCHOOL OF PHARMACY VISION, MISSION, GOALS, AND STUDENT OUTCOMES

### Vision:

To be a leading Hispanic-Serving Institution in the advancement of pharmacy education through Innovation, Diversity, Engagement, Access, and Leadership.

### Mission:

To achieve access, excellence, and impact by transforming pharmacy education, patient, care, community engagement, research, and leadership within a binational border population and beyond.

### Goals:

- Pharmacy Education:
  - Deliver high-quality collaborative educational experiences.
- Patient Care:
  - Advance patient-centered care for diverse populations.
- Community Engagement and Responsibility:
  - Advocate for pharmacy education and practice.
- Research Excellence:
  - Expand scholarship and research programs.
- Leadership Development:
  - Foster leadership in students, staff, faculty, and preceptors.

### Student Outcomes:

Students are expected to meet the Center for the Advancement of Pharmacy Education (CAPE) learning outcomes (2016), adopted by [The Accreditation Council for Pharmacy Education \(ACPE\)](#).

These student outcomes should be achieved by the end of the student's [PharmD](#) term via the pharmacy curriculum, service-learning experiences, interprofessional education, co-curricular experiences, leadership opportunities, Capstone projects, Study Away, and community involvement.

## OFFICE OF EXPERIENTIAL EDUCATION VISION, MISSION, AND GOALS

### Vision:

The vision of the Office of Experiential Education is to create IDEAL pharmacists by providing well-rounded and innovative experiences based on educational opportunities which are customized for a unique border population with guiding principles that can be utilized beyond the region.

### Mission:

The mission of the Office of Experiential Education is to develop IDEAL student pharmacists who are practice- and team-ready and to maximize student and preceptor opportunities and skills to reach their prospective future goals.

### Values:

Develop student pharmacists, pharmacy graduates, and preceptors that are good representatives of UTEP and UTEP SOP vision and mission.

1. Encourage student pharmacists, pharmacy graduates, and preceptors to promote the pharmacy profession through active engagement, both socially and legislatively.
2. Cultivate student pharmacists, pharmacy graduates, and preceptors who uphold the values of the Oath of a Pharmacist.
3. Have student pharmacists, pharmacy graduates, and preceptors collaborate within the health care team to make valuable contributions to the well-being of the El Paso community and beyond.
4. Cultivate student pharmacists, pharmacy graduates, and preceptors who invest their talents, knowledge, and skills to future practice.
5. Maintain a sustainable office by being good stewards of UTEP SOP resources.

### Goals:

1. Students
  - a. Provide high quality educational experiences that introduce, reinforce, and apply attitudes, knowledge, and skills developed in the curriculum.
  - b. Provide high quality experiential education with a majority that are patient-centered.
  - c. Provide quality assurance processes for experiential education opportunities and office effectiveness.
2. Preceptors
  - a. Develop high quality experiential education that is patient-centered.
  - b. Provide high quality preceptor development on a semi-annual basis.
  - c. Maintain preceptor recruitment, retention, development, and recognition in conjunction with Preceptor Excellence Team.

Provide quality assurance processes for experiential education opportunities and office effectiveness.

## CODE OF ETHICS FOR PHARMACISTS

### **“PREAMBLE”**

Pharmacists are health professionals who assist individuals in making the best use of medications. This Code, prepared and supported by pharmacists, is intended to state publicly the principles that form the fundamental basis of the roles and responsibilities of pharmacists. These principles, based on moral obligations and virtues, are established to guide pharmacists in relationships with patients, health professionals, and society.

### **I. A pharmacist respects the covenantal relationship between the patient and pharmacist.**

Considering the patient-pharmacist relationship as a covenant means that a pharmacist has moral obligations in response to the gift of trust received from society. In return for this gift, a pharmacist promises to help individuals achieve optimum benefit from their medications, to be committed to their welfare, and to maintain their trust.

### **II. A pharmacist promotes the good of every patient in a caring, compassionate, and confidential manner.**

A pharmacist places concern for the well-being of the patient at the center of professional practice. In doing so, a pharmacist considers needs stated by the patient as well as those defined by health science. A pharmacist is dedicated to protecting the dignity of the patient. With a caring attitude and a compassionate spirit, a pharmacist focuses on serving the patient in a private and confidential manner.

### **III. A pharmacist respects the autonomy and dignity of each patient.**

A pharmacist promotes the right of self-determination and recognizes individual self-worth by encouraging patients to participate in decisions about their health. A pharmacist communicates with patients in terms that are understandable. In all cases, a pharmacist respects personal and cultural differences among patients.

### **IV. A pharmacist acts with honesty and integrity in professional relationships.**

A pharmacist has a duty to tell the truth and to act with conviction of conscience. A pharmacist avoids discriminatory practices, behavior or work conditions that impair professional judgment, and actions that compromise dedication to the best interests of patients.

### **V. A pharmacist maintains professional competence.**

A pharmacist has a duty to maintain knowledge and abilities as new medications, devices, and technologies become available and as health information advances.

### **VI. A pharmacist respects the values and abilities of colleagues and other health professionals.**

When appropriate, a pharmacist asks for the consultation of colleagues or other health professionals or refers the patient. A pharmacist acknowledges that colleagues and other health professionals may differ in the beliefs and values they apply to the care of the patient.

**VII. A pharmacist serves individual, community, and societal needs.**

The primary obligation of a pharmacist is to individual patients. However, the obligations of a pharmacist may at times extend beyond the individual to the community and society. In these situations, the pharmacist recognizes the responsibilities that accompany these obligations and acts accordingly.

**VIII. A pharmacist seeks justice in the distribution of health resources.**

When health resources are allocated, a pharmacist is fair and equitable, balancing the needs of patients and society.”

Adopted by the membership of the American Pharmacists Association October 27, 1994.

<http://www.pharmacist.com/code-ethics>

## OATH OF A PHARMACIST

"I promise to devote myself to a lifetime of service to others through the profession of pharmacy. In fulfilling this vow:

- I will consider the welfare of humanity and relief of suffering my primary concerns.
- I will promote inclusion and belonging, respect differences in all individuals, and address health disparities to advance health equity for all people.
- I will apply my knowledge, experience, and skills to the best of my ability to assure optimal outcomes for all patients.
- I will respect and protect all personal and health information entrusted to me.
- I will accept the responsibility to improve my professional knowledge, expertise, and self-awareness.
- I will hold myself and my colleagues to the highest principles of our profession’s moral, ethical and legal conduct.
- I will embrace and advocate changes that improve patient care.
- I will utilize my knowledge, skills, experiences, and values to prepare the next generation of pharmacists.

I take these vows voluntarily with the full realization of the responsibility with which I am entrusted by the public.”

The revised [Oath](#) was adopted by the AACP Board of Directors and the APhA Board of Trustees in August 2025.

## OFFICE OF EXPERIENTIAL EDUCATION CONTACTS



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## ABBREVIATIONS

AACP	<a href="#">American Association of Colleges of Pharmacy</a>	OEE	<a href="#">Office of Experiential Education</a>
ACCP	<a href="#">American College of Clinical Pharmacy</a>	OSCE	Objective Structured Clinical Examination
ACPE	<a href="#">Accreditation Council for Pharmacy Education</a>	OSA	School of Pharmacy Office of Student Affairs
AMCP	<a href="#">Academy of Managed Care Pharmacy</a>	OSHA	<a href="#">Occupational Safety and Health Administration</a>
APhA	<a href="#">American Pharmacists Association</a>	PET	Preceptor Excellence Team
APhA-ASP	<a href="#">American Pharmacists Association- Academy of Student Pharmacists</a>	PharmD	Doctor of Pharmacy
APPE	Advanced Pharmacy Practice Experience	P1	First professional year of the PharmD program
ASHP	<a href="#">American Society of Health-System Pharmacists</a>	P2	Second professional year of the PharmD program
CAPE	<a href="#">Center for the Advancement of Pharmaceutical Education</a>	P3	Third professional year of the PharmD program
COEPA	<a href="#">Curricular Outcomes and Entrustable Professional Activities</a>	P4	Fourth professional year of the PharmD program
EPA	<a href="#">Entrustable Professional Activities</a>	S-L	Service Learning
FERPA	<a href="#">Family Educational Rights and Privacy Act</a>	SOP	<a href="#">School of Pharmacy</a>
HIPAA	<a href="#">Health Insurance Portability and Accountability Act</a>	SACS	<a href="#">Southern Association of Colleges and Schools</a>
IDEAL	Innovation, Diversity, Engagement, Access, and Leadership	SCH	Semester Credit Hours
IPE	Interprofessional Practice and Experience	TSBP	<a href="#">Texas State Board of Pharmacy</a>
IPPE	<a href="#">Introductory Pharmacy Practice Experience</a>	UTEP	<a href="#">University of Texas at El Paso</a>
NABP	<a href="#">National Association of Boards of Pharmacy</a>		

## DEFINITIONS

See abbreviations table for abbreviations in this section.

### **Advanced Community Pharmacy Practice Experience**

Apply skills, attitudes, and knowledge applicable to Community Pharmacy. Students will be able to enhance their critical thinking learned from their didactic and laboratory courses and build on what they learned in their Introductory Pharmacy Practice Experiences (IPPEs). Students will develop Entrustable Professional Activities (EPAs) needed for a community pharmacy through a variety of direct and non-direct patient care activities.

### **Ambulatory Care Pharmacy Advanced Pharmacy Practice Experience**

Apply skills, attitudes, and knowledge applicable to ambulatory patient care. Students will be able to enhance their critical thinking skills learned from their didactic and laboratory courses and build on what they learned in their Introductory Pharmacy Practice Experiences (IPPEs). Students will develop Entrustable Professional Activities (EPAs) needed for an ambulatory care pharmacy through a variety of direct and non-direct patient care activities.

**Core APPE rotations:** each of the following types of rotations are required - Advanced Community, Advanced Hospital, Ambulatory Care, and Inpatient General Medicine.

**CORE ELMS®** is the rotation management portal which is utilized for intern hour recording and approval, evaluation and assignment submission, onboarding requirement submission, and experiential education scheduling.

**Course IPPE** is an IPPE with its own course number and credit hours (i.e., PHAR 6280 Summer Community IPPE, PHAR 6281 Summer Hospital IPPE).

**Didactic IPPE** is an IPPE tied to a didactic course (e.g., Immunization IPPE tied to the P2 Practical Application Lab).

**Elective I/II are** rotations that allow students to explore different settings, including those with < 50% patient care, permitting additional breadth and depth of pharmacy and non-traditional pharmacy experiences.

### **Hospital/Health-System Pharmacy Advanced Pharmacy Practice Experience**

Core rotation where students will apply the knowledge and skills needed for hospital pharmacists through a variety of direct and non-direct patient care activities that will prepare the student for entry level as a hospital pharmacist.

### **Inpatient General Medicine Advanced Pharmacy Practice Experience**

Apply skills, attitudes, and knowledge applicable to inpatient general medicine settings. Students will be able to enhance their critical thinking learned from their didactic and laboratory courses and build on what they learned in their Introductory Pharmacy Practice Experiences (IPPEs). Students

will develop Entrustable Professional Activities (EPAs) needed for an inpatient general medicine setting through a variety of direct and non-direct patient care activities.

**Intern** (aka Pharmacist Intern) is an individual registered with the TSBP who is enrolled in the professional sequence of a college/school of pharmacy, has entered the first professional year and is participating in a board-approved internship program.

**Patient Care Elective I/II** are rotations that allow students to explore different settings, including those with  $\geq 50\%$  patient care, permitting additional breadth and depth of pharmacy and non-traditional pharmacy experiences.

**Ranking** is when students can list preferred sites and/or preceptors in order of desirability one (1) being top choice.

**SmartMatch** is a system used via CORE ELMS® for the purpose of schedule optimization which includes matching students with their sites and/or preceptors.

**Southern Association of Colleges and Schools Commission (SACS) Accreditation Status**

The University of Texas at El Paso is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctoral level degrees. Refer to the UTEP School of Pharmacist Student Handbook for details.

## PHARMACY PRACTICE EXPERIENCE OVERVIEW

Experiential Education is a required part of the UTEP SOP curriculum dictated by ACPE and TSBP. Introductory Pharmacy Practice Experiences (IPPEs) occur during the first three years of pharmacy school, and APPEs occur during the fourth year of pharmacy school. Overall, experiential education comprises ~30% of the curriculum.

### Accreditation Council for Pharmacy Education (ACPE)

Per ACPE Standards 2016, (Standards 12.6 & 12.7), the curriculum must have no less than 300 hours, with 150 hours balanced between community and institutional health-system settings. Simulated practice experiences (a maximum of 60 clock hours of the total 300 hours) may be used to mimic actual or realistic pharmacist- delivered patient care situations.

### Introductory Pharmacy Practice Experiences (IPPEs)

From the [ACPE Standards 2025](#) “IPPEs involve students to common contemporary U.S. practice models, including interprofessional practice involving shared patient care decision-making, professional ethics and expected behaviors, and patient care activities. IPPEs are structured and sequenced to intentionally develop in students a clear understanding of what constitutes exemplary pharmacy practice in the U.S. prior to beginning the APPE curriculum.”

IPPE course work will be integrated within didactic courses during the P1-P3 years and as two individual courses - community and hospital IPPE. IPPEs will introduce, reinforce and apply material from the didactic curriculum. All IPPE requirements will need to be completed to pass the courses and progress through the pharmacy curriculum. Students are required to complete a minimum of 300 IPPE hours before progression to the APPE year.

### Advanced Pharmacy Practice Experiences (APPEs)

The [APPE](#) rotations during the [P4](#) year provide the UTEP SOP student with intensive involvement in ongoing professional pharmacy services; interaction with fellow students in nursing, medicine, and other disciplines; opportunities to measure one's true capacity for professional achievement in a variety of innovative patient care environments; as well as opportunities to pursue special interests. APPEs allow students to reinforce and apply the knowledge learned in the first three years of the pharmacy curriculum. Active student engagement is essential to APPE success.

Students accumulate the majority of the internship hours required for licensure through the Advanced Pharmacy Practice Experience (APPE) courses, which occur during the last year ([P4 – summer, fall and spring](#)) of the curriculum. Students will complete a minimum of seven (7) 6-week rotations. Per ACPE (Standard 13.4 ), the curriculum must include no less than 36 weeks (1440 hours) of APPEs with a minimum of 160 hours in each required APPE area. The UTEP SOP curriculum will require more hours than the minimum hours set by TSBP and ACPE.

## CALENDAR OF EXPERIENTIAL EDUCATION

### Introductory Pharmacy Practice Experience (IPPE) Hours

\*\*\*Assigned hours subject to change\*\*\*

The below tables outline the courses with associated didactic IPPEs and respective total number of IPPE hours per semester. Refer to the syllabus for specific details about the IPPE component of a course.

#### P1 Year

IPPE Associated Courses	P-1 Fall (Hrs.)	P-1 Spring (Hrs.)
Cultural Literacy Community Health	8 hrs (Site)	
Health and Wellness		10 hrs (Site)
	<b>Total</b>	8 hrs
		10 hrs
<b>Total IPPE Hours for the P1 Year</b>		
	<b>Total</b>	18 hrs

#### P2 Year

IPPE Associated Courses	P-2 Summer (Hrs.)	P-2 Fall (Hrs.)	P-2 Spring (Hrs.)
IPPE Community Pharmacy	90 hrs (Site)		
Integrated Skills Lab Practical Applications Lab Spanish IIA		22 hrs (Site) 5.5 hrs (SIM)	
Integrated Skills Lab Practical Applications Lab Spanish IIB			23 hrs (Site) 4.5 hrs (SIM)
<b>Total</b>	90 hrs	28 hrs	27.5hrs
<b>Total IPPE Hours for the P2 Year</b>			
		<b>SIM</b>	10 hrs
		<b>SITE</b>	135 hrs
		<b>Total</b>	145 hrs

#### P3 Year

IPPE Associated Courses	P-3 Summer (Hrs.)	P-3 Fall (Hrs.)	P-3 Spring (Hrs.)
IPPE Hospital Pharmacy	90 hrs (Site)		
Medication Management		15 hrs (Site)	
Pharmacy Practice Management Health Services Administration			16 hrs (Site)
	<b>Total</b>	90 hrs	15 hrs
			16 hrs
<b>Total IPPE Hours for the P3 Year</b>			
		<b>Total</b>	121 hrs

Course IPPE & APPE calendars are independent of School Calendar. School recognized breaks may not be recognized during Course IPPEs & APPEs.

**Course IPPE Calendar**

**2026-2027 (Tentative)**

<b>Block</b>	<b>Dates</b>
1	June 1 – June 12, 2026
2	June 15 – June 26, 2026
3	June 29– July 10, 2026
4	July 13 – July 24, 2026
5	July 27 – August 7, 2026
6	August 10 – August 21, 2026
Wintermester	TBD: January 2027

**Texas Consortium of Experiential Programs (TCEP) Approved APPE Calendars**

**2025-2026**

<b>Rotation</b>	<b>Begin Date</b>	<b>End Date</b>
1	May 19, 2025	June 27, 2025
2	June 30, 2025	August 8, 2025
3	August 11, 2025	September 19, 2025
4	September 22, 2025	October 31, 2025
5	November 3, 2025	December 12, 2025
6	January 5, 2026	February 13, 2026
7	February 16, 2026	March 27, 2026
8	March 30, 2026	May 8, 2026

**2026-2027**

<b>Rotation</b>	<b>Begin Date</b>	<b>End Date</b>
1	May 25, 2026	July 3, 2026
2	July 6, 2026	August 14, 2026
3	August 17, 2026	September 25, 2026
4	September 28, 2026	November 6, 2026
5	November 9, 2026	December 18, 2026
6	January 4, 2027	February 12, 2027
7	February 15, 2027	March 26, 2027
8	March 29, 2027	May 7, 2027

**2027-2028**

<b>Rotation</b>	<b>Begin Date</b>	<b>End Date</b>
1	May 24, 2027	July 2, 2027

2	July 5, 2027	August 13, 2027
3	August 16, 2027	September 24, 2027
4	September 27, 2027	November 5, 2027
5	November 8, 2027	December 17, 2027
6	January 10, 2028	February 18, 2028
7	February 21, 2028	March 31, 2028
8	April 3, 2028	May 12, 2028

2028-2029

<b>Rotation</b>	<b>Begin Date</b>	<b>End Date</b>
1	May 22, 2028	June 30, 2028
2	July 3, 2028	August 11, 2028
3	August 14, 2028	September 22, 2028
4	September 25, 2028	November 3, 2028
5	November 6, 2028	December 15, 2028
6	January 8, 2029	February 16, 2029
7	February 19, 2029	March 30, 2029
8	April 2, 2029	May 11, 2029

## INFORMATION FOR THE STUDENT PHARMACIST

### Intern Hour Requirements

#### **Texas State Board of Pharmacy (TSBP)**

Per the TSBP (Texas Administrative Code, Rule 283.4) and ACPE Standards 2025, pharmacist interns must complete a minimum of 1740 hours of internship for licensure. Students will not be credited more than 50 credit hours per week. Student Pharmacists must always be under the supervision of a TSBP pharmacist or Healthcare Professional preceptor while earning hours for experiential education.

Per TSBP (Texas Administrative Code, Rule 283.4), internship hours may not be counted while they are outside of the school-based program (i.e., working and receiving payment as an intern). Remuneration for IPPE and APPE hours is prohibited. The student's direct supervisor cannot serve as the preceptor of record for any of the student's experiential education. Students are encouraged to complete rotations outside their usual employment site. Students will be required to maintain current employment information in CORE ELMS®.

#### **Out-of-State Rotations**

Students may pursue experiential education experiences at sites outside the El Paso region, but within the United States, for Course IPPEs and APPEs. All *required* APPEs must be completed within the United States, its territories, or possessions. However, students may choose to complete an *elective* APPE outside of the U.S. only if they have already fulfilled the minimum 1,440-hour APPE requirement set by the Texas State Board of Pharmacy (TSBP) and the Accreditation Council for Pharmacy Education (ACPE) within the U.S., its territories, or possessions.

Per TSBP 283.4, students may only complete a total of 600 hours outside the state of Texas. These hours must be completed under the supervision of a "health professional preceptor". Per TSBP, a Healthcare Professional is an individual licensed as:

- (A) a physician, dentist, podiatrist, veterinarian, advanced practice registered nurse, or physician assistant in Texas or another state; or
- (B) a pharmacist in a state other than Texas but not licensed in Texas.

### Recording of Experiential Hours

Students will participate in all scheduled experiential education for the minimum expected time. Students should plan on arriving early to ensure they are on time for rotation. Some preceptors may require students to spend more than the minimum required hours at the site (e.g., more than 40 hours per week) to complete the experience successfully. Preceptors may also require students to be present at the site in the evening, nights, weekends, and holidays. Students can also expect projects/assignments outside of scheduled rotation hours (e.g. reading, projects, etc.); however, such time spent on projects/assignments may not count towards rotation hours.

All completed experiential hours (IPPE/APPE) will be recorded into CORE ELMS® by the student. Hours submitted must reflect actual time worked. Lunch breaks will not count towards rotation time unless deemed a working lunch by the preceptor. Travel time to and from the practice site will not count towards rotation hours. Failure to accurately record hours and/or falsification of hours could result in course failure and/or referral to the Academic and Professional Standards Committee.

For **didactic IPPEs**, hours should be recorded within 24 hours of that specific experience. All experiential hours must be submitted and approved by the preceptor by the deadline provided by the Clinical Coordinator. Failure to submit hours in a timely manner and by the given deadline may result in failure of the IPPE.

For **course IPPEs and APPEs**, hours must be recorded either daily or weekly based on preceptor preference. All hours must be submitted by the end of the rotation. The student is responsible for notifying the preceptor of any hours still pending preceptor's action at the end of the rotation. Failure to submit hours in a timely manner and by the given deadline may result in failure of the course IPPE/APPE.

#### IPPE/APPE Rotation Attendance Policy

It is mandatory that students demonstrate their commitment to the profession and respect for faculty, preceptors, and colleagues by attending the experience, arriving on time, and being prepared for the day's activities. Course/rotation schedule will be determined and finalized by the preceptor. Attendance will be monitored and assessed under professionalism.

1. Students are expected to complete the rotation during the assigned dates and times to accumulate the minimum required number of hours and associated activities and assignments.
2. Regular and prompt attendance is required of all students.
3. Students are expected to be present for all scheduled days of the rotation, as determined and discussed with the preceptor. Students must be present on the first day of the rotation to be oriented with any other students present. Additionally, students may not speed up completion of a rotation to gain free time at the end of the rotation.
4. Students are required to participate in all orientation activities prior to the start of the P4 year. Exceptions are rare and may be granted for students with extenuating circumstances. Students should, in these cases, make every effort to connect with the orientation meeting.
5. It is the responsibility of the student to inform each preceptor/site and clinical coordinator of any planned absences at the start of the rotation. Failure to attend experiential education activities may result in course failure.

### Absences during Experiential Education

Attendance is required for all scheduled IPPEs and APPEs. To **secure an excused absence** involving Experiential Education, **students are required to complete the Student Absence Form as outlined in the Student Handbook Attendance Policy**. Additionally, students are required to contact their preceptor and notify the appropriate Clinical Coordinator (i.e., phone call AND send follow up email with carbon copy to the Clinical Coordinator; text messages may only be considered under extenuating circumstances with preceptor discretion). If a student is granted an excused absence, the **student must work with their preceptor to make-up the hours missed due to the absence**. Absences that are unexcused may result in failure of an IPPE or APPE. For Experiential Education absences, documentation may be required for any absences, regardless of length.

***IMPORTANT NOTE: Students should ensure that family members and/or significant others are aware of these policies! Additionally, trips (personal and/or professional) that interfere with the rotation schedule as posted are considered unexcused absences and may result in failure and possibly delayed graduation.***

#### P1-P3 Year

##### **Didactic IPPE:**

###### *Unexcused Absence*

Due to the short nature of the experience, any unexcused absence may result in the failure of the IPPE portion of the course (and the associated course) and will be forwarded to the Academic and Professional Standards Committee. Students will be given a one-time rescheduling allowance when possible. For repeated unexcused absences, students will receive a failing grade and will be forwarded to the Academic and Professional Standards Committee.

###### *Excused Absence*

For excused absences, the student will need to work with their preceptor to reschedule the missed time and notify the clinical coordinator. If the missed time cannot be rescheduled, it will result in an Incomplete grade for the course and the rotation will be rescheduled, when possible, which may lead to delayed graduation. Incomplete grades will be reported to the Academic and Professional Standards Committee.

##### **Course IPPE:**

###### *Unexcused Absence*

Due to the short nature of the experience, any unexcused absences will result in the failure of the IPPE course, and the student will be forwarded to the Academic and Professional Standards Committee.

###### *Excused Absence*

For excused absences, the student will need to work with their preceptor to reschedule the missed time and notify the clinical coordinator. If the missed time cannot be rescheduled, it will result in an Incomplete grade for the course and require a course re-take, which may lead to delayed graduation. Incomplete grades will be reported to the Academic and Professional Standards Committee.

## P4 Year

### *Unexcused Absence during an APPE*

Any unexcused absences that are two days or less in duration can be discussed with the preceptor to make up the hours. If the absence is more than two days in duration or if more than one unexcused absence occurs (of any duration) during a rotation, it may result in the failure of the APPE course, and the student will be forwarded to the Academic and Professional Standards Committee.

### *Excused Absence during an APPE*

For excused absences, the student will need to work with their preceptor and clinical coordinator to reschedule the missed time. If the missed time cannot be rescheduled during the current APPE timeframe, it will result in an Incomplete grade for the course and require a course re-take, which may lead to delayed graduation. Incomplete grades will be reported to the Academic and Professional Standards Committee.

**IMPORTANT NOTE: In the event of a rotation re-take, accrued hours for an incomplete rotation (course IPPEs/APPEs) will not count towards total required hours due to the varying nature of rotation experiences (e.g., different learning activities, preceptor expectations, site opportunities, change in site/setting/preceptor, etc.).**

### Absence for Professional Events (IPPEs/APPEs)

As per the SOP Student Handbook, students may receive an excused absence to attend a regional/national professional meeting. To receive approval for an absence related to a professional event:

1. The student must complete the Student Absence Form as outlined in the Student Handbook Attendance Policy.
2. Once excused by OSA, the student must notify the preceptor and clinical coordinator to receive approval from the preceptor. If this communication with the preceptor is verbal, the student must send a follow up email with carbon copy to the Clinical Coordinator.

The OEE encourages preceptors to grant time off requests for Professional Events. However, it is possible that the time-off request will not be approved. Students must confirm approval before taking time off for the professional event; otherwise, it will be considered an unexcused absence (refer to section on unexcused absence and related consequences). Absences for non-professional events will be addressed in the Attendance Policy (see above).

Due to the short nature of didactic/course IPPEs, students are not eligible for time off for professional events. If students desire to attend a professional event, they must contact the IPPE Clinical Coordinator upon receiving the IPPE schedule (i.e., beginning or fall/spring semester for didactic IPPEs or mid-late spring semester for course IPPEs).

#### **APPEs:**

Up to eight (8) hours of Professional Event release time may be given for internship-related activities such as residency/job interview, presentations, etc., in a given rotation. Additionally, only one (1) business day should be taken for travel. Travel time needs to be made up. Consult with the APPE Clinical Coordinator for guidance if needed. A maximum of sixteen (16) hours Professional Event release time (eight in each of two rotations) for the entire APPE year will be allowed for internship-related activities. Professional Events requiring more than eight (8) hours still need preceptor approval and that additional time would need to be made up. For any professional event release time, students must still meet all rotational requirements as set forth by the SOP and the preceptor and meet minimum of 240 hours for the rotation.

The PILLS course will meet during the P4 year. Students need to discuss with the preceptor regarding the PILLS class schedule and ask for time away from rotation. The student will need to make-up any time missed. Interprofessional education (IPE) events may occur during the P4 year. Students will need to discuss this with the preceptor and ask for time away from the rotation to attend the IPE event. The student will need make-up any time missed.

Student volunteer opportunities outside of official rotation-assigned activities will not count towards rotation hour accrual for licensing. For School of Pharmacy organized events, OEE will communicate if these events qualify for release time.

#### **Absences related to Public Health Concerns/Communicable Diseases**

If a student develops symptoms of a communicable respiratory disease (e.g., COVID, influenza), the student should notify their preceptor for guidance on returning to their practice site. If the illness results in an absence, the student should contact the Office of Student Affairs to submit a formal absence request, and they should work with their preceptor to develop a plan to make-up hours. Students should also notify the IPPE or APPE clinical coordinator about the absence.

#### **Policy on Rotation Placement**

OEE manages the placement of students at sites for the completion of IPPEs and APPEs. Rotations will primarily occur in the El Paso/Las Cruces Metro area; however, students may be placed in other locations that are regional, national and/or virtual based on site/preceptor availability. Site placement may also be impacted by factors including progression timelines and the need for approved accommodations (from CASS or Dean of Students) as well as unexpected preceptor/site availability changes (refer to sections on Rotation Placement Considerations for Progression/Remediation and Accommodations). Should unexpected scheduled changes occur,

OEE will work as best as possible to maintain student preferences, but it may not be possible to grant preferences due to constraints with site/preceptor availability.

#### **P1 – P3 IPPEs:**

Students scheduled for a Didactic IPPE rotation will be assigned a rotation site/preceptor by the IPPE Clinical Coordinator. For Course IPPE rotations, a list of available site/preceptors will be available in CORE ELMS® for rankings. Students should only rank sites/preceptors that the student is willing to rotate with. Course IPPE schedules will proceed through the SmartMatch process for site/preceptor assignment. After students complete the SmartMatch process, the Office of Experiential Education (OEE) will review the submissions and optimize the final schedule by considering student preferences, site and preceptor requirements, and curriculum needs. OEE will communicate specific instructions regarding scheduling for all rotations. Additionally, students will be provided with a process to appeal their rotation schedule (refer to Rotation Placement Appeals).

Students cannot complete rotations at their current place of employment, and their direct supervisors cannot serve as preceptors. Furthermore, students cannot complete rotations under someone with whom they have an intimate relationship with, a family member, or a close friend. Two students may be assigned to the same site, but students will not be scheduled with another student with whom they have an intimate relationship, or another student who is a family member. Students are encouraged to disclose this information to OEE. **Rotation schedules are subject to change and rankings are never guaranteed.** Thus, students may get rotations that that they did not rank.

Experiential education generally occurs outside of class time, including evenings, overnight, weekends, and holidays. IPPE rotations primarily occur throughout the El Paso/Las Cruces metro area, but may be located in other regional, national or virtual locations. Regardless of location, students are responsible for their own travel and lodging expenses. Additionally, students are also responsible for the cost of site on-boarding including obtaining intern licenses and other requirements per the Board of Pharmacy in respective states (See Student Rotation Onboarding Licensure).

OEE will review reports from the SOP (Office of Student Affairs, Academic and Professional Standards Committee) to establish if a student is in good academic and professional standing. Students who are in good academic and professional standing will be prioritized during the SmartMatch process. Students who are on academic or professional probation or who have a pattern of documented professionalism contract violations may lose the privilege of rotation preferences. Those who are on academic probation and are remediating didactic courses during the summer will automatically be assigned to IPPE Block 6 or Wintermester (exceptions to this policy will be made on a case-by-case basis).

#### **P4-APPEs:**

Students scheduled for APPE rotations will proceed through the SmartMatch process for site/preceptor assignment. After students complete the SmartMatch process, the Office of Experiential Education (OEE) will review the submissions and optimize the final schedule by considering student preferences, site and preceptor requirements, and curriculum needs. OEE will communicate specific instructions regarding scheduling for all rotations. Additionally, students will be provided with a process to appeal their rotation schedule (refer to Rotation Placement Appeals).

For APPE rotations a list of available site/preceptors will be available in CORE ELMS® for rankings. Students should only rank sites/preceptors that the student is willing to rotate with. Students cannot complete rotations at their current place of employment, and their direct supervisors cannot serve as preceptors. Students cannot complete rotations under the supervision of someone with whom they have an intimate relationship with, an individual who is a family member, or a close friend. Two students may be assigned to the same site, but students will not be scheduled with another student whom they have an intimate relationship, or another student who is a family member. Students are encouraged to disclose this relationship to OEE. **Rotation schedules are subject to change and rankings are never guaranteed.** Thus, students may get rotations that they did not rank.

Students must complete a minimum of seven (7) APPE rotations. Students must complete each of the four required core rotations, which are: Advanced Community, Advanced Hospital, Ambulatory Care, and Inpatient General Medicine. Of the remaining three (3) rotations, two (2) must be a patient-care elective and one (1) rotation must be a non-patient care elective. Students may elect to take an eighth rotation, if available. APPE rotations primarily occur in the El Paso/Las Cruces metro area, but students may be placed in other regional, national or virtual locations. Regardless of location, students are responsible for their own travel and lodging expenses. Additionally, students are also responsible for the cost of site on-boarding including obtaining intern licenses and other requirements per the Board of Pharmacy in respective states (See Student Rotation Onboarding Licensure).

OEE will review reports from the SOP (Office of Student Affairs, Academic and Professional Standards Committee) to establish if a student is in good academic and professional standing. Students who are in good academic and professional standing will be prioritized during the SmartMatch process. Students who are on academic or professional probation or who have a pattern of documented professionalism contract violations may lose the privilege of rotation preferences. Students who are on academic probation and remediating P3 courses will automatically receive the first APPE block off to allow time for remediation activities (exceptions to this policy will be evaluated on a case-by-case basis). Notably, P3 course remediation must be completed by June 15<sup>th</sup> of each year (refer to SOP Student Handbook). If remediation is not successfully completed, the case will be reviewed by the Academic and Professional Standards Committee. Based on the outcome of this review, the student is subject to removal from subsequent APPE blocks and their graduation may be delayed (refer to the section on Rotation Placement Considerations for Progression/Remediation).

### Rotation Placement Considerations for Progression/Remediation

Progression-related decisions for students who are on academic and/or professional probation may impact student schedules within experiential education. This includes a delayed graduation timeline based on when students are able to complete their IPPEs/APPEs. OEE will review reports from the SOP (Office of Student Affairs, Academic and Professional Standards Committee) and will make changes to rotation schedules based on progression decisions and/or student remediation/improvement plans. **Thus, students who are on academic and/or professional probation (e.g., remediating due to course failure) or who have an alternate graduation timeline are subject to rotation schedule changes based on rotation/preceptor availability and/or other factors required to ensure student success and completing graduation requirements.** Final rotation assignments will occur with the goal of graduation in mind and student preferences may be considered but will not be prioritized. Students will be assigned by OEE and placement will not occur through the SmartMatch process. OEE will work as best as possible to maintain student preferences, but it may not be possible to grant preferences due to constraints with site/preceptor availability. The goal of OEE in rotation placement considerations for students who have progression-related scheduling changes is to provide students with opportunities to demonstrate required competencies and to achieve graduation.

### Rotation Placement Consideration for Students Requesting Accommodations

**Students who would like to request accommodations must do so through the Center for Accommodations and Support Services (CASS) for each IPPE & APPE course for which they require accommodations.** For rotation scheduling purposes, students should also notify OEE of their intention to request rotation accommodations **during the timeframe of rotation appeals.** OEE will exhaust all efforts to locate a site that can meet students' CASS-approved accommodations. Student rotation schedules will be changed as needed to incorporate accommodation requests including out-of-region rotations, rotations during another block, or delayed graduation. If it is not possible for a site/preceptor to make the accommodations, students will be expected to proceed to their assigned rotation site even if not all CASS-approved accommodations are met.

### Rotation Placement Appeals

Students may appeal their assigned rotation; however, rotation appeals do not guarantee a change in rotation. Students wishing to appeal their assignment must do so via electronic format (via CORE ELMS® form – Schedule Change Request) only. The appeal must indicate the rotation and the reason for the appeal. **The OEE will provide specific timeframes for both IPPEs/APPEs for students to appeal their schedule.** After the appeal timeframes are concluded, the schedules are final.

Appeals will be reviewed by the OEE and handled on a case-by-case basis, in accordance with the excused absences recognized in the UTEP SOP Handbook. The OEE will notify the student if reassignment is possible, but until notified otherwise, the student's original placement stands.

Appeals related to the following are generally not considered: assign the rotation due to the location in proximity to the student's home address (only under extenuating circumstances) or assign a rotation that aligns with the student's work commitments.

Before the student appeals their rotation, students should attempt to swap rotations with their peers. Peer-to-Peer rotation swaps must be communicated to the OEE through the CORE ELMS® Schedule Change request form by each student involved in the swap.

### Student Transportation

Each SOP student is responsible for arranging their own transportation for required course activities including travel to offsite experiential education destinations. The cost of travel (e.g., mileage, lodging) is the responsibility of the student. Lack of transportation is not a recognized excused absence or reason for rotation appeal.

Students will be required to complete Travel Authorizations if they are travelling for rotations located more than 25 miles from the UTEP School of Pharmacy. The Office of Student Affairs and the UTEP Travel Office will reach out to students and request the following travel documents be submitted to the Student Travel Office:

- Car insurance information (if driving)
- Copy of driver's license (if driving)
- Flight details (if flying)
- Medical insurance card
- Lodging information (mandatory – do not omit)

### Experiential Education Sites set up by Students

Students may pursue experiential education experiences anywhere in the United States for Course IPPEs and APPEs. International APPEs may be allowed for students who are completing an *elective* APPE and have already fulfilled the minimum 1,440-hour APPE requirement set by the Texas State Board of Pharmacy (TSBP) and the Accreditation Council for Pharmacy Education (ACPE).

Students must notify the OEE as soon as possible, but at least by May of the year before the rotation is to occur (e.g., Summer Hospital IPPE – notify by May of P1 year; APPEs – notify by May of P2 year). The student is responsible for meeting with a member of the OEE to review secured sites. If the OEE does not have an existing relationship with the site, the student will be responsible for contacting the preceptor and site to establish their willingness to precept the student. The student must provide the site location and preceptor contact information to OEE. Before the student is permitted to go on rotation: 1) the site must have an affiliation agreement fully executed; 2) the preceptor must be on-boarded and oriented to the school; 3) and the student must meet any state regulatory requirements (e.g., register as an intern in that state). All requests will be reviewed on a case-by-case basis.

### Off-site/Virtual rotation Policy

APPE rotations may include off-site or virtual opportunities (both patient care and non-patient care), but offsite/virtual opportunities must be approved by the OEE. Off-site/virtual rotations still need to follow all requirements defined in their respective syllabus. Core APPEs should occur primarily onsite; exceptions to this must be approved by OEE. Due to the short nature of the experience, course and didactic IPPEs may not occur off-site or virtually. For off-site/virtual opportunities, the additional policy also applies:

**Technology requirements:** Students must maintain an adequate device and internet service to access the electronic health record (EHR). Minimum requirements will be provided by the practice site prior to starting the rotation. Students must also maintain the required technology to use video conferencing programs with audio and video (e.g., Zoom, Skype, Blackboard Collaborate, etc.). Any interruptions in connection or technical difficulties that affect a student's ability to provide patient care must be reported to the preceptor immediately. Students must not wait until scheduled meeting times to address these issues. Failure to notify the preceptor immediately may affect the rotation grade. Sites may require specific encryption or software (e.g., Bitdefender, BitLocker) to cover anti-virus and malware. Check with your site for specific needs.

**Work hours:** Students are expected to maintain work hours set by the preceptor. Students should be available remotely during these times and able to fully access the medical record to complete any work assigned. Students should not schedule personal appointments or participate in any activity that would distract the student from patient care during work hours. Students that participate in outside employment during the scheduled/approved rotation hours will be dismissed from the rotation, which will result in a failure. All other interruptions (e.g., illness, professional leave, etc.), anticipated or unanticipated, will be handled by attendance policies previously set forth.

**Work environment:** Students are expected to maintain an appropriate work environment. This environment should generally be free from outside distractions (e.g., other adults, children, pets, entertainment devices, etc.). This environment should also be an appropriate background (audio and visual) for video conferencing.

**Dress Code:** Students should follow the dress code policy set by the site/preceptor during virtual encounters. Specific questions should be directed to preceptors.

**Video/Phone conferences and meeting:** Interactions conducted via phone and videoconferences should be treated the same as in person interactions. Students should maintain a professional environment and attitude during these interactions. These interactions must not be recorded without the preceptor's permission.

**Patient privacy:** Students should take appropriate measures to ensure patient privacy when working remotely. This includes but is not limited to working in a private area, protecting EHR access information, and not maintaining identified patient information in print or digitally.

**Electronic Health Record Access Process:** Students are provided detailed instructions by OEE on how to register their personal computer with the site's IT department to obtain access to the site's EHR system if deemed necessary. The OEE Compliance Officer will assist students in collecting and submitting the required items by the onboarding deadlines provided; however, it is the student's responsibility to confirm with the site that access to EHR, Wi-Fi and/or VPN has been granted on the first day of their rotation. The student is also responsible for any costs associated with obtaining any required software to utilize the site's EHR system.

### IPPE/APPE Syllabi/Evaluations/Assignments

All documentation relevant to IPPEs and APPEs is available in CORE ELMS®. IPPE and APPE evaluations and assignments are to be submitted electronically via CORE ELMS®.

#### **Student Responsibilities:**

Students will upload didactic IPPE worksheets into the respective folders in the CORE ELMS® Assignments. All experiential requirements (e.g., IPPE worksheets, journal clubs, SOAP notes, etc.) for IPPEs and APPEs will be uploaded into CORE ELMS® Assignments and completed by the due date or by the end of the rotation, whichever comes first.

Students must complete all IPPE and APPE requirements and assignments by the last day of the rotation or by the given deadline. Requirements should be submitted in advance (to allow sufficient time for the preceptor to confirm) and preceptors may have additional submission expectations (e.g., # field encounters per week).

Students are to communicate any outstanding items to their preceptor on the last day of the rotation. It may be helpful for the student to provide their preceptor with a list of things that need to be confirmed, and there may be a need for the student to follow up with their preceptor to ensure that all items are confirmed. It is highly recommended that students have all items signed off before the last day of rotation. Refer to CORE ELMS® and/or Blackboard to confirm that items are completed.

If items are not successfully completed, student grades may be impacted. It is the student's responsibility to ensure the preceptor confirms all pending hours and/or assignments. Please refer to the IPPE/APPE Grading Policy below.

The student evaluation of the preceptor is in CORE ELMS®. All feedback received from students about preceptors is confidential and only anonymous feedback is given to preceptors. For course IPPEs and APPEs, students are required to complete the preceptor evaluation.

### Preceptor Responsibilities:

Preceptors are required to provide documentation supporting their evaluation of the student regarding levels of entrustment for assigned EPAs. For students who do not meet the minimum levels of entrustment, preceptors must provide rationale by noting specific areas of improvement needed.

Preceptors are responsible for approving all required evaluations (e.g., mid-term, final student evaluations), assignments, and experiential hours by the timeframes below:

- For Didactic IPPEs: by the end of the month in which the rotation occurred but no later than due date assigned by the IPPE coordinator\*
- For Course IPPEs: by the last day of the rotation block\*,
- For APPEs: by the last day of the rotation block\*

*\*Alternatively, other dates may be assigned by the OEE as necessary.*

### APPE Requirement Expectations:

Students are expected to upload all assignments and evaluations in CORE ELMS® by the end of week 5. Hours and activities may continue to be completed/logged in CORE ELMS® through week 6 as requested by the preceptor. Consequence: After the last day of the rotation, if there are outstanding items, students will receive a grade of “Incomplete” which may lead to failure of the rotation. As a result, students may be subject to delayed graduation and be ineligible to register for licensure through NABP.

### IPPE/APPE Grading Policy

Experiential education is graded on a pass/fail basis. A student must successfully complete the experiential requirements (e.g., IPPE, APPE) in order to earn a passing grade. Students are encouraged to contact the OEE at the first sign of difficulty so that any problem can be addressed and resolved before the problem escalates.

**Didactic IPPEs** are part of a didactic course and graded on a pass/fail basis. Final didactic IPPE grades are reviewed and formally submitted by the IPPE Clinical Coordinator. Students must successfully complete all the requirements of the didactic IPPE by the set deadlines to receive a passing grade for the course. If a student fails the didactic IPPE, they will receive a failing grade for the didactic course.

**Course IPPEs and APPEs** are graded on a pass/fail basis (i.e., satisfactory (S), unsatisfactory (U)). Preceptors provide a recommended grade based on the student’s performance throughout the rotation, including assessments of clinical competence, professionalism, communication, and progression across levels of entrustment for Entrustable Professional Activities (EPAs) in pharmacy practice. These recommendations are submitted to the Office of Experiential Education using the program’s standardized evaluation tools (i.e., evaluations completed in CORE ELMS®). All final grades are reviewed and formally submitted by the Clinical Coordinator for the IPPE or APPE course. Students must successfully complete all the

requirements of the course IPPE/APPE by the set deadlines to receive a passing grade for the course.

The Clinical Coordinator reserves the right to assign a failing grade for experiential education in cases where there is clear, documented evidence\* of:

- A pattern of unprofessional or unethical behavior (e.g., concerns raised across multiple courses/rotations).
- Failure to meet expected levels of entrustment on required EPAs based on evidence provided by preceptor(s)/site(s).

*\*Evidence may include but is not limited to incident reports, feedback from preceptors, historical and/or current evaluations, etc.*

This review process ensures consistency and alignment with programmatic expectations and accreditation standards. Students may be required to repeat an experiential rotation if a failing grade is issued, which may result in a delay in curricular progression, and/or graduation. Students will be notified of the final grade and, if applicable, remediation or appeal procedures (See handbook sections on remediation and appeals as well as the OEE Handbook for more information).

### Experiential Retake/Failure

**Incomplete grades:** A student who receives an incomplete grade for a course IPPE/APPE will be required to retake the rotation; a timeline for the course retake will be identified based on rotation/preceptor availability. Hours accrued during an incomplete rotation will not be counted toward the course re-take.

**Failing grades:** A student may fail an experiential education rotation (e.g., didactic IPPE, IPPE course, APPE course) if the student:

- has an unexcused absence
- does not meet the minimum competency level
- does not complete all requirements by the given deadline (e.g., complete compliance documentation prior to the given deadline, record hours in CORE ELMS, and/or complete assignments)
- demonstrates unprofessional behavior/violates the Professionalism Contract of the UTEP School of Pharmacy
- participates in outside employment during scheduled/approved rotation hours
- is removed from a site due to unprofessional behavior, unsatisfactory clinical performance, the student being deemed an immediate threat or danger to personnel or quality of medical services, failure to adhere to experiential, SOP, or site policies, violation of State or Federal law, breach of patient or site confidentiality, alcohol or drug abuse.

A failure of experiential education will result in a retake of the course (i.e., IPPE course, APPE course). Students will be assigned to a different preceptor/site for the re-take. Failure of an

experiential rotation may delay graduation and may result in additional tuition costs. Furthermore, failure of an experiential rotation will not count towards required experiential hours (e.g., didactic IPPE, IPPE course, APPE course). Any grade appeals must follow the process as outlined in the UTEP SOP Student Handbook.

### Experiential Remediation

All cases involving failure of experiential education will be referred to the Academic and Professionalism Standards Committee, which determines if students are eligible for remediation. Remediation policies are determined by the nature of the experiential rotation (e.g., didactic IPPE, IPPE course, APPE course). In general, remediation for experiential education involves retaking the rotation. The Academic and Professional Standards Committee will review all student cases and must approve students for potential remediation (for didactic IPPEs) or retake (for IPPE courses and APPE courses).

**Didactic IPPEs:** Failure of an experiential education rotation that is tied to a didactic course will result in failure of the didactic course. If the student is eligible for remediation, a timeline for re-take will be identified based on rotation/preceptor availability, and the maximum didactic course grade a student can earn in remediation is a C, in accordance with the Student Handbook and OEE Handbook.

**Course IPPEs, APPEs:** If the student is eligible for remediation, a timeline for re-taking the rotation will be identified based on rotation/preceptor availability. Failure of an experiential rotation may delay graduation and may result in additional tuition costs. Additionally, hours completed during a failed rotation will not count towards the required experiential hours (e.g., didactic IPPE, IPPE course, APPE course).

Hours accrued during an incomplete rotation will not be recorded until the student completes the full, rescheduled rotation and its requirements and earns a passing grade.

### Professionalism at Rotation Site

Students are required to maintain high professionalism standards to be considered in Good Standing with the UTEP School of Pharmacy as outlined in the UTEP SOP Student Handbook.

Professional good standing is outlined below:

- Present themselves in a professional and courteous manner in a didactic, experiential, and study away course or component. This behavior includes, but is not limited to, not engaging in disruptive behavior in a classroom or other education setting, being appropriately dressed, using professional language and behavior, e-professionalism (e.g., social media), and other forms of professionalism.
- Present themselves in a professional and courteous manner when representing the SoP, such as national/regional/local conferences or meetings, as part of a student organization, and at health fairs and other educational health events.

- Uphold the UTEP Policies and Procedures that are outlined in the UTEP HOP, including but not limited to: academic misconduct, substance abuse, and sexual misconduct.
- Meet the requirements of the Professional Expectations Contract as laid out in the School of Pharmacy Student Handbook.

### Dress Policy

Students are expected to dress professionally during experiential education. This includes but is not limited to: **tie [male] if required by site; closed toed shoes; skirts/dresses with length at/below the knee; full-coverage tops that are not low-cut, strapless or with “spaghetti”-style straps; well-groomed; no excessive jewelry; no excessive perfume or cologne; no hats/caps; no sunglasses; no jeans; no leggings/sweatpants; no false/acrylic artificial nails; no long natural nails**). Students must also wear a **white coat that is cleaned/ironed**. Sites also have specific dress policies that must be followed by students while on IPPE/APPE rotations. Violations of site-specific dress code policies may result in removal from the site and possible failure of the experience. Students are expected to wear the UTEP Pharmacist Intern badge and the badge provided by site. For replacement of UTEP Pharmacist Intern badge, the student must contact the OEE Compliance Officer to purchase a new one. Additionally, some preceptors/sites may have specific dress or grooming requirements the student must follow (e.g., scrubs). It is the student’s responsibility to contact the preceptor/site two weeks in advance to verify any site-specific requirements.

**Credentials:** Students are always expected to carry their Texas State Board Intern Card. Students must also have readily-available access to their compliance/onboarding documents electronically on CORE ELMS®. Failure to exhibit credentials will result in the student being asked to leave the pharmacy site. Refer to Removal from Site Policy.

### Removal from Site

Students may be removed from a site due to unprofessional behavior, unsatisfactory clinical performance, the student being deemed an immediate threat or danger to personnel or quality of medical services, failure to complete site onboarding requirements, failure to adhere to experiential/SOP/site policies, violation of State or Federal law, breach of patient or site confidentiality, alcohol or drug abuse, or as per other clauses in the site-specific affiliation agreement. Removal from a site may result in experiential failure and possible referral to school or university committee(s) for professional and/or academic misconduct. Refer to Experiential Failure/Retake Policy.

If the student is removed from a site due to a reason not listed within this policy, the reason for site removal will be reviewed by the OEE, and depending on the nature of the reason, the site removal may result in IPPE/APPE course failure. The OEE, in consultation with the Associate Dean of Academic Affairs, may refer these cases to the Office of Community Standards for potential penalties up to academic dismissal.

### Resolving Rotation Concerns

If a student has a concern about their rotation, they should first consult with their preceptor. If the issue is not able to be addressed, or if the student is uncomfortable discussing the issue directly with their preceptor (e.g., perceptions of bias, harassment), the student should communicate their concern to the Clinical Coordinator. The Clinical Coordinator will reach out to the student and/or preceptor as needed. If necessary, the Clinical Coordinator will escalate the concern to SOP executive leadership starting with the Associate Dean of Community and Clinical Programs, followed by the Associate Dean of Academic Affairs, followed by the Dean, as appropriate.

## STUDENT/PRECEPTOR RECOGNITION

### Experiential Excellence Award (for graduating P4 student)

Preceptors will be given the opportunity to nominate a student(s) for the Experiential Excellence Award. The Excellence in Experiential Education Award goes to a student who exhibited superior achievement in clinical pharmacy knowledge and skills, outstanding professionalism, and motivation during Advanced Pharmacy Practice Experiences or APPEs. To qualify for this award students must have been nominated by preceptors, be in good academic and professional standing, and excelled during their APPE Year. The winner will be recognized during the Hooding Ceremony.

### Preceptor of the Year Award

Students will have an opportunity to nominate a preceptor for the IPPE Preceptor of the Year (Community and Hospital) and APPE Preceptor of the Year (Faculty and Non-faculty). The Preceptor of the Year Award serves as recognition of an identified preceptor/faculty for their exemplary contribution and commitment to the education of UTEP SoP Pharmacy Interns while on clinical rotations. The APPE and IPPE preceptors will be recognized at the Hooding Ceremony in May and at the annual Preceptor Recognition Banquet in the fall.

## STUDENT ROTATION ONBOARDING AND COMPLIANCE

Student onboarding and compliance is **coordinated by the Office of Experiential Education**. All students must complete site onboarding and School of Pharmacy compliance requirements by the assigned deadlines. All site onboarding deadlines and expectations are detailed in Blackboard. School of Pharmacy compliance requirement deadlines are listed in CORE ELMS®.

Failure to complete **site-specific onboarding or School of Pharmacy compliance requirements** by the deadline provided may result in **rotation removal/cancellation** and/or **rotation failure** (see Failure/Retake Policy above). If a student is removed from their rotation, they will be rescheduled when possible utilizing available rotations/preceptors. If a rotation slot is not available, this may result in **delayed graduation**. Note: for didactic IPPEs, students are given a one-time re-scheduling allowance based on preceptor/site availability. If rescheduling a didactic

IPPE is not possible, the student will receive an incomplete for the respective course until the IPPE is successfully completed.

All onboarding and compliance questions must be directed to the OEE Compliance Officer. **Students should not contact sites directly for onboarding or compliance unless instructed by OEE.** Doing so is considered professional misconduct and is subject to consequences outlined in the School of Pharmacy Student Handbook.

### Summary of Requirements

Each site determines the specific requirements needed for students to complete the onboarding process. Specific site onboarding requirements and deadlines are listed in Blackboard. Additionally, there are specific items that are required by the School of Pharmacy at certain times during the PharmD curriculum (e.g., compliance requirements); these requirements and deadlines are listed in CORE ELMS®. Students may also be asked to complete additional items for onboarding or compliance specific to the requested rotation site or per OEE **at any given time.**

### Annual Compliance Requirements for All Students:

- Community Wide Orientation
- Immunizations and Titers
  - TB Test must be renewed annually (Note: TB testing may occur more frequently based on site requirements)
  - Seasonal Influenza vaccine must be renewed annually (September-October)
- Proof of Personal Health Insurance
  - Proof of health insurance must be uploaded into CORE ELMS annually
- The following requirements must be uploaded into CORE ELMS® if expired:
  - American Heart Association (AHA) approved course for Healthcare Providers CPR/BLS (2-year certification)
  - TDAP/TD immunization (good for 10 years)

### Additional Requirements for the P1 Academic Year:

- Pharmacist Intern Licensure (complete application by July 31<sup>st</sup>)
- State Issued ID
- 10-panel Drug Screening and Criminal Background Check (to be completed after P1 fall semester classes begin and no later than the Friday of the 2<sup>nd</sup> week of class of the fall semester)
- Proof of Personal Health Insurance - must be active on first class day; attestation form in CORE ELMS will be signed electronically before 1<sup>st</sup> day of P1 year attesting that insurance is active
- Current or previous pharmacy work information must be provided via CORE ELMS®
- APhA Immunization Certificate (to be completed in the P1 Fall Semester)

### **Additional Requirements for the P3 Academic Year:**

- 10-panel Drug Screening and Criminal Background Check (to be completed during the summer of the P3 academic year – deadline July 31st)
- APPE Onboarding Checklist (to be completed in the P3 Spring semester)

### **Licensure**

All students must submit their **intern application** and all supporting documents to the **Texas State Board of Pharmacy (TSBP)** by **July 31st before matriculation**. Students must be registered with the TSBP as an intern before participating in any experiential education. *Note:* All expenses related to obtaining an intern license are the responsibility of the student. Students must notify the **Associate Dean of Community and Clinical Programs** and the **TSBP** of any infraction that could impact their licensure, regardless of when or where it occurred

If a student elects to complete parts of their experiential education outside of Texas, the student will need to be licensed as a pharmacy intern in that state. There may be additional requirements and regulations to complete out-of-state rotations. Refer to that state's board of pharmacy website for details. *Note:* All expenses related to obtaining an intern license outside the state of Texas are the responsibility of the student.

### **Immunization and Titer Requirements**

UTEP complies with Texas Education Code § 51.9192, “the Jamie Schanbaum Act and Nicolis Williams Act,” which requires all entering students of a Texas institution of higher education, including transfer students, to show evidence of immunization for bacterial meningitis prior to enrollment. See the [UTEP Handbook of Operating Procedures Section 11, Chapter 10](#) for the full policy.

The UTEP SOP Pharmacy students must comply, at a **minimum**, with the Title 25 of the Texas Administrative Code, Rule § 97.64, “Required Vaccinations for Students Enrolled in Health-related and Veterinary Courses in Institutions of Higher Education,” which requires all students enrolled in non-veterinary health-related courses to have **completed a vaccine schedule prior to patient contact**. Affiliated healthcare institutions, where students will have their IPPEs, APPEs, service-learning, and other curriculum and/or co-curricular requirements, may mandate requirements over and above these rules.

Required immunization records and titer results: (Refer to [Appendix A](#)-UTEP Immunization & Personal Records Checklist for full details for new students)

- MCV4 (Bacterial Meningitis) Vaccine
- Hepatitis B Blood Titer (vaccine shot series required if negative titer)
- MMR (Measles, Mumps, Rubella) Blood Titer (vaccine shot series required if negative titer)
- Varicella Vaccine Blood Titer (vaccine shot series required if negative titer)
- Tdap (Tetanus-diphtheria-acellular pertussis vaccine)

Annual Testing and Immunizations: (to be completed upon admission and every year thereafter)

#### Testing

- TB-Testing
  - Must be completed on an annual basis by the deadline set by OEE (Note - TB testing may occur more frequently based on site requirements)

#### Immunization

- Flu Vaccination
  - Must be completed on an annual basis by the deadline set by OEE

Vaccinations and screenings are obtained at the student's expense. A student's health insurance may cover these services.

Students who fail to submit documentation of immunizations and titers will not be permitted to participate in the required direct patient care components of the [PharmD](#) program. **IPPE/APPE hours completed when the student is out of compliance with these requirements may not be accepted nor counted towards intern hours for course requirements and the TSBP.**

Vaccine exclusions may be allowed individually for medical contraindications and pregnancy:

- **Students with medical contraindications** must submit written verification from qualified healthcare professional (e.g., physician, nurse practitioner, physician's assistant) that the immunization required would be injurious to the health and well-being of the student or any member of the student's family or household. Unless a lifelong condition is specified, the verification is valid for only one year from the date signed by the healthcare professional. Students may be required to complete a site-specific form.
- **Pregnant students** may be exempt from select immunizations. Students must present written documentation and/or verification of immunizations that the student is exempt due to pregnancy. Students may be required to complete a site-specific form.

If a student opts out for any required vaccination, there may be additional site requirements that need to be completed or this may result in an assignment to a different site, if available. If a site is not available, it may result in delayed graduation pending site placement.

***Failure to comply with the immunization schedule as outlined may result in rescindment of an offer of admission or a delay in progression and subsequent graduation. Individuals with questions or concerns about their ability to meet these standards should contact The University of Texas at El Paso School of Pharmacy Office of Student Affairs.***

### Background and Drug Screening Requirements

All students must complete a criminal background check and a 10-panel drug screen at the following times: 1) **P1 students:** must complete after matriculation (1<sup>st</sup> class day) and no later than the Friday of the 2<sup>nd</sup> week of class for the P1 fall semester; 2) **P3 Students:** must complete during the summer of the P3 academic year (deadline of July 31<sup>st</sup>). The School of Pharmacy reserves the right to request additional drug screening and/or background checks at any point while the student is enrolled in the PharmD program. Additionally, sites may also request additional drug screening and/or background checks for onboarding or pursuant to their site policies.

The OEE has provided instructions and direct link in CORE ELMS to complete the background and drug screen through CastleBranch. Students are responsible for the cost of these requirements, and payment is processed through CastleBranch. Once results are available, both OEE and students will be notified through the CastleBranch secure portal. Regarding drug screening, students who have documentation of medical history that may impact the interpretation of screening results should provide this information to the Medical Review Officer (MRO) at CastleBranch.

Drug screening is conducted through urine testing coordinated through CastleBranch. In the event that a student receives a dilute negative urine test, a repeat test will be required. After receiving 2 dilute negative urine results, the student may be required to complete an alternate form of drug screening (i.e., saliva, hair, blood). The cost of additional screening is the responsibility of the student.

Results from a drug screening test or criminal background check may result in the inability to complete onboarding for site placement and/or removal from a site, both of which may result in rotation cancellation or failure, and the possibility of delayed progression and subsequent graduation. Additionally, results from a drug screening test or criminal background check may impact pharmacy intern license status and the ability for a student to be placed at practice site. Results from a failed drug screening test or criminal background check that may impact intern license status and/or student placement may also be referred to appropriate parties within the University for review (e.g., Office of Student Affairs, Academic and Professional Standards Committee, Office of Community Standards, etc.). Based on the nature of each case, these situations may result in disciplinary action including probation or dismissal from the School of Pharmacy. Refer to the UTEP School of Pharmacy Handbook for additional information regarding policies related to background checks and drug screening.

### Notification of Criminal Records

Students must notify the OEE and TSBP of criminal records that occurred in the past and/or that occur during school attendance which include but not limited to:

- Driving While Intoxicated (DWI)

- Driving Under the Influence (DUI)
- Possession of illicit substances
- Expunged items

According to Texas House Bill (HB) 1508, 85th Leg., R.S. (2017), amended Chapter 53 of Texas Occupations Code to add Subchapter E restricts the issuance of occupational licenses based on a license applicant's criminal history; and authorizes the Texas State Board of Pharmacy (TSBP) in some cases, to consider a person convicted, even though the person was only on probation or community supervision without a conviction.

As an applicant/enrollee in an educational or training program that prepares individuals for issuance of an occupational license, the student has been provided a notice by The University of Texas at El Paso School of Pharmacy Program of the following:

- if the student has been convicted of an offense or placed on probation, the student might not be eligible for an occupational license issued by TSBP after he/she completes this educational or training program; (TSBP's criminal history guidelines are available at [Texas State Board of Pharmacy](#) and include restrictions or guidelines TSBP uses to determine eligibility for an occupational license); and
- the student has the right to request a criminal history evaluation letter from TSBP and can be requested by calling (512) 305-8000.

### CPR Certification Requirement

Students must have a current CPR certification. Only the American Heart Association (AHA) CPR/BLS Healthcare Provider Training will be accepted. Additionally, only classes with live skills demonstration will be accepted. Each year, students must ensure that a current copy of their CPR certification is uploaded into CORE ELMS®.

### Community Wide Orientation (CWO)

Many practice sites in the El Paso region require students to complete the Community Wide Orientation (CWO). Student must go to [EPCC- Community Wide Orientation](#) to access the on-line presentation. At the end of the presentation, the student must complete the online exam. A certificate of completion will be provided, and students must upload the CWO certificate into CORE ELMS®. This CWO must be completed annually in May.

### Personal Health Insurance

Students must provide documentation (insurance card or verification letter) of an active personal health insurance policy and upload this into CORE ELMS® annually regardless of insurance duration. Insurance must be issued by a US-based insurer.

If a verification letter/statement is submitted as documentation, it must contain the following:

1. Post Date
2. Full Name

3. Member ID#
4. Name of insurance
5. Coverage start date

Students can also access student health insurance provided by Academic HealthPlans ([Student Health Insurance Plan](#)).

#### **Health Insurance Electronic Attestation:**

Students must attest that they have health insurance by completing an attestation form in CORE ELMS® in the same file where personal health information is uploaded. By signing the electronic form, the student is attesting that they will maintain an active insurance policy for the duration of the time they are enrolled at the UTEP School of Pharmacy. Students will complete this attestation once at the beginning of the P1 year.

#### **Liability/Malpractice Insurance**

Students are provided liability insurance for experiential education-related learning activities. A student is covered through the UT System Liability insurance if they are in good standing with the University. Students may retrieve a copy of the UTEP Liability/Malpractice Insurance from their CORE ELMS® home page under student resources.

#### **CORE ELMS®**

Sign up for a [STUDENT CORE ELMS®](#) account using the code: **SOP**. After an account is created, an administrator reviews it, and students receive login credentials. All requirements and compliance documentation (i.e., all personal records, immunizations, titers and required onboarding documents) are expected to be uploaded to the student “Requirements” page in CORE ELMS® by the due date set by OEE.

#### **Practice Site Electronic Health Record Access**

Students will be given instructions on how to access a site’s electronic health record during the onboarding process (refer to the CORE ELMS® homepage/document library). Certain sites and rotations require that students utilize their own personal computer to access the site’s electronic health records (EHR) by connecting to the site’s secure Wi-Fi or Virtual Private Network (VPN). Along with site onboarding documents, students are provided detailed instructions by OEE on how to register their personal computer with the site’s IT department to obtain access to the site’s EHR system. The OEE Compliance Officer will assist students in collecting and submitting the required items by the onboarding deadline; however, it is the student’s responsibility to confirm with the site that access to EHR, Wi-Fi and/or VPN has been granted at least one week prior to the start of their rotation. The student is also responsible for any costs associated with obtaining any required software to utilize the site’s EHR system.

#### **Student Health and Wellness Center**

The Student Health and Wellness Center provides a variety of services including general medical

care, women's and men's wellness examinations, physicals, immunizations, lab work, nutrition services, travel medicines and immunizations, and sexually transmitted infections (STIs) screenings. For more information, visit [Student Health and Wellness Center](#)

### Student Mental Health Services

The University Counseling Center provides counseling/mental health services in both English and Spanish. Services include individual and group counseling, drug and alcohol recovery support services, and career counseling. If you are feeling any emotional distress, overwhelmed, or need someone to speak to, reach out to [Counseling and Psychological Services](#). Services are available 24/7.

### Campus Advocacy, Resources and Education (CARE)

[CARE](#) Campus Advocacy, Resources and Education (CARE) office seeks to empower students who have been impacted by violence\* by providing:

- Confidential/private Advocacy, resources, and supportive services.
- Counseling
- Education

*\*A victim of violence is a person who has suffered physical, sexual, financial, emotional harm because of the commission of a crime.*

These services may be extended to the students' support system (family, friends, peer groups, or staff/faculty members).

CARE works in partnership with campus departments and community agencies to develop engaging programs to educate the campus community about the role each of us play in ending interpersonal violence on our campus and community.

### Additional Student Support

- For emergencies: dial 911
- Mental Health Crisis Line: 915-779-1800
- National Suicide Prevention Hotline: 1-800-273-8255
- Veterans Crisis Line: Dial 988 the press 1
- NAMI (National Alliance Against Mental Illness) of El Paso: 915-778-5726
- TREVOR: Confidential Lifeline for Gay Youth: (866) 488-7386

## INFORMATION FOR PRECEPTORS/PRACTICE SITES

### Becoming a Preceptor

Requirements:

- Pharmacists:
  - Pharmacist license that is current and in good-standing

- No board order imposing any penalty within that last three-year period
- Have at least:
  - One (1) year of experience as a licensed pharmacist, or
  - Six (6) months of residency training if the pharmacy resident is in a program accredited by the American Society of Health-System Pharmacists
- Hold and maintain a current Texas Pharmacy Preceptor Certificate, if licensed in Texas. Note: pharmacists not licensed in Texas who work in a federal facility are eligible to serve as pharmacist preceptors.
- Healthcare Professionals
  - Applicable health care professionals who can precept pharmacy students per the TSBP Texas Administrative Code Rule 283.2
    - Physician
    - Dentist
    - Physician Assistant
    - Advanced Practice Registered Nurse
    - Veterinarian
    - Podiatrist
    - Licensed Pharmacist (not licensed in Texas)
  - License that is current, in good standing or unrestricted in applicable practice field in Texas or other states
  - Have at least one (1) year of experience in applicable practice field.
- All Preceptors must:
  - Be able to support students in experiential rotations
  - Agree to initial and ongoing preceptor evaluation by the UTEP SoP Office of Experiential Education
  - Be motivated to dedicate time to the training and development of student pharmacists
  - Agree to abide by all rules set forth by the Preceptor Excellence Team, School of Pharmacy, and University

## Process

- Onboarding
  - a. Complete UTEP SOP Preceptor application form  
<https://www.rxpreceptor.com/signup/p/?UTEP> (Code UTEPSOP)
  - b. Complete UTEP SOP Preceptor On-line Orientation Modules
  - c. Complete Family Educational Rights and Privacy Act (FERPA) training
  - d. Complete Orientation Completion Questionnaire
- Affiliate Process (optional for preceptors who want access to UTEP library resources)
  - a. Complete a Criminal Background check (preceptor is sent a link by UTEP HR to complete the CBC). **NOTE:** preceptors should complete this as soon as it is received, since the link is only active for 72 hours.
  - b. Preceptor receives email from UTEP HR with affiliate credentials and instructions

to activate UTEP email and access library resources.

### Other Preceptor Responsibilities

(Adapted from 2016 [ACPE](#) Standard Guidance)

- Practices ethically and with compassion for patients
- Accepts personal responsibility for patient outcomes
- Has professional education, experience, and competence commensurate with their position
- Utilizes clinical and scientific publications in clinical care decision-making and evidence-based practice
- Has desire to educate others (patients, caregivers, other healthcare professionals, students, residents)
- Demonstrates the willingness and ability to advocate for patients and the profession
- Demonstrates creative thinking that fosters an innovative, entrepreneurial approach to problem solving
- Has an aptitude for facilitating learning
- Is competent in the documentation and assessment of student performance including professionalism
- Has a systematic, self-directed approach to their own continuing professional development and actively participates in self-directed lifelong learning
- Collaborates with other healthcare professionals as a visible and contributing member of a team
- Is committed to their practice organization, professional societies, and the community
- Provides acceptable student supervision, including absences
- Effectively communicates to the student expectations regarding performance, appearance, attitudes and method of practice
- Provides the student with formative and summative feedback
- Provides the School of Pharmacy/OEE with feedback upon request
- Completes all electronic assessment forms using CORE ELMS®
- Maintains privacy of records in relation to current or former students by complying with the Family Educational Rights and Privacy Act (FERPA) at all times
- Does not discriminate against persons on the basis of race, color, national origin, sex, religion, age, disability, genetic information, veteran's status, sexual orientation, or gender identity

### Benefits

- Access to free pharmacist CE through CE Impact
- Access to Online Drug Information Databases and Electronic Textbooks (UTEP library) upon completion of affiliate process
- Access to UTEP email account upon completion of affiliate process
- Access to UTEP SOP Quarterly Preceptor Newsletter

- Annual recognition opportunities for preceptors
- Ability to post jobs onto CORE ELMS®

### Clinical Faculty Only

Clinical sites in which clinical faculty are assigned to as part of their faculty duties require certain immunizations, titers, and credentialing documentation.

The following requirements will be completed at a Concentra Urgent Care center via a referral issued by the School of Pharmacy:

- Hepatitis B Surface Antibody test titer
- MMR titer
- Varicella titer
- TB QuantiFERON test
- TB Two Step test
- TB Questionnaire

The OEE will communicate with the Pharmacy Practice and Clinical Science Chair to begin the process for clinical faculty onboarding.

Other information:

- **Site onboarding:** The OEE Program Manager will provide assistance in onboarding clinical faculty at assigned site.
- **Site credentialing:** The Chair of Pharmacy Practice and Clinical Sciences is responsible in the credentialing process for clinical faculty at assigned sites.
- **Liability malpractice insurance:** Clinical Faculty preceptors are covered through the UT System Liability insurance. A copy of the most current UT System Liability Insurance Certificate can be found on CORE ELMS®. Practice sites may require faculty to carry individual liability/malpractice insurance policies.

### Site Visits

The OEE faculty and staff will conduct site visits prior to each site accepting students. Once this initial phase of review has been completed and it has been determined that the site can successfully deliver high-quality experiential education, the OEE will conduct site visits at least every three years and as needed. Rotation sites will also be evaluated by the students via the preceptor/site evaluation completed at the end of a rotation. OEE will review these evaluations in addition to information gathered at site visits as part of the continuing quality review process.

### Affiliation Agreements

Affiliation agreements must be on file before students are assigned to the site for [IPPE](#) or [APPE](#) experiences. For students who are interested in setting up a rotation at a new site, please refer to the section “Experiential Education Sites set up by Students” in this handbook. Any questions regarding the status of affiliation agreements can be directed to

the [OEE](#) Associate Dean or Program Manager.

### Establishing a New Practice Site

The UTEP SOP welcomes new practice sites to join our community. Please contact the UTEP School of Pharmacy Office of Experiential Education at [exedpharmacy@utep.edu](mailto:exedpharmacy@utep.edu) or (915) 747-8520.

## Experiential Education School Committees

There are two (2) main teams, or committees, that address Experiential Education at the School. If you are interested in becoming involved, attending, or providing an agenda item for consideration, contact the [OEE](#) Associate Dean.

### Office of Experiential Education (OEE) Team

Team members include: OEE director, compliance officer, program manager and clinical coordinators ([OEE](#) Team). Team meetings focus on business related to the office as well as discussing updates from UTEP SOP.

In the UTEP SOP, the OEE Team provides representation on the following committees: Assessment, Curriculum, Preceptor Excellence Team, and Progression. The OEE also oversees the IPPE/APPE curriculum and site procurement.

### Preceptor Excellence Team (PET)

Team members include [OEE](#) Faculty and Staff, UTEP SOP Clinical Faculty representatives, and Community Preceptors. Committee charges focus on developing, recruiting, retaining, evaluating, and recognizing preceptors.

## UNIVERSITY POLICIES AND PROCEDURES

It is highly recommended that pharmacy students and preceptors familiarize themselves with the policies and procedures outlined in the UTEP SOP Student Handbook on the UTEP SOP website.

### Student Rotation Accommodations

The University of Texas at El Paso is committed to providing reasonable accommodations and auxiliary services to students with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodation(s) will be made unless it is determined that doing so would cause

undue hardship on the University. The full policy can be viewed via the UTEP Handbook of Operating Procedures Section VI, Chapter 2 Accommodations for Individuals with Disabilities Policy. Students and Applicants for Admission Students and applicants for admission requesting eligibility for accommodation and services can initiate a request for accommodation(s) by contacting the Director of the [Center for Accommodations and Support Services](#).

### Safety and Health Information

The safety of students, faculty, and staff is a principal consideration in every campus activity. This section has been prepared to establish basic safety procedures and guidance for students and their preceptors. Additional safety information is available at the Environmental Health and Safety webpage [www.utep.edu/ehs](http://www.utep.edu/ehs).

### Needle and Sharps Safety Guidelines

- Exercise extreme caution when using “sharps”, such as needles, razor blades, broken glass, scalpels, and other sharp instruments or devices.
- A puncture-resistant sharps container must be readily available in the immediate work area.
- After using a needle, do not re-cap, break, remove it from syringe, or otherwise manipulate it in any way.
- After use, all disposable sharps should be promptly placed into a conveniently located puncture-resistant sharps container to prevent injury.
- Engineered safe needle devices can reduce risk of injury and should be used at all times.
- Non-disposable sharps must be promptly placed into a conveniently located, sturdy, hard-walled tray with disinfectant.
- Never handle broken glass directly with your bare hands. Forceps, tongs, or a dustpan must be used to handle broken glass to reduce the risk of injury.

### Needle Stick Accident Procedure

In the event of a needle stick, students must follow the policies and procedures at the practice site. In general, the following procedures should be followed:

- Immediately flush the affected area with water.
- Gently wash the affected area with soap and water.
- Gently dry the area.
- If bleeding continues, apply pressure to the area but do not rub the injury site.
- If blood or body fluids comes into contact with eyes, mouth, or other skin areas, rinse the areas with water for 15 minutes.
- Remove and change any contaminated clothing.
- Report the accident, incident, or near-miss to your preceptor or supervisor and the Environmental Health and Safety Office (915-747-7124).
- Seek medical attention. A medical professional can assess the level of risk and determine further medical management.

### Accident, Incident, or Near-miss Reporting Procedures

Students must report all accidents, incidents, or near-misses immediately to their preceptor or supervisor, and to the UTEP Environmental Health and Safety (EH&S) Office within 24 hours (915-747-7124).

Preceptors may also report an incident through CORE ELMS® (Student Incident tab). Injury incident reporting form can be found at <https://www.utep.edu/ehs/Files/docs/Forms/EHS-Injury-Incident-Report.pdf>.

### Campus Concealed Carry

Beginning August 1, 2016, individuals with a Texas concealed handgun license will be allowed to carry concealed handguns on public university campuses throughout the state. For more information, visit <https://www.utep.edu/campuscarry/>. Experiential education primarily occurs off campus and concealed handgun rules will follow the site policies and procedures.

## Appendix A - Personal Records and Immunization Checklist

### UTEP SOP Immunization & Personal Records Checklist for New Students

<input type="checkbox"/>	<b>Texas State of Pharmacy Intern License Submission and Completion of Fingerprints.</b> <a href="#">Apply - Pharmacist-Intern Student Application</a>
<input type="checkbox"/>	<b>Driver's License</b>
<input type="checkbox"/>	<b>Community Wide Orientation completion certificate</b> <a href="https://www.epcc.edu/Admissions/Orientation/community-wide-orientation">https://www.epcc.edu/Admissions/Orientation/community-wide-orientation</a>
<input type="checkbox"/>	<b>Criminal Background Check and Drug Screening Test</b> - <a href="https://portal.castlebranch.com/uv13">https://portal.castlebranch.com/uv13</a>
<input type="checkbox"/>	<b>BLS/CPR Card-</b> <a href="https://www.cprcertificationelpaso.com/cpr-class-registration/?date=2021-0327&amp;time=1000">https://www.cprcertificationelpaso.com/cpr-class-registration/?date=2021-0327&amp;time=1000</a>
<input type="checkbox"/>	<b>Proof of Medical Health Insurance</b> - Students may choose to purchase health insurance from any provider. Students <b>must</b> have health insurance coverage by the first day of school. <ul style="list-style-type: none"> <li>o UTEP Student Health Insurance (SHIP)-Human Resources - <a href="#">Student Health INSURANCE with UT systemresources/services/benefits/student-health-insurance-plan.html</a></li> </ul>
<input type="checkbox"/>	<b>Positive Hepatitis B Blood Titer* (Immune)</b> - If blood titer is negative (not immune), student must restart and complete either the: two (2) shot series (e.g., HepLisav-B) or three (3) shot series. Hepatitis B Blood Titer retest expected 4-6 weeks after shot series completion
<input type="checkbox"/>	<b>Positive MMR (Measles, Mumps, Rubella) Blood Titer* (Immune)</b> - If blood titer is negative (not immune), student must restart and complete MMR two (2) shot series. Titer re-test not required at shot series completion.
<input type="checkbox"/>	<b>Positive Varicella Titer* (Immune)</b> - If blood titer is negative (not immune), student must restart and complete Varicella two (2) shot series. Titer re-test not required at shot series completion.
<input type="checkbox"/>	<b>Tdap (Tetanus-diphtheria-acellular pertussis vaccine)</b> –Tdap is valid for 10 years, so if current record is missing or expired, students may receive either a new Tdap or a TD booster.
<input type="checkbox"/>	<b>Influenza</b> - Flu shot to be received on an annual basis
<input type="checkbox"/>	<b>TB Test (Tuberculosis)- There are 2 tests which can satisfy this requirement. TB test must be administered prior to 1<sup>st</sup> day of class</b> <ol style="list-style-type: none"> <li>1. <b>QFT (QuantiFERON) TB Gold blood test:</b> recommended to all but especially for those who have traveled internationally and/or who are aware they may test false positive on the TB skin test, which would require a chest x-ray.</li> <li>2. <b>Two (2) TB Skin Tests (PPD) Live Tuberculosis Test:</b> Two TB Skin Tests administered no less than 7 days and no more than 21 days apart. TB skin test documentation must include the date of administration and date of reading/results. If first TB skin test result of positive a chest x-ray is required.</li> <li>3. <b>Chest X-Ray:</b> required for those who test positive on the TB skin test. NOTE: Receiving a chest Xray will require the need to receive one annually or a QFT (QuantiFERON) test.</li> </ol>

**\*Titer:** if you receive a titer and it is negative or equivocal (after consulting with your health provider) you will need to start the vaccine series. All vaccine series need to be completed by the deadlines provided below.