

University of Texas at El Paso School of Pharmacy



Office of Experiential Education Student and Preceptor Handbook 2026-27

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 (UTEP)! The School of Pharmacy 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, flowing style.

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 (OEE) VISION AND MISSION

Vision

To be a leader in experiential pharmacy education by developing IDEAL pharmacists through innovative practice experiences, collaborative partnerships, and transformative learning opportunities that improve the health of diverse populations in the border region and beyond.

Mission

To advance the mission of the UTEP School of Pharmacy by providing innovative, inclusive, and high-quality experiential learning opportunities that develop practice-ready and team-ready pharmacists through engagement with preceptors, healthcare partners, and diverse communities.

Goals

The UTEP School of Pharmacy strives to:

- **Deliver Innovative and High-Quality Experiential Education:** Provide structured, diverse, and progressive experiential learning opportunities that prepare student pharmacists to be APPE-ready, practice-ready, and team-ready pharmacists.
- **Cultivate Excellence in Preceptor Development and Engagement:** Develop and support a highly qualified and engaged preceptor community committed to student learning, mentorship, and professional development.
- **Advance Health Equity, Cultural Humility, and Community Impact:** Create experiential learning opportunities that prepare students to provide compassionate, culturally responsive, and patient-centered care for diverse populations.
- **Strengthen Strategic Partnerships and Practice Advancement:** Develop sustainable partnerships with healthcare organizations, pharmacists, and interprofessional collaborators that advance pharmacy practice and student learning.
- **Foster Assessment, Quality Assurance, and Continuous Improvement:** Use data-driven decision-making and stakeholder feedback to continuously improve experiential education programs and outcomes.

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.

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ABBREVIATIONS

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

DEFINITIONS

See abbreviations table for abbreviations in this section.

Advanced Community Pharmacy Practice Experience

Core rotation where students will 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

Core rotation where students will 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.

Community Introductory Pharmacy Practice Experience (Community IPPE)

An introductory experiential course that provides students with exposure to community pharmacy practice and direct patient care services. Students develop foundational skills in medication dispensing, patient counseling, health promotion, and medication-related problem identification while progressing toward achievement of Entrustable Professional Activities (EPAs)

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.

Hospital Introductory Pharmacy Practice Experience (Hospital IPPE)

An introductory experiential course that provides students with exposure to institutional pharmacy practice and patient care within a hospital setting. Students develop foundational skills in medication-use systems, patient safety, interprofessional collaboration, and patient-centered care while progressing toward achievement of Entrustable Professional Activities (EPAs).

Inpatient General Medicine Advanced Pharmacy Practice Experience

Core rotation where students will 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.

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 2025, (Standard 3), the curriculum must have no less than 300 hours, with 150 hours balanced between community and institutional health-system settings.

Introductory Pharmacy Practice Experiences (IPPEs)

From the [ACPE](#) Standards 2025 “IPPEs involve students in 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 3.2.b), 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 requires 1,680 hours (more 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 tables below 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 Activities	P-1 Fall (Hrs.)	P-1 Spring (Hrs.)
Foundations/Spanish IPPE	8 hrs	
Health Literacy IPPE	2 hrs	
Health and Wellness IPPE		10 hrs
Total IPPE Hours for the P1 Year	Total	20 hrs

P2 Year

IPPE Activities	P-2 Summer (Hrs.)	P-2 Fall (Hrs.)	P-2 Spring (Hrs.)
Community Pharmacy IPPE	90 hrs		
Medication History IPPE		15 hrs	
Immunizations IPPE		10 hrs	
Medication History IPPE			15 hrs
Preventive Care: OTC/Self-Care IPPE			10 hrs
Total IPPE Hours for the P2 Year	Total		140 hrs

P3 Year

IPPE Activities	P-3 Summer (Hrs.)	P-3 Fall (Hrs.)	P-3 Spring (Hrs.)
IPPE Elective	30 hrs		
Hospital Pharmacy IPPE	90 hrs		
Medication Therapy Management (MTM) IPPE		12 hrs	
Business Plan IPPE			12 hrs
Total IPPE Hours for the P3 Year	Total		144 hrs

Total IPPE Hours	Total 304 hours
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Course IPPE & APPE calendars are independent of School Calendar. School recognized breaks may not be recognized during Course IPPEs & APPEs.

Course IPPE Calendar**2027-2028 (Tentative)**

Block	Dates
1	May 31 – June 11, 2027
2	June 14 – June 25, 2027
3	June 28 – July 9, 2027
4	July 12 – July 23, 2027
5	July 26 – August 6, 2027
6	August 9 – August 20, 2027
Wintermester	TBD: January 2028

Texas Consortium of Experiential Programs (TCEP) Approved APPE Calendars**2026-2027**

Rotation	Begin Date	End Date
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

Rotation	Begin Date	End Date
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

Rotation	Begin Date	End Date
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

2029-30

Rotation	Begin Date	End Date
1	May 21, 2029	June 29, 2029
2	July 2, 2029	August 10, 2029
3	August 13, 2029	September 21, 2029
4	September 24, 2029	November 2, 2029
5	November 5, 2018	December 14, 2029
6	January 7, 2030	February 15, 2030
7	February 18, 2030	March 29, 2030
8	April 1, 2030	May 10, 2030

EXPERIENTIAL COURSE POLICIES FOR IPPEs AND APPEs

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 for 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). Receiving payment 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. 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 in accordance with their work schedule. 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. Approval of project hours that count towards scheduled rotation hours is at the discretion of the preceptor and/or the clinical coordinator and may be

limited in number based on the nature of the learning experience.

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

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**. Students should note that there is a defined time limit for requesting the absence as outlined in the handbook. 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 interviews, 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 [8] hours 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.

Students must still meet all rotational requirements as set forth by the SOP and the preceptor and meet a minimum of 240 hours for the rotation even when using professional event release time. Additionally, professional event release time applies only to hours during which the student is scheduled by the preceptor to participate in required rotation activities. Students are not eligible to receive excused hours, experiential credit, or replacement hours for conference attendance, travel, presentations, interviews, or other professional events occurring during scheduled days off, holidays, unscheduled time, or periods when the student is not otherwise expected to be engaged in rotation activities.

The SOP may schedule required academic activities during the APPE year (e.g., PILLS course activities, NAPLEX preparation sessions, or interprofessional education events). Students are responsible for coordinating with their preceptor regarding any resulting absence and completing any missed rotation time or activities as required. Volunteer activities outside of preceptor-assigned rotation responsibilities do not count toward APPE hours or licensing requirements. For SOP-sponsored events, OEE will communicate whether release time is permitted; participation in such events does not automatically qualify for APPE hour credit.

Absences related to Public Health Concerns/Communicable Diseases

Students are required to comply with all health screening, immunization, and communicable disease requirements established by the UTEP SOP, affiliated experiential sites, and applicable healthcare regulations. Any student diagnosed with, exposed to, or suspected of having a communicable disease or other health condition that may affect their ability to safely participate in educational, experiential, or patient care activities must promptly notify OEE and seek appropriate medical evaluation. The SOP may temporarily restrict or suspend participation in experiential activities, patient care settings, or other School-sponsored activities pending medical evaluation and clearance.

Students who develop symptoms of a communicable respiratory illness, such as COVID-19,

influenza, or other potentially contagious respiratory diseases, should promptly notify their preceptor and follow site-specific policies and guidance regarding attendance and return to the practice site. Students are expected to communicate with OEE and the applicable IPPE or APPE Clinical Coordinator regarding any illness-related absence. If an absence from experiential education activities is required, the student must follow SOP absence procedures, including submission of any required documentation to the Office of Student Affairs.

Students may not participate in experiential education activities until appropriate documentation from a licensed healthcare provider confirms they are medically cleared to return and do not pose a risk to patients, preceptors, students, faculty, staff, or others in the educational or healthcare environment. Students are responsible for maintaining communication with OEE regarding their status and, when absences occur, must work with their preceptor and OEE to develop a plan for completing any missed experiential hours or educational activities. The SOP reserves the right to request additional documentation or clearance as necessary to satisfy university, experiential site, or regulatory requirements.

The SOP does not diagnose, treat, or manage communicable diseases or other medical conditions. Medical evaluation, treatment, reporting, and public health follow-up, when applicable, are the responsibility of the student's healthcare provider and appropriate public health authorities.

Leave of Absences during Experiential Education

Students who require a leave of absence that would interrupt experiential rotations must follow the leave of absence procedures as outlined in the UTEP SOP Handbook. Once approval of leave is granted by the SOP, students enrolled in experiential courses will receive an incomplete grade for the current course and will be rescheduled at a future date upon return from leave. When applicable, the remaining rotation schedule will be adjusted as appropriate on a case-by-case basis. The OEE cannot guarantee that the same site, preceptor, rotation type, elective, or block will remain available when the student returns. Additionally, students must not independently contact preceptors or rotation sites to arrange, modify, or resume rotations while on leave or in anticipation of leave. Once the student is approved to return from leave, OEE will work with the student and the SOP Office of Student Affairs to develop or revise the student's rotation schedule based on remaining curricular requirements, site and preceptor availability, academic progression requirements, and the student's approved return date.

A leave of absence may result in changes to the student's original rotation sequence and anticipated graduation timeline. Completion of rotation requirements will depend on the availability of appropriate experiential sites and the student's ability to complete all required rotations and experiential hours. Students who are progressing on a delayed experiential timeline are still expected to meet all onboarding requirements and deadlines as directed by the OEE Compliance Officer when appropriate. Additionally, a leave of absence may result in the need to inactivate a student's pharmacy intern license per Texas State Board of Pharmacy guidelines/recommendations. In this case, the student will need to reapply for a Texas intern

license upon returning from leave.

Students are responsible for maintaining communication with the SOP Office of Student Affairs regarding their leave and return-to-school status. Documentation supporting the leave of absence should be submitted only through the appropriate SOP process and should not be provided directly to preceptors or experiential sites unless specifically required through an approved institutional process.

Rotation Placement

The 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. 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).

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 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).

The 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, OEE will review the submissions and optimize the final schedule by considering student preferences, site and preceptor requirements, and curriculum needs. The 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.

The 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 15th 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. The 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. The 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 requiring accommodations during an IPPE or APPE **must submit requests through the Center for Accommodations and Support Services (CASS) for each experiential course in which accommodations are needed.** Students should also notify OEE of their intent to request rotation accommodations during the period designated by OEE coordinators. The OEE will make reasonable efforts to identify experiential placements that can support CASS-approved accommodations. To facilitate approved accommodations, rotation assignments may be modified, including placement at an out-of-region site, rescheduling to a different rotation block, or extending the experiential timeline, which may delay graduation. While every effort will be made to secure an appropriate placement, OEE cannot guarantee that all experiential sites or preceptors will be able to accommodate every approved request. If a suitable placement cannot

be identified, the student's experiential progression may be delayed. Students who are unable to complete required experiential education experiences may be unable to meet graduation requirements and, consequently, may be unable to complete the PharmD program.

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: assigning the rotation due to the location in proximity to the student's home address (only under extenuating circumstances) or assigning 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 SOP. The OEE and the UTEP Travel Office will reach out to students and request the following travel documents be submitted to the 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 identified by Students

Students may complete IPPEs and APPEs at approved experiential sites throughout the United States. International APPEs may be considered for elective rotations only and generally require

that the student has already completed the minimum 1,440 APPE hours required by the Texas State Board of Pharmacy (TSBP) and the Accreditation Council for Pharmacy Education (ACPE). Students interested in completing a rotation at a site not currently affiliated with the UTEP SOP must notify OEE as early as possible, and no later than one year before the anticipated rotation start date. The student is responsible for meeting with OEE personnel to discuss the proposed site and determine whether it meets program requirements. If the proposed site is not currently affiliated with the SOP, the student may be asked to assist in identifying a qualified preceptor and determining the site's willingness to accept students. The student must provide OEE with the site name, location, and preceptor contact information for review.

Approval of student-identified sites is not guaranteed and is contingent upon successful completion of the School's site and preceptor approval process. Before a rotation may be scheduled, the following requirements must be met:

- A fully executed affiliation agreement must be in place between the site and the University.
- The proposed preceptor must meet SOP preceptor qualifications and complete all required onboarding and orientation activities.
- The site must satisfy applicable educational, regulatory, and quality standards.
- The student must comply with any state-specific requirements, including pharmacist intern registration or licensure, when applicable.

All requests for student-identified experiential sites are reviewed on a case-by-case basis. Students should be aware that establishing new affiliations may require significant time and administrative review. Submission of a site request does not guarantee approval or placement.

Virtual rotations

APPE rotations may include virtual opportunities (both patient care and non-patient care), but virtual opportunities for core, required rotations must be approved by the OEE. 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 (elective IPPEs may be exceptions). For 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 course 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 for students to complete (e.g., assignments 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 (e.g., course failure). 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 and site is in CORE ELMS®. All feedback received from students about preceptors and sites is confidential, and only anonymous, aggregate feedback is given to preceptors/sites. For course IPPEs and APPEs, students are required to complete the preceptor and site evaluations.

APPE Requirement Expectations:

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

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 OEE 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 IPPE/APPE course 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 SOP
- 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 during Experiential Education

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

Professional Dress

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 concerns 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 EXPERIENTIAL COURSE REGISTRATION

To participate in any IPPE, APPE, or other experiential education activity, students must be officially enrolled in the corresponding experiential course for the entire duration of the rotation. **Registration in all required IPPE and APPE courses is the responsibility of the student.** Students must complete registration by the deadlines established by the University and ensure that they remain enrolled in the appropriate course for the duration of the rotation. To facilitate the registration process, OEE will make available to students the applicable Course Registration Numbers (CRNs) and other necessary registration information; however, ultimate responsibility for timely registration and maintenance of enrollment rests solely with the student.

Students who are not actively registered in the assigned experiential course are not permitted to engage in rotation-related activities, be present at a practice site, access patient care areas, or represent the SOP in an experiential capacity. Students who are dropped, withdrawn, administratively removed, or otherwise disenrolled from an experiential course must immediately notify in writing (e.g., email with date/timestamp) both OEE and the Office of Student Affairs (OSA).

If a student is no longer enrolled in the experiential course for any reason, the student will be immediately removed from the assigned rotation and may not continue participating at the practice site until course enrollment has been formally reinstated and written authorization has been granted by OEE. Intern hours completed at a practice site while not enrolled in the associated course will not be counted toward experiential education requirements and may be subject to additional review.

Any delay in course reinstatement may result in missed rotation time, disruption of experiential scheduling, assignment of an Incomplete ("I") grade when permitted by University policy,

extension of experiential requirements, delayed progression within the professional curriculum, and/or delayed graduation. The SOP cannot guarantee that a student who is removed from a rotation due to loss of course enrollment will be able to resume the rotation at the same site, with the same preceptor, or within the original academic term.

Consequences of Non-Compliance

Students are prohibited from participating in any experiential education activity, reporting to a practice site, engaging in patient care activities, or otherwise representing the SOP at a site when they are not actively enrolled in the corresponding experiential course and authorized by OEE. Failure to comply with this policy may result in one or more of the following actions:

- Immediate removal from the experiential site and suspension of all rotation-related activities.
- Placement on academic probation, professional probation, or other corrective action as determined by the SOP (including course failure where appropriate).
- Referral for review under applicable student conduct, professionalism, or academic policies.
- Requirement to repeat the experiential course or complete additional remediation activities, when applicable.
- Delayed progression in the professional curriculum and/or delayed graduation.

Students should also be aware that participation in experiential activities while not enrolled in the associated course may jeopardize their status under University-approved experiential agreements, compliance processes, and liability coverage. A student who reports to or remains at a practice site without official enrollment in the experiential course and without authorization from OEE may not be covered under University liability insurance or other protections afforded to enrolled students. In such circumstances, the student may be personally responsible for any consequences, claims, damages, injuries, or liabilities arising from their unauthorized presence or activities at the site, to the fullest extent permitted by applicable law and University policy. Failure to promptly notify OEE and OSA of a change in enrollment status or knowingly participating in a rotation while not enrolled in the associated course, may be considered a serious breach of professional responsibility and may result in additional disciplinary action by the SOP.

STUDENT ROTATION ONBOARDING AND COMPLIANCE

Student site onboarding and compliance requirements are coordinated by OEE. All students are required to complete both SOP compliance requirements and site-specific onboarding by the assigned deadlines. Students who are completing remediation or who are progressing on a delayed timeline are still expected to meet all onboarding requirements and deadlines as directed by the OEE Compliance Officer. Detailed site onboarding instructions, timelines, and expectations are available in Blackboard, while SOP compliance requirements are maintained and tracked in CORE ELMS®.

Failure to complete site-specific onboarding or SOP compliance requirements by the deadline provided **may result in delays to rotation placement, site clearance, or the student's ability to begin the assigned experiential rotation as scheduled** [(e.g., 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 clinical sites directly regarding onboarding or compliance matters unless specifically instructed to do so by OEE.** Unauthorized communication with sites may be considered a violation of professional expectations and may result in consequences as outlined in the SOP Student Handbook.

Summary of Requirements

Clinical sites determine the specific requirements students must complete as part of the onboarding process. Site-specific onboarding requirements, instructions, and required timeframes are provided in Blackboard. In addition, the SOP requires students to maintain certain compliance requirements throughout the PharmD program. These requirements and applicable timeframes are tracked in CORE ELMS®. Students may also be required to complete additional onboarding or compliance items at any time based on the requirements of a particular rotation site or at the direction of OEE. It is the student's responsibility to monitor Blackboard, CORE ELMS®, and their UTEP email regularly and to complete all requirements within the designated timeframes.

Annual Compliance Requirements for All Students:

- Community Wide Orientation
- Immunizations and Titers
 - Tuberculosis (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 updated and 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:

- State Issued ID
- Pharmacist Intern Licensure (complete application by July 31st)
- Criminal Background Check (complete by July 31st)
- 10-panel Drug Screening (to be completed **after** P1 fall semester classes begin, and **no later than** the Friday of the 2nd week of class in 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 1st 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 will be provided by the Compliance Officer each year)
- 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 & 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 professionals (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.

Vaccine Requirements and Exemptions for Experiential Education

Students participating in IPPEs, APPEs, and other experiential education activities must comply with all health, safety, onboarding, and credentialing requirements established by experiential sites. Because students engage in patient care and have access to healthcare facilities, experiential sites may require documentation of specific vaccinations as a condition of participation. The UTEP SOP and OEE do not control site-specific vaccination requirements and cannot compel a site to accept a student who does not meet those requirements.

Students who decline required vaccinations or obtain an approved exemption should understand that experiential placement opportunities may be limited. Some sites may refuse to accept students who do not satisfy their immunization requirements, regardless of the basis for the exemption. In such cases, OEE will make reasonable efforts to identify alternative placements; however, alternative sites cannot be guaranteed. Students may be required to complete additional site documentation, undergo testing, wear masks or other personal protective equipment, follow enhanced infection prevention measures, or comply with other site-specific requirements as conditions of participation.

Students assume responsibility for any consequences associated with declining a required vaccination or requesting an exemption. These consequences may include reassignment to alternative sites, additional travel requirements, restrictions on certain patient care activities, delays in placement, inability to complete experiential requirements as scheduled, or delays in progression, graduation, or fulfillment of degree requirements. By electing to decline a required vaccination or pursue an exemption, students acknowledge and accept these potential impacts and remain responsible for meeting all curricular, experiential, and graduation requirements of the Doctor of Pharmacy program.

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:** Criminal background check must be completed by July 31st; Drug screen must be completed **after** matriculation (1st class day) **and no later than** the Friday of the 2nd week of class for the P1 fall semester.
- 2) **P3 Students:** must complete both the criminal background check and the drug screen during the summer of the P3 academic year (deadline will be provided by the Compliance Officer).

The SOP 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 SOP. Refer to the UTEP SOP Handbook for additional information regarding policies related to background checks and drug screening.

CPR Certification Requirement

Students must have a current CPR certification. Only an American Heart Association (AHA) CPR/BLS Healthcare Provider approved course will be accepted. Additionally, only classes with live skills demonstration will be accepted. 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). Students 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 Health Plans ([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 SOP. 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®

During orientation, students are provided with instructions on how to create an account for CORE ELMS (e.g., sign up for a [STUDENT CORE ELMS®](#) account using the code: **SOP**). After an account is created, the request is reviewed by an administrator, 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.

ARRESTS, CRIMINAL CHARGES, CRIMINAL HISTORY, AND PROFESSIONAL LICENSURE

The UTEP SOP is committed to preparing student pharmacists who meet the ethical, legal, and professional standards required for the practice of pharmacy. Because student pharmacists participate in patient care activities and must maintain eligibility for experiential education and pharmacy intern licensure, criminal arrests, charges, convictions, or other criminal history matters may significantly affect a student's ability to progress in the Doctor of Pharmacy program, participate in experiential education, obtain or maintain a Texas pharmacy intern license, and ultimately become licensed as a pharmacist.

Student Reporting Requirements

Students must provide official notice in writing (e.g., email with time/date stamp) to OEE and the Office of Student Affairs within five (5) business days of any arrest, criminal charge, indictment, plea of guilty or nolo contendere, deferred adjudication, probation, community supervision, conviction, or other legal matter that may affect the student's eligibility to participate in experiential education or maintain pharmacy intern licensure.

Examples of matters that must be disclosed include, but are not limited to:

- Driving While Intoxicated (DWI)
- Driving Under the Influence (DUI)
- Possession, use, distribution, or sale of controlled substances or illegal substances
- Theft, fraud, or other crimes involving dishonesty
- Assault or violent offenses
- Deferred adjudication or community supervision
- Expunged or sealed records when disclosure is required by the Texas State Board of Pharmacy (TSBP) or experiential site requirements
- Any other criminal arrest, charge, citation, or conviction

Failure to timely report such matters may constitute a violation of SOP professionalism expectations and may result in disciplinary action independent of the underlying offense.

Texas State Board of Pharmacy Requirements

Students are responsible for complying with all reporting requirements established by the Texas State Board of Pharmacy (TSBP) and for maintaining a valid and unrestricted Texas pharmacy

intern license while enrolled in the professional program. Under Texas law, criminal history may affect an individual's eligibility for professional licensure. Pursuant to Texas House Bill 1508 (85th Legislature Regular Session (2017) which amended Chapter 53 of the Texas Occupations Code), licensing agencies, including the TSBP, may consider certain criminal history information when determining eligibility for occupational licensure. In some circumstances, TSBP may consider offenses that resulted in probation, community supervision, deferred adjudication, or other outcomes, even if they did not result in a formal conviction. As an applicant or enrollee in an educational program that prepares individuals for pharmacist licensure, students are notified that:

- A criminal conviction, probation, deferred adjudication, community supervision, or other criminal history may affect eligibility for pharmacist or pharmacy intern licensure.
- The TSBP has sole authority to determine an individual's eligibility for licensure in Texas and may impose restrictions, conditions, disciplinary actions, suspension, revocation, or denial of licensure based on criminal history or other factors.
- TSBP Criminal History Evaluation Guidelines should be reviewed by students who have concerns regarding their licensure eligibility.
- Students who have concerns regarding the impact of criminal history on licensure eligibility are encouraged to request a Criminal History Evaluation Letter from TSBP. A Criminal History Evaluation Letter provides a preliminary assessment regarding whether an individual's criminal history may affect eligibility for licensure. Information regarding this process is available through the Texas State Board of Pharmacy.

Impact on Experiential Education

Experiential practice sites, including hospitals, health systems, community pharmacies, federal facilities, and other healthcare organizations, frequently require criminal background checks and reserve the right to deny access to students based on criminal history, pending criminal matters, arrests, charges, convictions, or other concerns related to patient safety, institutional policy, or regulatory requirements. As a result, a student who is arrested, charged with a crime, or otherwise becomes ineligible to meet site requirements may be denied placement at one or more experiential sites. The SOP cannot guarantee experiential placement for students who do not satisfy site eligibility requirements.

Licensure restrictions or disciplinary actions imposed by the TSBP (or other licensing boards) may affect a student's eligibility to participate in experiential education and other patient care activities. Such restrictions may also require review of the student's eligibility under University policies, experiential affiliation agreements, practice site requirements, and other applicable institutional requirements. As a result, the SOP may limit, suspend, delay, or otherwise modify experiential placements until the matter has been reviewed and resolved to the satisfaction of the School, the practice site, and any other applicable parties.

Students who complete experiential education activities while their pharmacy intern license is subject to probation, restrictions, conditions, or other disciplinary actions may be subject to

review by the OEE and other appropriate SOP officials or committees. Following review, the School may determine that additional documentation, remediation, repeat experiences, or other corrective actions are necessary before experiential requirements are considered satisfactorily completed.

Impact on Academic Progression and Graduation

Completion of all required IPPEs and APPEs is required for progression through the curriculum and graduation from the Doctor of Pharmacy program.

If a student is unable to: 1) Obtain or maintain a Texas pharmacy intern license; 2) Satisfy experiential site requirements; 3) Pass required criminal background checks; or 4) Participate in experiential learning activities due to a criminal matter, the student may be unable to enroll in, begin, or complete required experiential courses. Such circumstances may delay progression, require a leave of absence, result in course failure, extend time to degree completion, or prevent graduation from the Doctor of Pharmacy program.

Intern License Probation and Academic/Professional Program Standing

A student whose pharmacy intern license is placed on probation, subject to Board-imposed conditions or restrictions, or otherwise disciplined by the TSBP (or other licensing board) may also be subject to review by the UTEP SOP. Consistent with the School's commitment to professional accountability and patient safety, a student with a probationary intern license may be placed on probation (professional and/or academic) within the SOP. Such action will be determined on a case-by-case basis and may be taken in addition to any actions imposed by the TSBP (or other licensing boards). Students placed on probation at the SOP will be subject to the requirements, restrictions, monitoring, and consequences outlined in the current UTEP SOP Student Handbook, which may include: limitations on leadership position or participation in certain co-curricular or experiential activities, enhanced monitoring, completing required remediation activities, or other conditions deemed appropriate by the School. Failure to comply with the terms of probation may result in additional disciplinary action, up to and including suspension or dismissal from the SOP. (Note: Appeals processes for decisions related to dismissal are outlined in the SOP Student Handbook.)

Review and Disciplinary Action

Reports involving arrests, criminal charges, convictions, or other legal matters will be reviewed on a case-by-case basis. OEE may refer the matter to appropriate University offices and committees, including, but not limited to:

- Office of Student Affairs
- Academic and Professional Standards Committee
- Dean's Office
- Office of Community Standards
- University Legal Affairs
- Other appropriate University officials or committees

The School may require documentation related to the legal matter and may require the student to participate in meetings, assessments, remediation activities, or other review processes.

Depending on the nature and circumstances of the case, outcomes may include: no action; educational or professional remediation; professionalism monitoring; academic and/or professional probation; restrictions on experiential participation; removal from experiential rotations; course failure; suspension; and/or dismissal from the SOP.

Nothing in this policy guarantees continued enrollment, experiential placement, or eligibility for licensure. The ability to continue in the Doctor of Pharmacy program is contingent upon meeting University requirements, SOP standards, TSBP requirements, and experiential site eligibility requirements.

STUDENT RESOURCES

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: Dial 988
- 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 UTEP School of Pharmacy Preceptor

Preceptor Qualifications

The UTEP SOP seeks qualified healthcare professionals who are committed to supporting the professional growth and development of student pharmacists through experiential education. Individuals serving as preceptors must meet applicable licensure, experience, and professional standards established by the SOP, the Texas State Board of Pharmacy (TSBP), and other relevant regulatory bodies.

Pharmacist Preceptors

Pharmacists serving as preceptors must:

- Hold a current pharmacist license that is active and in good standing.
- Possess at least:
 - One (1) year of experience as a licensed pharmacist, or
 - Six (6) months of residency training if participating in a residency program accredited by the American Society of Health-System Pharmacists (ASHP).
- Have no board order imposing a disciplinary penalty within the previous three years.
- Hold and maintain a current Texas Pharmacy Preceptor Certificate when licensed in Texas.

Note: Pharmacists who are not licensed in Texas but who practice within federal facilities may be eligible to serve as preceptors for UTEP SOP students.

Other Eligible Healthcare Professional Preceptors

Consistent with Texas State Board of Pharmacy regulations (TSBP Texas Administrative Code 283.2), certain non-pharmacist healthcare professionals may serve as preceptors for pharmacy students when appropriate for the educational experience. Eligible professionals may include:

- Physicians
- Dentists

- Physician Assistants
- Advanced Practice Registered Nurses (APRNs)
- Veterinarians
- Podiatrists
- Licensed Pharmacists practicing outside of Texas

Healthcare professional preceptors must:

- Hold a current, unrestricted license in their respective profession.
- Be licensed and in good standing in Texas or another applicable jurisdiction.
- Possess at least one (1) year of experience in their professional practice area.

General Expectations of All Preceptors

All preceptors are expected to:

- Demonstrate the ability to support student learning and professional development during experiential rotations.
- Participate in initial and ongoing preceptor evaluation activities conducted by OEE.
- Dedicate sufficient time and effort to teaching, mentoring, and assessing student pharmacists.
- Fulfill the roles, responsibilities, and expectations outlined in this handbook.
- Comply with all applicable policies and procedures of the OEE, UTEP SOP, the University of Texas at El Paso, and the experiential practice site.

Preceptor Orientation and Onboarding

The UTEP SOP utilizes a structured onboarding process to prepare preceptors for their educational role and to ensure compliance with university, accreditation, and regulatory expectations. Prior to precepting students, individuals must complete the onboarding requirements established by OEE.

Preceptor Application

Prospective preceptors must complete the UTEP SOP Preceptor Application and submit all required documentation, which may include:

- Curriculum Vitae (CV)
- Professional license documentation
- Government-issued identification
- Practice site information
- Any additional documentation requested by OEE

Texas Pharmacy Preceptor Certification

Pharmacists licensed in Texas must obtain and maintain a Texas Pharmacy Preceptor Certificate through the Texas State Board of Pharmacy. This process includes completion of required continuing education related to precepting. To support preceptor development, OEE provides information regarding recommended preceptor

development programming, including complimentary educational opportunities available through CEimpact.

UTEP School of Pharmacy Orientation

New preceptors are required to complete orientation materials provided through CORE ELMS. Orientation content is designed to familiarize preceptors with:

- The UTEP SOP mission, curriculum, and experiential program structure.
- Expectations for Introductory Pharmacy Practice Experiences (IPPEs) and Advanced Pharmacy Practice Experiences (APPEs).
- Student assessment and evaluation processes.
- CORE ELMS functionality and rotation management tools.
- University policies and professional expectations, including:
 - Title IX
 - FERPA
 - Disability accommodations and accessibility
 - Other experiential education policies and procedures

Preceptors are also expected to review the OEE Handbook and remain familiar with policies that govern experiential education activities.

Preceptor Attestation

Upon completion of required orientation activities, preceptors must complete an attestation acknowledging that they:

- Have reviewed required training materials.
- Understand the responsibilities and expectations of serving as a preceptor.
- Agree to comply with applicable university, SOP, and OEE policies.

UTEP Affiliate Status and Library Access (Optional)

Preceptors who wish to obtain access to UTEP electronic resources may complete the university affiliate process. This process may include:

- Reviewing affiliate credentialing instructions available through CORE ELMS.
- Completing a criminal background check as required by UTEP Human Resources.
- Activating university credentials and email access upon approval.

Preceptors who complete the affiliate process may receive access to designated UTEP systems and library resources.

Benefits of Serving as a UTEP School of Pharmacy Preceptor

The UTEP SOP values the contributions of its preceptors and offers a variety of professional development, educational, and recognition opportunities. Benefits of serving as a UTEP preceptor may include:

- Access to pharmacist continuing education programming through CEimpact, including preceptor development offerings. This resource offers online, on-demand programming; precepting CE is available at no cost to UTEP Preceptors. A guide for accessing CEimpact is available in CORE ELMS.

- Access to a comprehensive, online library of resources following completion of the affiliate process. Resources include but are not limited to: APhA Pharmacist Library, Access Medicine/Pharmacy Library, Facts & Comparisons, Micromedex, Pharmacist's Letter, Sanford Guide, and UpToDate including LexiDrug.
- Access to a UTEP email account through completion of the affiliate status.
- Access to UTEP SOP preceptor newsletters and communications.
- Documentation of precepting activities that may support professional development and board certification requirements.
- Eligibility for annual preceptor recognition and appreciation programs.
- Opportunities to engage with students and the SOP community.
- Ability to post employment opportunities through CORE ELMS®.

The OEE is committed to supporting preceptors through training, communication, and ongoing professional development resources to promote high-quality experiential education and student success.

Preceptor Responsibilities and Expectations

Preceptors serve as educators, mentors, role models, and practice leaders for UTEP SOP students. It is expected that preceptors demonstrate the following qualities and responsibilities. (Adapted from 2016 ACPE Guidance Document).

1. Professionalism, Ethics, and Patient-Centered Care - Preceptors are expected to:

- Practice ethically and with compassion for patients.
- Accept personal responsibility for patient outcomes.
- Demonstrate the willingness and ability to advocate for patients and the profession.
- Collaborate with other healthcare professionals as a visible and contributing member of the healthcare team.
- Be committed to their practice organization, professional societies, and the community.
- Demonstrate professional education, experience, and competence commensurate with their position.

2. Clinical Excellence and Lifelong Learning - Preceptors are expected to:

- Utilize clinical and scientific publications in clinical care decision-making and evidence-based practice.
- Demonstrate creative thinking that fosters an innovative and entrepreneurial approach to problem-solving.
- Maintain a systematic, self-directed approach to continuing professional development and actively participate in lifelong learning.

3. Teaching and Mentorship - Preceptors are expected to:

- Demonstrate a desire to educate others, including patients, caregivers, healthcare professionals, students, and residents.

- Have an aptitude for facilitating learning.
- Effectively communicate expectations regarding student performance, professional appearance, attitudes, and practice responsibilities.
- Serve as positive professional role models who foster student growth and development.

4. Student Supervision and Learning Environment - Preceptors are expected to:

- Provide appropriate supervision of students throughout the learning experience, including ensuring qualified supervision during periods of preceptor absence.
- Create a safe, professional, and supportive learning environment that promotes student engagement and success.
- Maintain a learning environment free from discrimination or harassment and not discriminate on the basis of race, color, national origin, sex, religion, age, disability, genetic information, veteran status, sexual orientation, or gender identity.

5. Student Assessment and Feedback - Preceptors are expected to:

- Be competent in the documentation and assessment of student performance, including professionalism.
- Provide timely formative feedback to support ongoing student development.
- Complete summative evaluations of student performance at designated intervals.
- Complete all required electronic assessment forms through CORE ELMS®.

6. Communication and Partnership with the Office of Experiential Education - Preceptors are expected to:

- Provide the SOP and OEE with feedback regarding students, courses, sites, and experiential education processes when requested.
- Communicate concerns regarding student performance, professionalism, safety, or site-related issues in a timely manner.
- Partner with the OEE to support continuous quality improvement of experiential education.

7. Confidentiality and Compliance - Preceptors are expected to:

- Maintain the privacy of student educational records and comply with the Family Educational Rights and Privacy Act (FERPA).
- Adhere to all applicable university, site, state, and federal regulations related to experiential education (e.g., Title IX).

Preceptor Responsibilities for Assignments and Grading within IPPE and APPE Courses:

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 completing the required evaluations (e.g., mid-term, final student evaluations) and approving 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.*

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 OEE 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 IPPE/APPE course 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.*

Supporting Students with Disability Accommodations

Commitment to Accessibility and Inclusion

UTEP is committed to providing reasonable accommodations to students with documented disabilities to ensure equal access to educational opportunities and programs in accordance with the Americans with Disabilities Act (ADA) and other applicable laws. The UTEP SOP and OEE support these efforts by working collaboratively with students, preceptors, and practice sites to facilitate approved accommodations during experiential education experiences whenever appropriate and feasible.

Disability Accommodation Process

Students seeking disability-related accommodations must work through UTEP's **Center for Accommodations and Support Services (CASS)**. Accommodations must be formally reviewed and approved by CASS before implementation can occur in experiential education settings.

Once accommodations have been approved, OEE will work with the student and practice site to determine whether the approved accommodations can be reasonably implemented while maintaining the essential functions and educational outcomes of the experiential experience.

Examples of Accommodations in Experiential Education

Approved accommodations vary based on the individual student's documented needs and may include, but are not limited to:

- Additional time to complete assigned tasks or activities.
- Frequent breaks or modified daily schedules.
- Consideration for absences related to documented medical appointments or treatment.
- Assistive technologies, such as screen readers or speech-to-text applications.
- Physical or mobility accommodations, such as access to seating during extended shifts or wheelchair-accessible workstations.

The specific accommodations approved for a student are individualized and should not be assumed based on a student's disability or prior accommodation experiences.

The Preceptor's Role

Preceptors play an important role in supporting an inclusive learning environment and facilitating approved accommodations when applicable. OEE Clinical Coordinators will communicate with preceptors and practice sites regarding approved accommodations and discuss implementation strategies before a student is assigned to a site whenever possible.

Preceptors are expected to:

- Foster a respectful and supportive learning environment for all students.
- Implement approved accommodations as coordinated through OEE and CASS.
- Maintain the confidentiality of student disability-related information.
- Focus on the student's ability to meet learning outcomes and essential rotation requirements, with approved accommodations in place.
- Contact OEE if questions arise regarding accommodation implementation or student performance.

Student Requests for Accommodations

If a student approaches a preceptor directly to request an accommodation, the preceptor should not independently approve, deny, or modify the request. Instead, the preceptor should refer the student to OEE and notify the appropriate OEE Clinical Coordinator.

This process helps ensure that:

- The student has obtained the necessary university approval through CASS.
- Accommodations are implemented consistently and appropriately.
- The student's rights and privacy are protected.
- Practice sites receive support in understanding and implementing approved accommodations.

Confidentiality and Respect

Information regarding a student's disability or accommodation status is confidential and should only be shared with individuals who have a legitimate educational need to know. Discussions regarding accommodations should be conducted professionally and respectfully, while preserving the student's privacy.

Questions or Concerns

The OEE is available to support preceptors throughout the accommodation process. Preceptors who have questions about disability accommodations, implementation strategies, or potential accommodation requests should contact the appropriate IPPE or APPE Clinical Coordinator for guidance. The UTEP SOP values an inclusive educational environment that promotes equal opportunity, professional growth, and student success. **Preceptors are important partners in ensuring that students with approved accommodations have meaningful access to experiential learning while meeting the educational outcomes and professional expectations of the curriculum.**

FERPA and Student Educational Record Privacy

Commitment to Student Privacy

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records and grants students certain rights regarding their educational information. These rights include the ability to inspect and review their educational records, consent to the disclosure of records, and request the amendment of inaccurate records.

FERPA applies to individuals who have access to education records as part of their educational responsibilities, including experiential education practice sites and preceptors who supervise UTEP SOP students. UTEP is committed to protecting the privacy and access rights of current and former students and ensuring compliance with FERPA at all times.

What Are Educational Records?

Educational records include any information that is directly related to a student and maintained by the university in any format, including handwritten, printed, electronic, audio, or digital records. Examples of educational records commonly encountered during experiential education include:

- Student grades and academic performance information.
- Rotation evaluations and assessment forms.
- Student schedules and rotation assignments.
- Class or rotation rosters.
- Written or electronic communications regarding student performance.
- Educational history or student-related information shared by OEE or other university officials.
- Information communicated by a preceptor to a student regarding their performance, progress, or assessment.

The Preceptor's Responsibility

As a preceptor, you may have access to confidential student information as part of your educational role. Student educational records should only be accessed, discussed, and shared for legitimate educational purposes and only with individuals who have an authorized educational need to know. Preceptors are expected to maintain the confidentiality of student educational records and take reasonable measures to safeguard both electronic and paper records from unauthorized access or disclosure.

Examples of FERPA Violations in Experiential Education

Potential FERPA violations may include, but are not limited to:

- Discussing a student's performance, grades, evaluations, or academic standing with individuals who do not have a legitimate educational interest, such as other pharmacists, staff members, or acquaintances who are not serving as the student's designated preceptor.
- Leaving student evaluations, grades, or other educational records visible on a computer workstation or in a location accessible to unauthorized individuals.
- Posting graded assignments, activities, or evaluation results in a shared location without removing student identifiers.
- Sharing student schedules, rotation assignments, or rosters with unauthorized individuals.
- Posting student schedules or other identifiable educational information on social media or public platforms.
- Including confidential educational information in a letter of recommendation without obtaining the student's written consent.

Preceptors may appropriately discuss student performance and educational concerns with authorized university officials, including OEE Clinical Coordinators, the Associate Dean of Community and Clinical Programs, and other university personnel with a legitimate educational interest.

FERPA Best Practices

To protect student privacy and maintain FERPA compliance, preceptors should:

- Keep student information confidential and limit discussions to authorized individuals.
- Secure electronic and printed educational records from unauthorized access.
- Avoid leaving evaluation forms or student records unattended in public or shared workspaces.
- Avoid posting grades, evaluations, or performance feedback in a manner that reveals student identities.
- Refrain from sharing student schedules, rosters, or educational information with unauthorized individuals.
- Obtain appropriate written consent before disclosing confidential student information in letters of recommendation or other external communications.

- Use caution when communicating student information through email, text messaging, or other electronic platforms.
- A good rule of thumb is: **"When in doubt, don't give it out."** If you are unsure whether student information may be shared, treat the information as confidential and seek guidance before disclosing it.

Questions or Reporting Concerns related to FERPA

Preceptors who have questions regarding FERPA requirements or who become aware of a potential privacy concern or unauthorized disclosure of student information should contact OEE as soon as possible. Questions and concerns should be directed initially to the appropriate IPPE or APPE Clinical Coordinator, who can provide guidance and assist with any necessary follow-up.

Protecting the confidentiality of student educational records is a shared responsibility and is essential to maintaining student trust, professionalism, and compliance with federal law.

Title IX and Maintaining a Respectful Learning Environment

Commitment to a Safe and Inclusive Learning Environment

UTEP is committed to maintaining a learning and working environment that is free from discrimination based on sex, consistent with Title IX of the Education Amendments of 1972. Title IX is a federal law that protects students from discrimination, harassment, sexual misconduct, and other sex-based misconduct in educational programs and activities, including experiential education and clinical training environments. As an extension of the educational program, experiential practice sites play an important role in ensuring that pharmacy students can learn and develop in a professional, respectful, and inclusive environment.

The Preceptor's Role

Preceptors have a significant influence on the quality of the learning environment and play a critical role in fostering professionalism, respect, and psychological safety. Because preceptors serve in a position of authority, it is important to recognize how interactions and expectations may be perceived by students. Preceptors are expected to:

- Treat all students equitably and professionally.
- Foster a learning environment free from discrimination, harassment, intimidation, bullying, and retaliation.
- Be open to feedback from learners and engage in self-reflection regarding teaching and mentoring practice.
- Recognize behaviors or situations that may constitute discrimination, harassment, sexual misconduct, or the creation of a hostile learning environment.
- Take appropriate action when concerns are identified and follow applicable site-specific reporting procedures.

Examples of Situations That May Raise Title IX Concerns

Title IX concerns may arise in a variety of settings and may involve preceptors, site personnel, patients, or other individuals encountered during a rotation experience. Examples include, but are not limited to:

- Requesting or encouraging personal interactions with a student outside the educational or professional context in a manner that could be perceived as an unwelcome advance.
- Assigning duties or responsibilities based on gender stereotypes, such as routinely assigning female students to clean, organize, or decorate the pharmacy.
- Creating or contributing to a hostile learning environment through:
 - Verbal abuse, humiliation, or ridicule.
 - Bullying, intimidation, or threatening behavior.
 - Discrimination or harassment based on sex, gender, gender identity, sexual orientation, or other protected characteristics.
 - Withholding information, opportunities, or support in a manner that undermines student success.
 - Unfair assessments, punishment, or disparate treatment.
 - Ignoring or dismissing student concerns.
 - Repeated microaggressions or exclusionary behaviors.

Responding to Student Concerns

If a student shares a concern related to discrimination, harassment, sexual misconduct, or an inappropriate learning environment, preceptors should:

1. Listen respectfully and with empathy.
2. Take the concern seriously and avoid dismissing or minimizing the student's experience.
3. Follow applicable site policies and procedures for addressing or reporting concerns.
4. Encourage the student to access available support resources.
5. Notify appropriate UTEP representatives when concerns may implicate Title IX or student safety.

Reporting Concerns to UTEP

Preceptors who become aware of a potential Title IX concern involving a UTEP pharmacy student are encouraged to report the matter promptly. Concerns may be reported through either of the following avenues:

- **UTEP Title IX Office:** Reports may be submitted directly to the UTEP Title IX Coordinators through the university's reporting process:
<https://www.utep.edu/titleix/filing-a-complaint.html>
- **Office of Experiential Education (OEE):** Preceptors may contact the appropriate IPPE or APPE Clinical Coordinator, or another member of OEE, who can assist in connecting the concern with the appropriate university resources and reporting channels.

Questions or Consultation regarding Title IX:

Preceptors who are uncertain whether a situation constitutes a Title IX concern or who would like guidance regarding a student interaction are encouraged to contact OEE. Consultation may begin with the appropriate IPPE or APPE Clinical Coordinator, who can help determine the

appropriate next steps and connect preceptors with university resources as needed. **Maintaining a respectful, inclusive, and supportive clinical learning environment is a shared responsibility and is essential to the professional development, well-being, and success of all UTEP SOP students.**

Preceptor and Site Quality Assurance and Continuous Improvement

The UTEP SOP Office of Experiential Education is committed to maintaining high-quality experiential learning environments through ongoing assessment, collaboration, and continuous quality improvement. Student feedback plays an important role in this process. At the conclusion of each IPPE and APPE experience, students complete confidential evaluations of both their preceptor and practice site, providing feedback on areas such as teaching effectiveness, professionalism, learning opportunities, achievement of rotation objectives, and the overall quality of the learning environment. Students may also recognize outstanding contributions by nominating preceptors and sites for annual excellence awards.

Preceptors are encouraged to use student feedback as a tool for professional growth and continuous improvement. Aggregate, de-identified summaries of student evaluations are available to preceptors through CORE ELMS and may be used to identify strengths, monitor trends, and enhance the student learning experience. **Instructions for generating evaluation reports are available in the CORE ELMS Document Library.** OEE reviews student feedback regularly and, when concerns are identified, works collaboratively with preceptors to better understand the situation and identify appropriate strategies or resources to support ongoing success as an experiential educator. The OEE also verifies that preceptors maintain active and unrestricted professional licensure and meet applicable eligibility requirements to serve as preceptors.

Experiential sites also participate in OEE's quality assurance process through periodic site reviews, site surveys, and evaluation of site quality indicators. Sites are expected to maintain an environment that supports student learning, appropriate supervision, compliance with applicable legal and regulatory requirements, and access to meaningful patient care and practice experiences. In addition, OEE reviews site-specific student feedback and collaborates with site representatives to address opportunities for improvement when needed. Formal site evaluations occur on a recurring basis, and all experiential sites undergo review at least once every three years to support program quality and ongoing compliance with accreditation standards.

Through these quality assurance activities, OEE seeks to foster strong partnerships with preceptors and practice sites while ensuring that students are provided with safe, effective, and high-quality experiential learning experiences.

Preceptor Engagement with the School of Pharmacy

The UTEP SOP values preceptors as essential partners in the education and professional development of PharmD students. The OEE actively engages preceptors in the continuous quality

improvement of the experiential curriculum and PharmD program through advisory committees, working groups, accreditation activities, and ongoing site engagement. To promote broad participation, engagement opportunities are available to all preceptors regardless of geographic location, with most meetings and activities offered virtually.

A primary avenue for engagement is the **Preceptor Excellence Team (PET)**, which serves as the primary advisory committee for the UTEP School of Pharmacy experiential program and preceptor network. The committee provides input on preceptor recruitment, development, retention, evaluation, recognition, and related OEE policies and procedures. It also serves as a forum for preceptors to provide feedback on curricular initiatives, assessment processes, accreditation activities, and strategic planning. The PET is comprised of faculty and preceptor representatives serving two-year terms, including members from community, health-system, and other practice settings, with at least one alumni preceptor represented. Meetings are held quarterly, and as needed, in a virtual format to facilitate participation by preceptors across the region and beyond.

In addition to the PET, preceptors may contribute to School of Pharmacy governance and initiatives through service on committees (e.g. admissions committee), advisory boards, and ad hoc working groups. These opportunities allow preceptors to provide valuable input on student readiness, curriculum development, assessment processes, experiential education policies, and emerging practice needs. Through their participation, preceptors help ensure that the curriculum remains responsive to contemporary pharmacy practice and that continuous improvement efforts reflect the perspectives of practitioners, faculty, students, and other stakeholders.

If interested in engaging with the SOP beyond precepting students on learning experiences, preceptors should contact ExEdPharmacy@utep.edu or reach out to the Associate Dean of Community and Clinical Programs.

Establishing a New Practice Site

The UTEP SOP welcomes new practice sites to join our network of experiential sites. Please contact OEE at exedpharmacy@utep.edu or (915) 747-8520 to initiate the process of adding a new practice site or organization and to begin establishing affiliation agreements. Affiliation agreements with practice sites or organizations hosting experiential rotations must first be approved and in effect before students are assigned to the site for IPPEs or APPEs. Any questions regarding the status of affiliation agreements can be directed to the OEE Associate Dean or Program Manager.

UTEP Clinical Faculty Preceptors

Clinical sites in which UTEP clinical faculty are assigned as part of their faculty duties require certain immunizations, titers, and credentialing documentation. The OEE will communicate with the Pharmacy Practice and Clinical Science Department Chair to confirm practice site assignments and begin the process for clinical faculty onboarding.

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

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

Other information:

- **Site onboarding:** The OEE Program Manager will provide assistance in onboarding clinical faculty at assigned site including setting annual deadlines for faculty and collecting/submitting documents to the 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 also require faculty to carry individual liability/malpractice insurance policies.

RECOGNITION AND AWARDS

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/Site Recognition Banquet in the fall.

Site of the Year Award

Students will have an opportunity to nominate a site for the Site of the Year Award. This award allows the SOP to honor an experiential site for its contributions and commitment to the education of UTEP SoP Pharmacy Interns. The Site of the Year Award recipient(s) will be recognized at the Hooding Ceremony in May and at the annual Preceptor/Site Recognition Banquet in the fall.

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 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.

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) or by contacting OEE. 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

☐	Texas State of Pharmacy Intern License Submission and Completion of Fingerprints. Apply - Pharmacist-Intern Student Application
☐	Driver's License
☐	Community Wide Orientation completion certificate https://www.epcc.edu/Admissions/Orientation/community-wide-orientation
☐	Criminal Background Check and Drug Screening Test - https://portal.castlebranch.com/uv13
☐	BLS/CPR Card- https://www.cprcertificationelpaso.com/cpr-class-registration/?date=2021-0327&time=1000
☐	Proof of Medical Health Insurance - Students may choose to purchase health insurance from any provider. Students must have health insurance coverage by the first day of school. o UTEP Student Health Insurance (SHIP)-Human Resources - Student Health INSURANCE with UT systemresources/services/benefits/student-health-insurance-plan.html
☐	Positive Hepatitis B Blood Titer* (Immune) - If blood titer is negative (not immune), student must restart and complete either the: two (2) shot series (e.g., HepIsav-B) or three (3) shot series. Hepatitis B Blood Titer retest expected 4-6 weeks after shot series completion
☐	Positive MMR (Measles, Mumps, Rubella) Blood Titer* (Immune) - 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.
☐	Positive Varicella Titer* (Immune) - 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.
☐	Tdap (Tetanus-diphtheria-acellular pertussis vaccine) –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.
☐	Influenza - Flu shot to be received on an annual basis
☐	TB Test (Tuberculosis)- There are 2 tests which can satisfy this requirement. TB test must be administered prior to 1st day of class 1. QFT (QuantiFERON) TB Gold blood test: 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. 2. Two (2) TB Skin Tests (PPD) Live Tuberculosis Test: 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. 3. Chest X-Ray: 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.

***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.