



UTTyler[™] **FISCH**
COLLEGE OF PHARMACY



EXPERIENTIAL EDUCATION MANUAL

2024-2025

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WELCOME

Welcome to the experiential education program for The Ben and Maytee Fisch College of Pharmacy (FCOP) at The University of Texas at Tyler. Experiential education constitutes a significant portion of the pharmacy curriculum and occurs outside of the classroom setting. This aspect of the curriculum allows students to apply and integrate their knowledge and skills through involvement in pharmacy practice experiences. Our College provides students with experiential education early in the Doctor of Pharmacy curriculum. Throughout each of the four-year doctoral program, students engage in a variety of clinical and professional experiences.

The purpose of this manual is to provide College of Pharmacy experiential education policies, procedures, and information. The policies and procedures within this manual supersede uniform FCOP policies. Please review the entire manual and note that updates or amendments may be made, when deemed appropriate. All revisions will be directly communicated to our preceptors and students.

If you have any questions or feedback about the manual or the experiential education program, please address them to the Fisch College of Pharmacy Office of Experiential Education.

I. OFFICE OF EXPERIENTIAL EDUCATION AND CONTACT INFORMATION

The Office of Experiential Education (OEE) is responsible for the oversight of the experiential curriculum, preceptor development, and outcomes of experiential education. The OEE is also responsible for compliance with standards related to pharmacy experiential education. Accreditation Council for Pharmacy Education (ACPE) provides standards for the Pre-APPE Curriculum (Std 12), APPE Curriculum (Std 13), Preceptors (Std 20), and Practice Facilities (Std 22). The 2016 ACPE Standards can be found at: <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>.

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Please contact the Experiential Education Coordinator for all scheduling and onboarding questions and concerns.

The Director of Outpatient Pharmacy Practice Experiences oversees IPPE and APPE rotations in the outpatient setting and select electives. The Director of Inpatient Pharmacy Practice Experiences oversees IPPE and APPE rotations that are inpatient- based and select electives. The Directors are the main point of contact for rotation-related questions and concerns (with the exception of scheduling). All students are assigned an experiential Director for each IPPE and APPE. Students should contact the appropriate Director that is assigned to their rotation type. The assigned Director can be located in the rotation schedule (under schedule notes) in CORE ELMS. Below is a summary of rotation types for each experiential Director:

Director of Outpatient Pharmacy Practice Experiences	Director of Inpatient Pharmacy Practice Experiences
<ul style="list-style-type: none"> • IPPE Community (P1 and P2) • APPE Advanced Community • APPE Ambulatory Care • APPE Electives (select) 	<ul style="list-style-type: none"> • Pharmacy Practice Experiences (P1) • IPPE Institution/Hospital (P2 and P3) • APPE Advanced Institution • APPE Adult Medicine/Acute Care • APPE Electives (select)

The Associate Dean for Experiential Education oversees the experiential curriculum and related aspects. The Associate Dean should be contacted for egregious student matters, concerns with the experiential curriculum, when the assigned Director is unavailable, or if a matter cannot be resolved with the assigned Director.

II. INTRODUCTION

College Mission

To cultivate pharmacy professionals and advance healthcare through collaborative education, scholarship, and service.

College Vision

To foster an expanded community of servant-leaders in pharmacy practice, education, scholarship, and public health with an emphasis on disadvantaged populations.

College Core Values

The College embraces the following core values as part of its academic and professional culture. The core values are used to guide all of our interactions with all current and future stakeholders:

- **Integrity:** we strive to do the right thing;
- **Learner-Focused:** we provide an environment that supports academic and personal success;
- **Resiliency:** we improve upon successes, learn from challenges, and grow from the unanticipated.

These core values guide how the FCOP hires faculty and staff, recruits students, develops didactic and experiential learning components, and engages the professional and lay communities.

Curriculum

The curriculum for the Doctor of Pharmacy program at the FCOP can be found below. The UT Tyler Course Catalog contains the official course descriptions for the university and the Fisch College of Pharmacy. The Course Catalog is available at: <https://www.uttyler.edu/catalog/>.

Doctor of Pharmacy (Pharm.D.) Curriculum			
PROFESSIONAL YEAR 1 (P1): FALL		PROFESSIONAL YEAR 1 (P1): SPRING	
	18 SCH		18 SCH
PHAR 7401 Principles of Biochemistry	4	PHAR 7613 Integrated Pathophysiology & Pharmacology	6
PHAR 7301 Principles of Physiology, Pharmacology, & Pharmacogenomics	3	PHAR 7402 Pharmaceutics	4
PHAR 7201 Pharmaceutical Calculations	2	PHAR 7203 Introduction to Medicinal Chemistry	2
PHAR 7202 Principles of Microbiology & Immunology	2	PHAR 7192 Pharmacy Laboratory 2: Non-sterile Compounding	1
PHAR 7273 Healthcare Systems	2	PHAR 7218 Nonprescription Medications and Self Care	2
PHAR 7217 Introduction to Pharmacy Practice, Professionalism, & Ethics	2	PHAR 7274 Biostatistics & Clinical Research Methods	2
PHAR 7191 Pharmacy Laboratory 1: Introduction to Pharmacy Practice Skills	1	PHAR 7182 IPPE 2	1
PHAR 7281 IPPE 1	2	PHAR 7010 Pharmacy Milestone	
PHAR 7010 Pharmacy Milestone			
PROFESSIONAL YEAR 2 (P2): FALL		PROFESSIONAL YEAR 2 (P2): SPRING	
	17 SCH		20 SCH
PHAR 7302 Principles of Pharmacokinetics & Biopharmaceutics	3	PHAR 7276 Social-Behavioral Pharmacy and Practice Management	2
PHAR 7193 Pharmacy Laboratory 3: Sterile Products and Intravenous Admixtures	1	PHAR 7483 Integrated Pharmacotherapy 3: Cardiovascular	4
PHAR 7481 Integrated Pharmacotherapy 1: Respiratory & Renal	4	PHAR 7585 Integrated Pharmacotherapy 5: Endocrine, Women's & Men's Health	5
PHAR 7582 Integrated Pharmacotherapy 2: Infectious Diseases	5	PHAR 7275 Public and Rural Health in Pharmacy	2
PHAR 7219 Drug Information Retrieval, Informatics, & Literature Evaluation	2	PHAR 7294 Pharmacy Laboratory 4: Patient Assessment	2
PHAR 7283 IPPE 3	2	PHAR 7158 Interprofessional Education Course	2
PHAR 7158 Interprofessional Education Course		PHAR 7284 IPPE 4	1
PHAR 7010 Pharmacy Milestone		Pharmacy Elective (2 SCH)	2
		PHAR 7010 Pharmacy Milestone	
PROFESSIONAL YEAR 3 (P3): FALL		PROFESSIONAL YEAR 3 (P3): SPRING	
	17 SCH		18 SCH

PHAR 7377 Pharmacoeconomics & Pharmacoepidemiology	3	PHAR 7484 Integrated Pharmacotherapy 4: GI, Nutrition, & Musculoskeletal	4		
PHAR 7288 Integrated Pharmacotherapy 8: Hematology and Oncology	2	PHAR 7487 Integrated Pharmacotherapy 7: Selected Topics and Special Populations	4		
PHAR 7220 Therapeutic Drug Monitoring & Clinical Pharmacokinetics	2	PHAR 7489 Integrated Pharmacotherapy 9: Critical Care and Clinical Toxicology	4		
PHAR 7586 Integrated Pharmacotherapy 6: Psychiatry, Neurology, Pain Management	5	PHAR 7296 Applied Pharmacy Practice Skills 2	2		
PHAR 7295 Applied Pharmacy Practice Skills 1	2	PHAR 7145 Pharmacy Law	1		
PHAR 7185 IPPE 5	1	PHAR 7186 IPPE 6	1		
Pharmacy Elective (2 SCH)	2	Pharmacy Elective (2 SCH)	2		
PHAR 7010 Pharmacy Milestone		PHAR 7010 Pharmacy Milestone			
PROFESSIONAL YEAR 4 (P4): SUMMER-FALL-SPRING 48 SCH					
PHAR 7681	APPE: Adv. Community Practice	6	PHAR 7686	APPE Elective: Patient Care	6
PHAR 7682	APPE: Ambulatory Care Practice	6	PHAR 7686	APPE Elective: Patient Care	6
PHAR 7683	APPE: Acute Care	6	PHAR 7687	APPE Elective: Non-Patient Care	6
PHAR 7684	APPE: Advanced Institutional	6	PHAR 7688	Pharmacy Capstone	6

Students begin Advanced Pharmacy Practice Experiences (APPEs) in the fourth year of the curriculum (P4 Year). Prior to APPEs, students participate in Introductory Pharmacy Practice Experiences (IPPEs) throughout their P1 through P3 years.

A minimum of **300 IPPE hours** are required in the P1 through P3 years (balanced between inpatient and outpatient pharmacy practice). A minimum of **1740 APPE hours** are required in the P4 year. Students are also required to complete Health and Wellness hours throughout the experiential curriculum as assigned.

By understanding students' prior experiences, both through work and college, preceptors can customize experiences with appropriate expectations. Below is an outline of the current experiential education curriculum.

P1 Year	P2 Year
<p>Consists of various experiences such as immunizations, patient counseling, and other introductory experiences.</p> <ul style="list-style-type: none"> IPPE-1 (2 SCH) – Pharmacy Practice Experiences (25 hours) IPPE-2 (1 SCH) – Community (50 hours) Health and Wellness (10 hours) 	<p>Consists of experiences in the community and institutional settings.</p> <ul style="list-style-type: none"> IPPE-3 (2 SCH) – Community (75 hours) IPPE-4 (2 SCH) – Institution (75 hours) Health and Wellness (10 hours)
P3 Year	P4 Year
<p>Consists of various experiences in community and institutional settings as well as health and wellness events (health fairs, immunization clinics, etc.)</p> <ul style="list-style-type: none"> IPPE-5 (1 SCH) – Institution (75 hours) IPPE-6 (1 SCH) - Classroom-based instruction 	<p>Consists of six 6-week experiential rotations (four required; three electives). Electives consist of Patient Care and Non-Patient Care Electives.</p> <ul style="list-style-type: none"> Advanced Community Practice (6 SCH) Ambulatory Care Practice (6 SCH) Adult Medicine/ Acute Care (6 SCH) Advanced Institutional (6 SCH) Elective 1* (6 SCH) Elective 2* (6 SCH) Elective 3* (6 SCH) Capstone Course (6 SCH) <p><i>* A minimum of two electives must be Patient Care Electives.</i></p>

III. STUDENT RESPONSIBILITIES

Communication

It is the responsibility of each student to keep contact information updated in CORE ELMS. It is the student's responsibility to keep the OEE updated with their current contact information, including their current address and phone number. This allows for students to be quickly contacted in case of an emergency, changes to their rotation schedules, upcoming events and reminders.

Email Communication

All email communication from the OEE will be sent using the Patriot student email system. Therefore, students are required to check their UT Tyler email **daily** for important information from the College or the OEE. Students are responsible for all information that has been sent to their email as well as ensuring that emails from CORE ELMS are effectively received. Additionally, students are to respond to emails from their Patriot email account in a timely and professional manner. If a student is having difficulty accessing their student email account, the student must resolve the issue directly with the University's IT Department. Students are responsible for seeking out information, even if they cannot access their email.

If the OEE is not successfully able to maintain consistent and reliable communication with a student throughout their practice experiences, they may be removed from rotation and/or geographically relocated for rotations. Removal from rotation secondary to lapses in communication may result in **failure of the rotation (course grade of F), graduation delay, additional tuition, and/or submission of FCOP Honor Code violation and/or professionalism alert(s).**

Onboarding and Site Requirements

Sites often require onboarding documents to be completed in advance of the rotation. Onboarding is the responsibility of each student. The site or FCOP may contact the student with requests for documents, drug screens, fingerprinting, etc. to be completed. Because some sites may require onboarding up to 8 weeks in advance of the rotation, students must check CORE ELMS (Document Library – Site Requirements) 8 weeks prior to the start of each rotation to see if their site requires onboarding documents and processes to be completed. It is the responsibility of the student to complete all required site requirements in a timely manner. Students are required to follow the orientation and/or training process outlined by the site.

Time spent toward onboarding and processing for the site is not counted as rotation hours. All onboarding documents must be submitted by assigned deadlines. Failure to contact the site in a timely manner and/or complete onboarding requirements by the assigned deadline may result in any or all of the following (*any of which may delay progression in the FCOP program and/or graduation*) at the discretion of the OEE:

- Course failure
- Course grade deductions which may result in failure of the course
- Delayed start of rotation
- Cancellation of the rotation
- FCOP Honor Code violation and/or professionalism alert(s)

All clearance requirements are the responsibility of the student and will need to be completed before beginning the rotation. Please note that some government sites will require U.S. citizenship and some will not accept dual citizenship. Students must check with the sites well in advance for clearance requirements. Additionally, some sites may require specific training prior to rotation. Students are

responsible for completing the required training in a timely manner to prevent cancellation of their rotation and/or rotation grade deductions.

Contacting Assigned Preceptors/Sites

Students are required to make initial contact with their preceptor 6 weeks in advance of their rotation start date (or as soon as schedule assignments are posted in CORE ELMS for schedule changes).

Information should include:

1. Introduction
2. Rotation start date
3. Questions about onboarding requirements (*ONLY if there aren't any onboarding instructions in CORE ELMS Document Library*)
4. Questions about how best to prepare for rotation (pre-rotation readings, assignments, etc.)

Students are required to contact their preceptor a second time at 2 weeks in advance of their rotation start date. Information should include:

1. A link to the student's MyCred Portfolio
2. Inquiry about specific dress requirements
3. When and where to meet on the first day
4. A list of required assignments for the upcoming rotation

Failure to contact the preceptor as outlined above may result in any or all of the following (*any of which may delay progression in the FCOP program and/or graduation*) at the discretion of the OEE:

- Course failure
- Course grade deductions which may result in failure of the course
- Delayed start of rotation
- Cancellation of the rotation
- FCOP Honor Code violation and/or professionalism alert(s)

Communicating Concerns

If a student experiences any unethical or illegal issues or concerns with a preceptor or site, it is the responsibility of the student to contact their assigned Director immediately with their concern. For concerns about the preceptor or site, students are first encouraged to discuss their concern in a professional manner with the preceptor. If this does not resolve the issue, the appropriate Director be contacted. If the issue continues to be unresolved, the student should contact the Associate Dean for Experiential Education.

Communication with Potential Preceptor/Sites

Students are **never** allowed to contact preceptors, whether directly or indirectly, with regard to securing a rotation. If the student has an interest in a particular rotation, the student must directly contact the Experiential Education Coordinator. All preceptor and site contacts are exclusively handled by the OEE. Any student who disregards this rule will not be placed at the site for the duration of the experiential rotations, may be subject to professionalism alerts, and/or may be referred to the Professional and Academic Standards Committee (PASC).

Licensing

It is the responsibility of each student to ensure that their licensing is current with Texas or any state in which experiential rotations are completed. Students without an active intern license are not allowed to participate in experiential education. If an active intern license is not maintained by the student, any or

all of the following may result *(any of which may delay progression in the FCOP program and/or graduation)*, at the discretion of the OEE:

- Prevented participation in experiential education, including dismissal from a rotation site
- Course failure
- Course grade deductions which may result in failure of the course
- Delayed start of rotation
- Cancellation of the rotation
- FCOP Honor Code violation and/or professionalism alert(s)

Students who are not actively enrolled with the FCOP are subject to inactivation of their intern license with the TSBP. Intern licenses that are inactivated remain inactive in perpetuity. If an intern license is inactivated, students must re-apply for a new license with the TSBP at the direction of the OEE.

For Texas Requirements for Internship, please refer to the Texas Administrative Code Rule §283.4.

Disclosures

An online application must be submitted for approval to begin the process or registration. **Any and all offenses (including speeding tickets) must be reported to the Texas State Board of Pharmacy (TSBP) on the TSBP online application in order to apply for a license, whether an intern or pharmacist license. Additionally, students must communicate any arrests, convictions, nolo contendere, deferred adjudication that may affect pharmacy intern licensure to the Office of Student Affairs and the OEE prior to obtaining licensure.**

Enrolled students, as part of the obligations of being a licensed pharmacy intern, are required to disclose any arrests, criminal convictions, deferred adjudication community supervisions, and/or deferred dispositions to the Associate Dean of Student Affairs, the Associate Dean of Experiential Education, and the Texas State Board of Pharmacy immediately.

Once licensure is obtained, all students must communicate any arrests, convictions, nolo contendere, deferred adjudication that may affect pharmacy intern licensure to the Office of Student Affairs and the OEE within ten (10) calendar days (misdemeanors) and two (2) calendar days (felonies) of the event. Traffic violations do not need to be reported to the OEE unless related to criminal behavior, substance use, and/or alcohol use. Failure to disclose may result in any or all of the following *(any of which may delay progression in the FCOP program and/or graduation)*, at the discretion of the OEE:

- Prevented participation in experiential education, including dismissal from a rotation site
- Course failure
- Course grade deductions which may result in failure of the course
- Delayed start of rotation
- Cancellation of the rotation
- FCOP Honor Code violation and/or professionalism alert(s)

License Posting

Students must upload a copy of their license in their MyCred portfolio before attending any rotation. Additionally, students must be able to provide proof of their licensure at all times when at a rotation site. All licensure is the student's sole responsibility to obtain and must be maintained in good standing with the State Board of Pharmacy throughout the curriculum of the College. Failure to obtain a license before attending rotations, attending rotation with an expired license, and/or failure

to keep the license in good standing, may result in any or all of the following (*any of which may delay progression in the FCOP program and/or graduation*), at the discretion of the OEE:

- Prevented participation in experiential education, including dismissal from a rotation site
- Course failure
- Course grade deductions which may result in failure of the course
- Delayed start of rotation
- Cancellation of the rotation
- FCOP Honor Code violation and/or professionalism alert(s)
- Penalties imposed by the TSBP

Intern Duties

Per the TSBP, a *“pharmacist-intern may perform the duties of a pharmacist under the direct supervision of a pharmacist preceptor as assigned by a Texas college/school of pharmacy at a site assigned by a Texas college/school of pharmacy”*. Additionally, per the TSBP, if *“the pharmacist-intern is not under the direct supervision of a pharmacist preceptor, then the intern may perform all duties of a pharmacy technician without needing a separate pharmacy technician registration”*.

The Texas Administrative Code Rule §283.5 provides information on intern duties, which states:

“(a) A pharmacist-intern participating in a board-approved internship program may perform any duty of a pharmacist provided the duties are delegated by and under the supervision of:

- (1) a pharmacist licensed by the board and approved as a preceptor by the board; or*
- (2) a healthcare professional preceptor.*

(b) When not under the supervision of a pharmacist preceptor, a pharmacist-intern may function as a pharmacy technician and perform all of the duties of a pharmacy technician without registering as a pharmacy technician provided the pharmacist-intern:

- (1) is registered with the board as a pharmacist-intern;*
- (2) is under the direct supervision of a pharmacist;*
- (3) has completed the pharmacy's on-site technician training program;*
- (4) has completed the training required for pharmacists in §291.133 of this title (relating to Pharmacies Compounding Sterile Preparations) if the pharmacist-intern is involved in compounding sterile preparations; and*
- (5) is not counted as a pharmacy technician in the ratio of pharmacists to pharmacy technicians.*

(c) A pharmacist-intern may not:

- (1) present or identify himself/herself as a pharmacist;*
- (2) sign or initial any document which is required to be signed or initialed by a pharmacist unless a preceptor cosigns the document; or*
- (3) independently supervise pharmacy technicians or pharmacy technician trainees.”*

Out of State Licensing

A student may be required to obtain an intern license in any additional state in which they are assigned. Obtaining such license is the sole responsibility of the student. A copy of the student's intern license in another state must be submitted to the OEE and posted in the student's portfolio at least two (2) weeks prior to the beginning of the rotation. The copy must be maintained in the student's MyCred portfolio. All intern licenses must be obtained before the student engages in any rotation activities. Noncompliance with this policy may result in any or all of the following (*any of which may delay progression in the FCOP program and/or graduation*), at the discretion of the OEE:

- Prevented participation in experiential education, including dismissal from a rotation site
- Course failure

- Course grade deductions which may result in failure of the course
- Delayed start of rotation
- Cancellation of the rotation
- FCOP Honor Code violation and/or professionalism alert(s)
- Penalties imposed by the state board of pharmacy

Dismissals and Leaves of Absence

Students who are dismissed from the FCOP program, withdraw from the FCOP, or take a leave of absence will have their intern license inactivated. Students readmitted into the program or returning from a leave of absence must contact the Associate Dean of Experiential Education at least 30 days prior to returning to the program. Student must then reapply for an intern license at the direction of the OEE.

FCOP and Site Requirements

Students must complete all assigned requirements. These include requirements of the FCOP and those of the experiential site.

It is the responsibility of the student to ensure FCOP requirements are completed by the assigned deadline and are kept current. Students are required to complete FCOP requirements by the assigned deadline regardless of the expiration date of their requirements and regardless of whether they are currently attending rotation and/or have delays in their academic progression of the program. The OEE will track student compliance with these requirements. Failure to comply with FCOP and/or site requirements and/or not completing requirements by the assigned deadlines may result in any or all of the following (*any of which may delay progression in the FCOP program and/or graduation*), at the discretion of the OEE:

- Prevented participation in experiential education, including dismissal from a rotation site
- Course failure
- Course grade deductions which may result in failure of the course
- Delayed start of rotation
- Cancellation of the rotation
- FCOP Honor Code violation and/or professionalism alert(s)

Any student not compliant with the requirements will not be allowed at any experiential site. Students whose requirements expire while on rotation will be removed from rotation until the requirements have been completed, the results reviewed, and the student has been cleared by the OEE to return to rotation. Students who are not on a rotation when requirements expire will not be allowed to progress to the next rotation and may have academic penalties applied. **Missed days due to expired student FCOP requirements will be counted as unexcused absences resulting in course grade deductions. A course grade of D or F resulting from such deductions may result in delayed progression and/or delayed graduation.** Below are FCOP requirements that all students must complete, although additional requirements may be added by the OEE as needed.

Background Checks and Urine Drug Screens

All students are required to complete a background check and urine drug screen as part of their admission to the College of Pharmacy. The student will be responsible for any financial obligations for the screenings and provide all requested documentation by the deadline requested. Following admittance to the program, the student will be required to complete background checks and drug screens routinely throughout the FCOP program. Background checks, drug and/or alcohol screens may be required randomly of any student and at any time throughout the program. Students who

are absent from the FCOP program for more than 30 days will be required to complete background and urine drug screens upon re-entry into the program. Additionally, they will be required to repeat these upon the next cycle of required screenings, regardless of timing. If the student does not pass a background check and/or drug screen, the student may be removed from rotation, may not be allowed to participate in experiential education until cleared by the OEE, and may be disqualified from the Doctor of Pharmacy program. Additional background checks and/or drug screens may also be required from experiential sites.

Students whose background checks and/or drug screens have not been completed by the assigned deadline may be subject to any or all of the following penalties (*any of which may delay progression in the FCOP program and/or graduation*), at the discretion of the OEE:

- Delayed or prevented participation in all experiential education, including removal from the experiential site
- Course failure
- Course grade deductions which may result in failure of the course
- Delayed start of rotation
- Cancellation of the rotation
- FCOP Honor Code violation and/or professionalism alert(s)

Any rotation days missed due to tardy background checks and/or drug screens will be counted as unexcused absences, resulting in course grade deductions. A course grade of D or F resulting from such deductions may result in delayed progression and/or delayed graduation

Any student who refuses to complete a drug screen, tests positive for a drug screen, and/or has a positive background check may be removed from rotation and will be referred to the Associate Dean for Student Affairs and Associate Dean for Experiential Education. If a student receives notification of a positive background or drug screen result, the student must alert the Associate Dean for Experiential Education and Associate Dean for Student Affairs. Students with a positive drug screen and/or background check may be removed from rotation and will be referred to the Associate Dean for Student Affairs and the Associate Dean for Experiential Education. The Office of Student Affairs and the OEE will review positive results and make determinations on a case-by-case basis. Students must be cleared by the OEE to participate in experiential education and must be cleared by the experiential site for any scheduled rotations. Please refer to the *“Student Background Check and Urine Drug Screen”* policy in the Student Handbook.

Experiential sites and/or the OEE retain the right to deny placement of students at a site based on criminal background checks and/or drug screen results.

Immunizations and Health Screening Requirements

Students are required to present evidence of tuberculosis screening and proof of immunizations by week 6 of their first semester enrollment in the FCOP. For those vaccines that involve more than one injection, the series must be started by week 6 of the first semester of the FCOP program. In accordance with state law (e.g. [Meningitis Policy SB 1107](#)) and the [Centers for Disease Control and Prevention \(CDC\)](#), the following immunizations/health screening are required for all students enrolled in health-related courses that will involve direct patient contact in medical facilities:

- Influenza: proof of influenza vaccination is required every fall semester
- Tetanus/diphtheria: proof of one Tdap "booster" with a Tdap following at least every 10 years.
- Varicella: proof of completing the 2-dose immunization series or serological immunity (blood test titer)

- Measles/Mumps/Rubella (MMR): proof of completing the 2-dose MMR series or serological immunity (blood test titer).
- Hepatitis B: proof of completing the 3-dose immunization series or serologic immunity (blood test titer).
- Tuberculin (TB) Screening: The frequency and type of tuberculin screening depends upon if this is initial testing and the duration of time between tests:
 - 1) students receiving their *first tuberculin screening* or having their *last tuberculin skin test (TST) more than 2 years ago*, proof of a 2-step TST or a single blood assay (BAMT) test followed by an annual TST is required;
 - 2) students with a TST within the *previous 12 months*, a single TST is required followed by an annual TST; and
 - 3) for students with a *positive TST, BAMT, or prior treatment for TB*, proof of a negative chest x-ray is required (repeat x-rays are not required unless recommended by a healthcare provider).
 - 4) annual TB symptom questionnaire and/or BAMT may be required for some students

***Students must immediately alert both experiential Directors and the Associate Dean for Experiential Education for any positive test result or inconclusive test result**
- Meningitis Vaccine: Students younger than 22 years are required to present documentation of meningitis vaccination

Vaccinations and health screenings are obtained at the student's expense. A student's health insurance may cover these services. Students who fail to submit documentation will not be permitted to participate in the experiential curriculum.

Experiential sites may require different and/or additional immunization and/or health screenings. Experiential sites retain the right to deny placement of students at their site based on immunization status.

Exemption from immunization: Exemptions may be allowable on an individual basis for medical contraindications and pregnancy. Experiential sites retain authority to deny placement based on exemption status. Similarly, experiential sites may request that exemptions be internally reviewed, for which the site retains the right to accept or deny an exemption request. Student will need to adhere to the decision of the site regarding requests for exemptions.

- *Students with medical contraindications* must submit written verification from an acceptable healthcare provider 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 provider.
- *Pregnant students* may be exempt from select immunizations. Students must present written documentation of a positive pregnancy test and written verification of immunizations from which the student is exempt due to pregnancy.

Basic Life Support

Basic Life Support (BLS) certification is valid for two years. The Office of Student Affairs will offer a BLS course annually, during orientation, for P1 students and students who are needing to re-certify. A copy of the certification must be maintained in the student's MyCred portfolio. Students must be certified in BLS in order to take the APhA Pharmacist-Based Immunization Delivery certification course offered in the IPPE course in the first professional year. Students who do not attend the BLS

course offered by the FCOP will be required to locate and complete an approved BLS course at their own expense. If a student does not pass any portion of the training, they will be required to repeat the course at their own expense.

Blood-Borne Pathogen Exposure

The FCOP follows all OSHA blood-borne pathogen (BBP) recommendations and requirements for curriculum-related and co-curricular activities. A significant exposure to blood and/or bodily fluids, as defined by the Centers for Disease Control and Prevention, will be handled as a medical emergency.

The student will be trained annually on the College's policies, procedures and exposure control plan. The students will complete their training with an OSHA/BBP certificate that will be filed in their student portfolio. The student will follow the FCOP's policy and procedures, whether in class, College-sponsored activities or on experiential rotations. If the student is at an experiential site, the site will provide emergency services or ensure that the student gets emergency medical care if the student were to have an accident, be exposed to hazardous substance or have an accidental exposure to blood or bodily fluids from a patient. All emergency and healthcare testing and treatment will be invoiced to and paid by the student. The College of Pharmacy will only pay for source testing of the blood of the patient for specific bloodborne pathogens such as Hepatitis B, Hepatitis C and HIV. The FCOP follows the UT Tyler Bloodborne Pathogen Exposure Control Plan (<https://www.uttyler.edu/safety/files/exposure-control-plan.pdf>).

The student should immediately report the incident or emergency to the Associate Dean of Experiential Education and the Associate Dean of Student Affairs. Refer to "**Bloodborne Pathogens Exposure Control Plan**" (Appendix A) for steps to be taken in the event of a needlestick/bloodborne pathogen exposure.

Health Insurance Portability and Accountability Act (HIPAA)

The student is obligated to respect any and all confidences revealed during any FCOP educational experience including but not limited to, patient conditions, medical and pharmacy records, economic information and professional policies. The College will provide initial and annual HIPAA training as part of the curriculum for pharmacy students. Students who successfully complete HIPAA training will need to print their certificate of completion. The certificate should be uploaded and maintained in the student's professional portfolio. The student may need to also complete the site's HIPAA training if required by the site. Records containing PHI must not be removed from experiential sites. Any and all patient records must be destroyed according to the sites policies no later than the last day of rotation. Failure to comply with HIPAA-related policies may result in legal penalties, licensing penalties, course grade deductions, course failure, delays in progression/graduation, dismissal from the site, and/or Honor Code Violations and professionalism alerts.

Medicare Parts C and D Fraud, Waste, Abuse and General Compliance Training

The student will be provided annual training on the major laws and regulations pertaining to Fraud Waste and Abuse (FWA), Medicare Parts C and D compliance, as well as prevention, reporting, and correcting FWA and violations. Students who successfully complete this training will need to print their certificate of completion. The certificate must be uploaded and maintained in the student's professional portfolio.

Student Health Insurance

All students are required to maintain and submit proof of up-to-date personal health insurance coverage. This health insurance must cover students for any FCOP sanctioned activity, including experiential rotations. Please refer to the FCOP Student Handbook for additional information.

Student Portfolio

The purpose of a student's professional portfolio is to showcase the student's licensure/certificates, career/professionalism documentation, and progress toward completion of outcomes. Work uploaded to the student portfolio must not contain any patient sensitive information that would be considered protected health information. The portfolio enables site coordinators and preceptors to verify site requirements and assess outcomes and goals which the student has achieved over a longitudinal period of time. Additionally, the student has the opportunity to utilize their professional portfolio upon graduation to provide to potential employers. Students are required to develop and maintain a portfolio during their practice experiences beginning in their first professional year. Failure to maintain an up-to-date portfolio may prevent a student from participating in experiential activities, resulting in course grade deductions until the portfolio is current. Students are responsible for emailing their MyCred link to preceptors prior to beginning of each rotation.

IV. PRECEPTOR INFORMATION

The Ben and Maytee Fisch College of Pharmacy at The University of Texas at Tyler greatly appreciates all the healthcare professionals who serve as preceptors for our students. Their willingness to contribute their time, support the College of Pharmacy and give back to their profession is exceedingly generous.

Licensure

The FCOP requires pharmacists to have current pharmacist and preceptor licenses to be assigned as a preceptor as required by the specific Board of Pharmacy. Interested pharmacists can contact the OEE for instructions on obtaining a preceptor license. For preceptor licensing requirements in Texas, please refer to Texas Administrative Code Rule §283.6.

Student Ratios

Per the Texas Administrative Code Rule §283.6, which states:

"(1) A preceptor may supervise only one pharmacist-intern at any given time (1:1 ratio) except as provided in paragraph (2) of this subsection.

(2) The following is applicable to Texas college/school of pharmacy internship program only.

(A) Supervision. Supervision of a pharmacist-intern shall be:

(i) direct supervision when the student-intern is engaged in functions associated with the preparation and delivery of prescription or medication drug orders; and

(ii) general supervision when the student-intern is engaged in functions not associated with the preparation and delivery of prescription or medication drug orders.

(B) Exceptions to the 1:1 ratio. There is no ratio requirement for preceptors supervising student-interns as a part of a Texas college/school of pharmacy program."

Intern Duties

Per the TSBP, a “*pharmacist-intern may perform the duties of a pharmacist under the direct supervision of a pharmacist preceptor as assigned by a Texas college/school of pharmacy at a site assigned by a Texas college/school of pharmacy*”. Additionally, per the TSBP, if “*the pharmacist-intern is not under the direct supervision of a pharmacist preceptor, then the intern may perform all duties of a pharmacy technician without needing a separate pharmacy technician registration*”.

Students are classified as pharmacist interns beginning in their P1 year. The Texas Administrative Code Rule §283.5 provides information on intern duties, which states:

“(a) A pharmacist-intern participating in a board-approved internship program may perform any duty of a pharmacist provided the duties are delegated by and under the supervision of:

- (1) a pharmacist licensed by the board and approved as a preceptor by the board; or*
- (2) healthcare professional preceptor.*

(b) When not under the supervision of a pharmacist preceptor, a pharmacist-intern may function as a pharmacy technician and perform all of the duties of a pharmacy technician without registering as a pharmacy technician provided the pharmacist-intern:

- (1) is registered with the board as a pharmacist-intern;*
- (2) is under the direct supervision of a pharmacist;*
- (3) has completed the pharmacy's on-site technician training program;*
- (4) has completed the training required for pharmacists in §291.133 of this title (relating to Pharmacies Compounding Sterile Preparations) if the pharmacist-intern is involved in compounding sterile preparations; and*
- (5) is not counted as a pharmacy technician in the ratio of pharmacists to pharmacy technicians. The ratio of pharmacists to pharmacist-interns shall be 1:1 when performing pharmacy technician duties.*

(d) A pharmacist-intern may not:

- (1) present or identify himself/herself as a pharmacist;*
- (2) sign or initial any document which is required to be signed or initialed by a pharmacist unless a preceptor cosigns the document; or*
- (3) independently supervise pharmacy technicians or pharmacy technician trainees.”*

Preceptor Benefits

The Ben and Maytee Fisch College of Pharmacy at The University of Texas at Tyler recognizes that our preceptors deserve many benefits for their hard work, loyalty to the College and dedication to the profession. The greatest benefit a preceptor can receive is the reward of contributing to the education of future pharmacists and thereby giving back to the profession of pharmacy. Our preceptors help to mentor, train and shape the future generations of pharmacists.

- Preceptors will have access to all online educational resources through the University of Texas at Tyler Library.
- All preceptors have the opportunity to attend preceptor training and development (continuing education) sessions.
- Preceptors have access to CEImpact, which is an online source of continuing education materials on diverse topics. Access codes are provided to all Preceptors on the main page of CEImpact (accessed through CORE ELMS; left-hand menu)

Preceptor Responsibilities

Much of a student's success as a pharmacist depends on the experiential component of the pharmacy school curriculum. Our preceptors serve as role models, teachers and mentors for future pharmacists. Therefore, it is an expectation that a preceptor will be professional and act ethically in all circumstances.

Additionally, it is the preceptor's responsibility to inspire, supervise, and guide the student pharmacists. Preceptors must provide appropriate supervision for all students and closely monitor and evaluate the student's progress throughout the rotation.

Additional responsibilities for preceptors include:

- Maintain current pharmacist licensure
- Maintain current preceptor licensure
- Alert the Experiential Education Coordinator of any needed scheduling changes as early as possible
- Alert the Experiential Education Coordinator as soon as possible if you move or change jobs
- Complete evaluations in a timely manner
- Provide quality and frequent feedback
- Document incidents (see incident reporting below)
- Confirm student hours
- Adhere to FCOP Policies and Procedures outlined in the syllabi and Experiential Education Manual
- Keep information updated on CORE ELMS
- Create a conducive environment for students to share feedback and/or concerns
- Report to the assigned Director if any concerns arise related to student academic and/or professional performance (please see incident reporting below)

Incident Reporting

If a student is experiencing poor academic performance and/or is demonstrating unprofessional behavior, preceptors must document issues and alert the assigned Director. Preceptors should provide documentation using incident reporting in CORE ELMS ("Incidents"). Please include specific information and attach relevant documentation. When an incident is reported in CORE ELMS, the OEE is alerted. Preceptors retain the right to dismiss any student from the rotations site on a temporary or permanent basis for any reason, including professionalism violations. Please refer to the section "Dismissal from an Experiential Site".

Preceptor Application Process

The Texas State Board of Pharmacy requires that all pharmacists and healthcare professionals that would like to become a preceptor, complete an application (located online at: <http://www.tsbp.state.tx.us/infocist/Preceptorlink.htm>) and be approved by the Board. To be considered a "Preceptor" in the State of Texas, a healthcare professional must hold a current and active license with the Board, have at least one-year of experience as a pharmacist - or - six months of experience if the pharmacist completed an American Society of Health-System Pharmacists (ASHP)-accredited pharmacy residency program. All pharmacists must complete 3 hours of preceptor training as part of the application process. The training must be provided by an ACPE-approved provider, a College of Pharmacy or approved by the Texas Consortium of Experiential Programs (TCEP).

A qualified pharmacist may become a Ben and Maytee Fisch College of Pharmacy preceptor at any time throughout the year. Interested pharmacists must meet the preceptor selection criteria below and submit the following:

- Preceptor Information Form
- A current CV

Preceptor Selection Criteria

Preceptors are initially evaluated based on the below criteria.

- Licensed pharmacist in good standing with the Board of Pharmacy, as required by the practice environment, with no current restrictions or sanctions placed on their license.

- Registered with the Board of Pharmacy as a preceptor and maintain active preceptor license.
- Agrees to abide by the affiliation agreement set forth between The Ben and Maytee Fisch College of Pharmacy and the experiential site in which the preceptor is employed.
- Agrees to abide by the policies and procedures set forth in The Ben and Maytee Fisch College of Pharmacy Experiential Education Manual.
- Participates in preceptor training programs, as appropriate, that are supported by The Ben and Maytee Fisch College of Pharmacy at The University of Texas at Tyler.
- Appropriately supervises (General vs. Direct definition(s) are given by the Texas State Board of Pharmacy) pharmacist intern trainees/pharmacist interns and are solely responsible for their activities and functions while students are participating in The Ben and Maytee Fisch College of Pharmacy experiences.
- Demonstrates a commitment to professional development and life-long learning through involvement in continuing education sessions and/or local, state and national professional organizations.
- Interacts with students several times per week, is readily available to the student, uses good communication skills when teaching students, provides constructive feedback in a professional manner, provides and completes evaluations in a timely manner.
- Agrees to adhere to the highest code of ethical conduct and pharmacy professional standards, and displays excellent character and attitudes that are appropriate in the presence of students.
- Demonstrates no discrimination based on race, color, religion, national origin, sex, age or disability.
- Displays a commitment to student learning, the profession of pharmacy, quality patient-care, and interprofessional practice

Preceptor Training and Professional Development

Preceptor training and orientation will be offered by the OEE. There is no cost associated for a FCOP preceptor to participate. Initial trainings and/or rotation overviews will be routinely provided by the OEE for new and current preceptors. Preceptor development programs will be offered to all FCOP preceptors. The OEE may occasionally formally assess preceptor development needs. The topics of preceptor development programs will vary in topic, may be based on identified preceptor needs, and/or may be based on the needs of the College of Pharmacy Experiential Education program.

Preceptor Evaluations

At the conclusion of each rotation, students complete a preceptor/site evaluation. The students are required to submit this evaluation during the last week of rotation. The students' final grades will not be released until the Preceptor/Site Evaluation is completed. To review the Preceptor/Site Evaluation that students complete, please see APPENDIX B. Preceptors and sites are evaluated by the OEE on an annual basis to determine if the preceptor continues to meet the preceptor criteria. Preceptors who exhibit gross unprofessional and/or unethical practice will be removed as a FCOP preceptor.

Feedback from the preceptor and site evaluation forms is provided to the preceptors on an annual basis. Preceptors who have had 3 or more students on rotation in the past will receive aggregate data. Commentary and data will be de-identified and scrambled to maintain the intended anonymity of the student.

Preceptor Awards

The College of Pharmacy recognizes and honors our top *Preceptors of the Year* in both Outpatient and Inpatient Pharmacy Practice categories. Students submit nomination forms throughout the year via CORE

ELMS. Preceptors of the Year are invited to participate in student events hosted by the FCOP such as commencement and White Coat ceremonies.

V. SITE INFORMATION

Site Approval Process

Each experiential site will need to complete a College of Pharmacy *“Site Information Form”* to be considered as an approved site. The application will be submitted to the OEE by the person designated by the site to be the site’s main contact or coordinator. The OEE will verify the site by conducting a site visit or utilizing a different communication means to ensure that the site meets the minimum site requirements set forth by the FCOP.

Experiential Site Affiliation Agreements

It will be the responsibility of the college to have a signed and executed written affiliation agreement with the experiential site before a student can attend an assigned rotation. The affiliation agreement defines the responsibilities and expectations of the experiential site and of the college. Additionally, it states general mutual conditions, policies and procedures for the educational experience.

Site Requirements

All sites must meet the following minimum qualifications:

- Demonstrate the pharmacy license is in good standing with the board of pharmacy
- Ensure that all state and federal laws related to the practice of pharmacy have been met
- Maintain applicable accreditation (e.g., The Joint Commission)
- Ensure that all practice site employees have met state licensure requirements
- Develop a partnership with The Ben and Maytee Fisch College of Pharmacy by completing and abiding to the affiliation agreement.
- Maintain highest standard of professional and ethical values
- Reflect a professional pharmacy image and caring attitude toward patients
- Demonstrate a commitment to providing quality patient-centered care
- Demonstrate a commitment to providing quality student experiences
- Recognize pharmacists as an integral member of the healthcare team
- Provide an adequate volume and diversity of patients to facilitate student learning outcomes
- Provide the necessary space, resources, and technology to support student learning
- Maintain adequate staffing to facilitate student learning

All sites are strongly encouraged to meet the following qualifications.

- Provide students with a variety of activities and experiences to support learning objectives
- Ensure opportunities for routine interprofessional practice
- Engage in comprehensive assessment and optimization of drug therapy
- Ensure that professional and support staff are receptive and helpful in the education of pharmacy students
- Provide a clean and organized site with dedicated workspace for the student and a place for their belongings

VI. INTRODUCTORY PHARMACY PRACTICE EXPERIENCES (IPPEs)

Overview

IPPEs are comprised of practice experiences within the P1 through P3 years. The student will complete at least 300 hours of Introductory Pharmacy Practice Experiences (IPPEs) during the first three years of the pharmacy program. These hours are designed to help meet the American College of Pharmacy Education (ACPE) accreditation standards and the Texas State Board of Pharmacy licensure requirements.

The purpose of the IPPEs is to build basic knowledge and fundamental skills related to pharmacy practice and patient care. All introductory practice experiences are concurrent with the didactic portion of the curriculum. This ensures students will have the opportunity to apply their classroom knowledge in the practice environment. The IPPE learning outcomes will progress from developmental skills to more advanced concepts and a higher level of practice application as the student progresses throughout the FOCIP curriculum.

Evaluations

Preceptors for IPPE rotations will evaluate their students on specific knowledge, competencies and professionalism. All evaluation forms are available in CORE ELMS. A midpoint and final evaluation are required to be completed by preceptors for most rotations. All evaluations will need to be completed and submitted in CORE ELMS. Midpoint evaluations should be submitted no later than the Wednesday following the midpoint week. Final evaluations should be submitted no earlier than the last week of rotation and no later than the last day of rotation. **Preceptors should refer to the IPPE Workbook for specific information and rotation activity checklists related to IPPE rotations.**

Student Evaluations

Final grades will not be submitted to the University until all required evaluations, reports, and checklists are submitted, minimum number of required hours have been completed, and badges and other borrowed items are returned to the site. See below table for deadlines. Students must complete:

1. Student Self-Evaluation (midpoint and final): Students are required to complete a self-evaluation for each rotation.
2. Preceptor/Site Evaluation: Students will have the opportunity to evaluate their preceptors and assigned experiential sites the final week of every rotation. Students are encouraged to provide honest and accurate evaluations. Feedback should be in a professional and diplomatic tone. The evaluations are not shared with the preceptor until at least 3 students have completed a rotation with the preceptor. Feedback to the preceptor is provided in an anonymous, aggregate fashion.
3. Hours documentation: All rotation hours must be documented in CORE ELMS and verified by the preceptor to receive a rotation grade. Completion of the minimum assigned hours is required for successful completion of the course. Rotation hours submissions must include the daily checklist, learning issues, and intervention reports.
4. Assignments: All required assignments for each rotation must be completed by students with an evaluation submitted by the preceptor to receive a rotation grade.

VII. ADVANCED PHARMACY PRACTICE EXPERIENCES (APPEs)

The below information is intended to be used along with the syllabi for each rotation type. Syllabi have information specific to each rotation.

Overview

Once the student completes their introductory experiences (IPPEs) and satisfies all other College of Pharmacy requirements, the student will be able to progress to their APPEs. APPEs reflect experiential education within the P4 year. The student will complete at least 1,680 hours; satisfying both ACPE accreditation standards and the Texas State Board of Pharmacy licensure requirements. The APPEs include at least six rotations (6 weeks each) that will take place in a variety of pharmacy settings.

APPE Curriculum

APPE rotations provide an opportunity for students to utilize a variety of direct patient care skills for diverse patient populations. Students will complete three (3) elective rotations and four (4) required APPEs: Advanced Community, Advanced Institutional, Acute Care/Adult Medicine, and Ambulatory Care Practice. Two of the electives must be a Clinical Patient Care Elective. Students complete a Capstone Course as part of the APPE curriculum.

Hour Requirements

Each APPE rotation requires students to complete at least 40 hours per week with a maximum of 50 hours documented per week. Students must complete at least 240 hours per six-week rotation. Any time missed must be made-up unless excused (see *Excused Absence* section). APPE-associated projects and preparation for APPE activities can significantly add time to the experiences without being counted towards the experiential hour requirements.

Hours Tracking

To document that the number of rotation hours have been completed, students must enter hours spent on rotation. Documentation of rotation hours must be submitted by the student in CORE ELMS **for each day on rotation** and must reflect actual hours and times worked. Lunch breaks and other breaks cannot be counted toward rotation hours. The actual arrival and departure times must be accurate. If a preceptor requests that the student submit hours on a weekly basis, students may do so; however, hours must be entered for each day of the week (not a weekly total). Hours must still reflect actual hours and times worked.

Hours may be submitted on a daily or weekly basis, based on preceptor preference. These hours must be submitted no later than 24 hours after the end of the daily or weekly shift. However, regardless of submission frequency, hours must be individually entered for each day of the week (i.e., not a weekly total submission). Once entered, preceptors must confirm or deny the hours in CORE ELMS. Hours submission must include the daily checklist and intervention reports.

Schedules

The student's schedule will be determined by their preceptor. Most experiences will occur during the normal business hours from 8:00 a.m. – 5:00 p.m. However, some sites may require that the student work additional hours per week and/or work hours on evenings, nights or the weekend in order to experience various work "shifts" and new opportunities. Therefore, students are required to stay flexible with their schedules and APPEs are expected to be the top priority for the student. The 2024-2025 APPE rotation dates are located below.

Rotation	Begin Date	End Date
1	May 20, 2024	June 28, 2024
2	July 1, 2024	August 9, 2024
3	August 12, 2024	September 20, 2024
4	September 23, 2024	November 1, 2024
5	November 4, 2024	December 13, 2024
6	January 6, 2025	February 14, 2025
7	February 17, 2025	March 28, 2025
8	March 31, 2025	May 9, 2025

Block 8 is considered an OFF block and is not used for routine scheduling. As a result, most students have Block 8 OFF so that they may return to campus for required activities.

Grading

The student's final grade is based on the final evaluation of competencies, professionalism, required and/or optional assignments, and any applicable deductions applied by the preceptor and/or the OEE. The grading structure, competencies, required and optional assignments, and learning objectives may be different for each rotation type. This information can be found in the syllabus for each rotation type. All rotation syllabi are posted in CORE ELMS (Document Library). Students who receive a D or F for the final rotation grade will be required to repeat the rotation in the following APPE year (or the following semester for students with prior delays in progression).

Competencies

The preceptor will evaluate students on competencies using online evaluations available in CORE ELMS. The preceptor is to complete:

1. Midpoint Evaluations at the end of the third week of the rotation. These must be submitted on Friday of week 3.
2. Final Evaluations. These must be completed by Friday of week 6.

All formative (midpoint) and summative (final) evaluations should be conducted as face-to-face meeting with the student. Midpoint and final evaluations must include quality feedback with information on students' strengths, areas of improvement, and strategies for improvement. Although midpoint and final evaluations are required, only the final evaluation counts toward the student's grade for the rotation.

Competencies are assessed using the scale below. Preceptors are encouraged to grade each competency based on skill level, rather than a grade percentage or points. Midpoint and final evaluations are based on competencies using the rubric below.

Exceeds Expectations (EE)	Meets Expectations (ME)	Needs Improvement (NI)	Significant Deficits Exist (SDE)
Student has excelled in performing competency	Student performed the competency at an acceptable level	Student has not consistently demonstrated the competency at an acceptable level	Student has rarely demonstrated the competency at an acceptable level
Student performs above expectations and requires minimal guidance from preceptor	Student has met expectations but requires occasional guidance from preceptor	Student requires frequent guidance from preceptor	Student requires continual guidance from preceptor and often does not complete tasks

Non-Passing Grade Policy

- ***Automatic F assigned if a student receives Significant Deficits Exist item score on any required graded assignment, Final Competency, or Final Professionalism evaluation***
- ***Automatic D assigned if a student receives 3 or more Needs Improvement item scores on Final Competency and Final Professionalism evaluations combined***
- ***Students assigned a grade of D or F will be provided an opportunity to repeat the rotation at another site to achieve and demonstrate competency***

Assignments

Each rotation has required assignments and may have additional optional assignments. Students are responsible for alerting their preceptors to required assignments and ensuring these are completed by the end of the rotation. Final grades will not be submitted to UT Tyler University until all required assignments have been submitted.

The types of required and optional assignments have been pre-determined by the FCOP. Rubrics for each assignment are in the syllabus and in CORE ELMS. These are outlined below.

<u>Rotation Type</u>	<u>Required</u>	<u>Optional</u>
Adult Medicine	<ul style="list-style-type: none"> • Journal Club • Medication Reconciliation 	Students may complete any of the following optional assignments for any rotation: <ul style="list-style-type: none"> • Case Presentation • Drug Information Question • SOAP Note • Project • Medication Reconciliation • Journal Club • Patient Interview • Patient Counseling • Inservice
Advanced Institution	<ul style="list-style-type: none"> • Drug Information Question • Inservice 	
Ambulatory Care	<ul style="list-style-type: none"> • SOAP Note • Case Presentation 	
Advanced Community	<ul style="list-style-type: none"> • Patient Interview • Patient Counseling 	

Patient Care Elective	<ul style="list-style-type: none"> • Case Presentation • Drug Information Question 	
Non-Patient Care Elective	<ul style="list-style-type: none"> • Project 	

Student Evaluations

Final grades will not be submitted to the University until all required evaluations, reports, and checklists are submitted, minimum number of required hours have been completed, and badges and other borrowed items are returned to the site. See below table for deadlines. Students must complete:

1. Student Self-Evaluation (midpoint and final): Students are required to complete a self-evaluation for each rotation.
2. Preceptor/Site Evaluation: Students will have the opportunity to evaluate their preceptors and assigned experiential sites the final week of every rotation. Students are encouraged to provide honest and accurate evaluations. Feedback should be in a professional and diplomatic tone. The evaluations are not shared with the preceptor until at least 3 students have completed a rotation with the preceptor. Feedback to the preceptor is provided in an anonymous, aggregate fashion.
3. Rotation Activities Checklist: Students are required to complete this checklist at midpoint and conclusion of the rotation. Students should select only those activities that have been completed during their rotation. The final evaluation should include all activities completed throughout the rotation.
4. Hours documentation: All rotation hours must be documented in CORE ELMS and verified by the preceptor to receive a rotation grade. Completion of the minimum assigned hours is required. Rotation hours submissions must include the daily checklists and intervention reports.
5. Assignments: All required assignments for each rotation must be completed by students with an evaluation submitted by the preceptor to receive a rotation grade.

<u>Evaluation</u>	<u>Due Date</u>	<u>Comments</u>
Midpoint Evaluation	Thursday of week 3 <ul style="list-style-type: none"> • Student completes self-evaluation Friday of week 3 <ul style="list-style-type: none"> • Preceptor completes evaluation of student 	<ul style="list-style-type: none"> • Midpoint should be a Face-to-Face meeting with preceptor and student • In week 1, student should make appointment in advance for midpoint evaluation
Final Evaluation	Thursday of week 6 <ul style="list-style-type: none"> • Student completes self-evaluation Friday of week 6 <ul style="list-style-type: none"> • Preceptor completes evaluation of student 	<ul style="list-style-type: none"> • Final should be a Face-to-Face meeting with preceptor and student • In week 1, student should make appointment in advance for final evaluation
Rotation Activities Checklist	Thursday of weeks 3 and 6 <ul style="list-style-type: none"> • Student completes Friday of weeks 3 and 6	<ul style="list-style-type: none"> • Select only those activities that have been completed

	<ul style="list-style-type: none"> • Preceptor completes 	
Preceptor/Site Evaluation	Thursday of Week 6 (student completes)	<ul style="list-style-type: none"> • Students should share feedback with preceptor during face-to-face meeting for final evaluation • Cannot be completed until week 6

VIII. POLICIES AND PROCEDURES FOR EXPERIENTIAL EDUCATION

Policies and procedures outlined below apply to both IPPEs and APPEs

Schedules

All rotation scheduling, and modifications thereof, are at the discretion and determination of the OEE. All scheduling is dependent upon availability of preceptor and sites, although other factors may be applied to scheduling. Students may be assigned at sites and/or geographic locations that are not within their preferred regions. Students are responsible for their own housing arrangements, transportation, and expenses during rotations.

Once student preceptor assignments are announced, changes are made only in circumstances when the preceptor or site becomes unavailable or if there is a substantial problem that prevents the student from participating as scheduled. While students are encouraged to alert the OEE of substantial changes, any and all schedule changes must be initiated by the OEE and are entirely at their discretion. Additionally, once rotation assignments are announced, students must never directly contact a preceptor to attempt to arrange or change a rotation.

APPE students may submit a "Change Request" Form during a specified window of time determined by the OEE. All requests will be handled on a case-by-case basis. Issues pertaining to transportation, financial reasons, driving distance, convenience, and other similar issues may not be considered valid reasons for requesting a site change. In cases of extreme circumstances, the OEE reserves the right to make changes to the student's schedule and/or site location at any time. While student preferences may be considered during scheduling of required and elective rotations, no preferences can be guaranteed. All rotation scheduling and changes must go through the OEE. Students must immediately disclose to the Experiential Education Coordinator if they are scheduled at a site in which a blood relative or spouse works or if they are employed by the site.

Any APPE rotations missed due to leaves of absences, dismissal from the FCOP, course withdrawal from rotation, unsuccessful completion, and/or dismissal from a site will be scheduled in the following APPE year, or the following semester for students with prior delays in progression, and based on preceptor/site availability. Rotations that result in a grade of Incomplete are subject to scheduling during the following APPE year at the discretion of the OEE. Students with prior delays in progression will be scheduled the semester following the last scheduled rotation. IPPEs may be repeated during the summer months, according to preceptor/site availability and at the discretion and approval of the OEE. APPE rotations needing to be repeated due to unsuccessful completion of the rotation, including assigned grade of D or F, will be scheduled in the following APPE year (the following semester for students with prior delays in progression) and is based on preceptor/site availability.

Attendance and Late Arrivals

Students are required by the FCOP to attend every scheduled rotation experience and all Health and Wellness events throughout the pharmacy curriculum. The experiential education calendar takes priority over the College of Pharmacy calendar. Therefore, fall/spring breaks and holidays are not recognized while on rotations. Outside employment should never be scheduled during any time that could conflict with experiential rotations and will never be considered an excused absence. Students must ensure that the College of Pharmacy curriculum is a top priority when committing to becoming a pharmacist. Attendance at rotation must never interfere with classes and/or labs. Students must always be prepared for their rotation experiences by completing any pre-assigned work given by the college and their preceptor. Additionally, the student must arrive to the experiential site at the scheduled time, or earlier, and be prepared and focused.

Late Arrival

Late arrival is defined as any time past the assigned report time. As a professionalism measure, students who will report late must contact their preceptor via phone ahead of the assigned report time. Deductions may be applied to the final course grade or rotation evaluation for late arrivals. At the discretion of the preceptor and/or OEE, a 2-point deduction may be applied to the final rotation grade or rotation evaluation for any late arrival past the assigned time. All late arrivals past 5 minutes may automatically result in a 2-point deduction applied for each late arrival past 5 minutes.

A preceptor may ask the student to leave the experiential site due to a late arrival. If a student is sent home due to a late arrival, the absence will be counted as an unexcused absence (please see details below). Preceptors and the OEE reserve the authority to apply grade deductions for late arrivals.

Assignments

Assignments that are submitted past the assigned deadline will be considered late and subject to deductions from the final course grade (IPPE) or Final Competency Evaluation (IPPE or APPE). At the discretion of the preceptor, a 2-point deduction may be applied to the final rotation grade (IPPE) or Final Competency Evaluation (IPPE or APPE) for each late submission.

Requirements

The OEE retains the authority to impose rotation grade deductions for FCOP and/or site requirements that are submitted past the assigned deadline. Grade deductions are at the discretion of the OEE and may be considered as unexcused absences for missed rotation time and/or late arrival for late submission of requirements (regardless of whether time from rotation was missed).

Absences from Rotation

Students must obtain permission from the preceptor for any absence from rotation. Requests for upcoming absences must be submitted to the preceptor with advance notice. Absences will be categorized as excused or unexcused. Any missed rotation hours that are required to be made up must be scheduled at the convenience of the preceptor.

Excused Absence

A student may request an excused absence from rotations for known qualifying professional meetings, school sponsored event, interviews, etc. Such requests must be submitted directly to the preceptor. An excused absence is any approved absence in which the preceptor does **NOT** require the student to make up any hours missed rotation. The preceptor, at their discretion, may require that any or all hours (due to absences) be made up. Total absences cannot exceed 24 hours per rotation block. *Excused absences may not be used to end the rotation early.*

Exception: All students requesting an absence for a school-sanctioned professional meeting must submit the Approval for Excused Absence to Attend a Professional Meeting Form, which includes signatures from the assigned Director for that rotation and the preceptor, to the Office of Student Affairs. For the request to be considered, a student must not miss more than three consecutive rotation days, and no more than 24 hours, from a single rotation.

Unexcused Absence

An absence is considered unexcused if there is no advanced notification and approval by the preceptor and/or assigned Director without an acceptable reason. Unexcused absences may include failure to report to rotation, dismissal by preceptor for late arrival, dismissal by preceptor for unprofessional behavior, late or missing FCOP site requirements, and/or leaving early without permission of the preceptor. **No call/no shows are unacceptable and will be considered unexcused absences.**

Absences, whether excused or unexcused, may not exceed 24 hours per rotation block. Absences in excess of 24 hours may result in an Incomplete grade, course withdrawal, course failure, and/or discontinuation of the rotation. In these circumstances, the student may be required to repeat the rotation in the subsequent experiential year.

Cumulative excessive excused or unexcused absences from rotation, as determined by the OEE, may result in failure of a rotation. The decision to grant an unexpected excused absence requires preceptor approval and is at the discretion of the assigned Director. The decision of the Director is final.

Documentation of Absences

Excused absences not requiring make up must be documented in order to count towards completion of the rotation. These absences are to be logged as regular hours during the day(s) that the absence(s) occur. Documentation supporting the absence, including prior preceptor approval, must be uploaded into CORE ELMS.

Missed Assignments/Hours

An excused absence does not relieve the student from completion of any assignments. All missed hours (not excused) and all assignments must be completed to count towards completion of the rotation. Hours must be completed at the convenience of the preceptor. A final grade will not be issued until all hours and assignments have been completed in a satisfactory manner.

Inclement Weather

The university's inclement weather policy does not apply to experiential rotations. In the event of inclement weather, the student must adhere to the policies of their experiential site. Students must contact the preceptor as soon as possible if hours will be missed due to weather conditions.

Hours Completion and Documentation

Failure to complete the required number of hours within the assigned rotation may result in failure of the course. Falsifying hours will result in an Honor Code Violation and possible failure of the course. Hours must be submitted no later than 24 hours after the end of the daily or weekly shift at the discretion of the preceptor. Failure to document hours in the allotted time frame and/or failure to obtain the required number of hours may result in nullification of hours submitted late, failure of the course, a requirement to repeat the rotation, course grade deductions, delayed progression, delayed graduation and/or additional make-up hours at the discretion of the preceptor and/or OEE.

Disability

Pursuant to Titles VI and VII of the Civil Rights Act of 1964 and the Americans with Disabilities Act of 1990, The Ben and Maytee Fisch College of Pharmacy at The University of Texas at Tyler does not discriminate on the basis of age, race, color, national origin, religion, physical or mental disability, or sexual orientation. Students with a disability may require certain accommodations to perform a specific task or job duty. If an accommodation related to a physical disability is needed for rotation, the student must send written notification to the OEE six weeks prior to the start of the rotation experience or as soon as possible for unforeseen circumstances. Written documentation from a physician must be provided so that a reasonable accommodation can be arranged, if possible. Written documentation from a physician for accommodations of any type must be updated and sent to the OEE (Associate Dean for Experiential Education) every semester.

Harassment

All allegations of harassment shall be taken seriously and dealt with in accordance with the University of Texas at Tyler's Harassment standard policy as outlined. The policy can be found in the student and faculty handbooks online at the University of Texas at Tyler's website. In addition to following the university policy, students and/or preceptors must alert the OEE immediately for any concerns of harassment.

Compensation and Forfeiture

The student will NOT be financially compensated for any travel to and from the experiential site and/or experiential education training. However, the student does receive academic credit towards graduation and licensure as determined by the applicable Board of Pharmacy. Students whose rotations are canceled due to failure and/or non-compliance with FCOP and/or site requirements may forfeit tuition costs for that rotation.

Academic Misconduct

Any and all work submitted by a student for rotation must represent their own work. If work is plagiarized and/or does not represent their own work, all penalties of the FCOP apply. For experiential coursework, this may result in any or all of the following (*any of which may delay progression in the FCOP program and/or graduation*), at the discretion of the OEE:

- Course failure
- Course grade deductions which may result in failure of the course
- Delayed start of rotation
- Cancellation of the rotation
- FCOP Honor Code violation and/or professionalism alert(s)

Legal Matters

It is the student's responsibility to follow all policies and procedures provided by The Ben and Maytee Fisch College of Pharmacy, The University of Texas at Tyler, and the FCOP Experiential Education Manual. Additionally, students are required to follow all site-specific policies and procedures while at experiential sites. Students are required to abide by the rules, regulations, and requirements of the experiential site while on the premises of the site. This includes standards of accrediting bodies, such as The Joint Commission. All local, state, and federal laws must be always followed. If the student is unaware of policies or laws, the student must ask questions and confer with the OEE and/or their preceptor. Ignorance of the law and/or policies is not an excuse and may lead to harmful or negative consequences. As representatives of the FCOP, students are expected to act professionally, honestly, and ethically in all activities and

decisions. Any violation of legal standards or ethical behavior (on or off-campus) can subject the student to disciplinary action. Please refer to the FCOP student handbook for greater detail.

Professionalism

All students are expected to adhere to the highest professional standards as outlined by the College of Pharmacy Student Handbook and Experiential Education Manual. Students are expected to demonstrate professionalism in their dress, demeanor, attitude, and communication at all times. The student must comply with all site-specific professional dress codes, which generally is business casual. Each clinical site may have additional dress requirements. It is the responsibility of the student to inquire about the dress requirements specific to the site and adhere to such requirements. Students must check with their preceptor at least 2 weeks in advance of the rotation to become familiar with the expected dress code.

Below is the expected dress code for rotations unless otherwise directed by your preceptor:

1. All students must wear a neat, clean, ironed/pressed short white lab jacket with their College nametag for all experiential rotations. Long white laboratory coats should never be worn by pharmacy students in patient care settings unless directed by a preceptor.
2. Female students may wear knee-length or longer skirts (slit must not go above the knee; no thigh should be visible), dresses, or dress slacks with appropriate business (close-toed) shoes. Shoes with a heel greater than 2 inches must not be worn on rotation.
3. Male students must wear dress slacks or khakis, dress shirts and ties, socks and appropriate business dress shoes.
4. Dress slacks for men and women are defined as loosely fitting pants that go from the waist to below the ankle. (no tightly fitted pants, no low-waisted pants, or pants that show the ankle are permitted)
5. Clothes must be ironed/pressed.
6. Jeans (including colored denim), leggings, yoga pants, shorts, athletic shoes, flip-flops and T-shirts are not allowed.
7. Earrings should be worn in a professional manner and limited to one to two per ear.
8. No other body piercing or body modification should be visible. Piercings must be concealed with a skin colored covering.
9. Tattoos must not be visible.
10. Non-religious head coverings are not allowed.
11. Students are only allowed to wear scrubs if it is specifically requested by the preceptor and is required for the rotation setting.
12. Cologne, perfume, and scented body and/or hand lotions are not allowed. This does not apply to personal hygiene products such as antiperspirant or hair hygiene products.
13. Gum chewing will not be allowed while at any experiential site.
14. All students will adhere to the site-specific policy regarding all tobacco products.
15. All students must maintain good personal hygiene.
 - a. Nails should be kept clean and well-manicured and at a length not to interfere with duties of a pharmacist. Please keep in mind that many sites do not allow artificial nails, fingernail polish and/or make-up.
 - b. Hair must be of a naturally occurring color. Hair style must represent a professional image.
 - c. Facial hair should always be clean, neat, and closely groomed. Some sites have limitations on facial hair.

Some exemptions to the dress code may be granted. Requests for exemption must be submitted within 2 weeks of the rotation assignment or Health and Wellness event. Religious exemptions will be based on the student's request and any possible documentation provided. Medical exemptions will be based on the student's request and require a note from a medical provider. If a site requires certain limitations on facial hair, students must submit a religious or medical excuse to not comply with the requirement.

Egregious unprofessional behavior (as referenced in the Student Handbook) may result in failure of the rotation and/or dismissal (from rotation site or from FCOP). Preceptors and/or OEE retain the authority to send students home due to noncompliance with the FCOP Experiential Dress Code and/or site-specific dress code. Noncompliance with the dress code may result in any or all of the following (*any of which may delay progression in the FCOP program and/or graduation*), at the discretion of the OEE:

- Course failure
- Course grade deductions which may result in failure of the course
- Delayed start of rotation
- Cancellation of the rotation
- FCOP Honor Code violation and/or professionalism alert(s)
- Dismissal from the rotation site

Preceptors are responsible for communicating with the OEE if student professionalism is a concern.

Pregnancy

If a student suspects or confirms a pregnancy, they are responsible for notifying the Associate Dean for Experiential Education soon as possible to ensure their own safety and the safety of the unborn child. Special considerations may need to be given with regard to the immunization policy and/or rotation assignments. Special precautions must be taken to avoid a high-risk clinical exposure to chemotherapy, teratogenic drugs or others. Time missed due to pregnancy must be documented, approved, and made up according to established absentee policies.

Dismissal from the Rotation Site

Preceptors and rotation sites retain the authority to dismiss any student from the rotation site on a temporary or permanent basis for any reason. In the event that a student is dismissed from the site, the student must contact the assigned Director immediately. The OEE, student, and preceptor/site will work together to resolve the issue, if possible. Dismissal from an experiential site or by a preceptor may result in any or all of the following (*any of which may delay progression in the FCOP program and/or graduation*), at the discretion of the OEE:

- Course failure
- Course grade deductions which may result in failure of the course
- Delayed start of rotation
- Cancellation of the rotation
- FCOP Honor Code violation and/or professionalism alert(s)

Monitoring Student Progress

Students will be provided feedback and evaluated by their preceptor on each experience throughout the curriculum. Throughout the rotation preceptors will provide regular feedback to assist in the development of the student's knowledge and skills. Preceptors will be closely monitoring the student, confirming they are

appropriately progressing throughout the experience. Preceptors are responsible for communicating with the OEE and their students if competencies are not being met and successful progression is a concern.

The OEE will monitor student progress through CORE ELMS Midpoint Evaluations. Experiential Directors may contact the preceptor and/or student at any point during a rotation if there are any concerns about a student's progress, in order to provide them the necessary support to successfully complete the rotation.

Issuance of Grades

The experiential Directors serve as the course coordinators for all IPPE and APPE coursework, according to the practice setting (inpatient vs. outpatient). Preceptors submit evaluations assessing student competencies and professionalism representing a variety of domains. Preceptors retain the authority to fully evaluate students' performance and provide graded assessments. The preceptor and/or OEE retain the right to initiate rotation grade reductions due to infractions of policies and procedures outlined in the Experiential Education Manual. The preceptor and/or OEE retain authority to assess students and provide grades when needed. Experiential Directors will be responsible for submitting final grades to the University for their assigned rotation types.

If a student does not successfully complete a rotation, a repeat of the rotation will be required. Non-passing course grades of D or F on IPPEs or APPEs may result in delayed progression and/or graduation.

Student Liability/Malpractice Insurance

All students currently enrolled at the FCOP are covered by a professional liability insurance policy. This policy provides coverage to all students while on rotations at the experiential site or activities that are sanctioned by the College. The policy requires supervision of students while helping to provide patient care. A copy of the policy is provided to all experiential sites in which the students visit. This policy does **not** cover students for outside employment or activities that are not College-related.

Handgun Policy

We respect the right and privacy of students who are duly licensed to carry concealed weapons. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.utt Tyler.edu/about/campus-carry/index.php>. Students participating in experiential education are required to review and adhere to the regulations and policies for the experiential site.

APPENDIX A - The University of Texas at Tyler Bloodborne Pathogens Exposure Control Plan
STEPS TO BE TAKEN IN EVENT OF A NEEDLESTICK / BLOODBORNE PATHOGEN EXPOSURE

Students	Faculty/Staff Employees
<ul style="list-style-type: none"> • Apply first aid: <ul style="list-style-type: none"> ○ Clean exposed area with soap and water for at least 15 minutes. ○ Flush mucous membranes with water or saline for at least 15 minutes. • If the source patient is known and present, keep individual on-site for a blood draw (see below) * • Notify instructor / clinic supervisor/ hospital supervisor to report injury • Obtain medical evaluation and treatment within 1 - 2 hours at: Student Health Clinic / 903-939-7870 3310 Patriot Drive Hours: Mon - Fri / 8:00am - 5:00pm <p><i>After Hours/Out-of-Tyler:</i> Healthcare Provider, Medical Clinic/ER</p> <p><i>Internship/Affiliate Healthcare:</i> Follow facility treatment protocol</p> <p>Complete the 'Students Report of Injury Form' to document the injury and submit to EH&S at USC 135 or fax 903-565-5829</p> <hr/> <p>*In the State of Texas, you have the right to the identification, documentation, testing, and results of the source individual infectious disease status. Arrangements should be made immediately with an approved healthcare provider or medical clinic to test the source individual. Source individual testing should include HIV antibody, Hepatitis C antibody, and Hepatitis B surface antigen.</p>	<ul style="list-style-type: none"> • Apply first aid: <ul style="list-style-type: none"> ○ Clean exposed area with soap and water for at least 15 minutes. ○ Flush mucous membranes with water or saline for at least 15 minutes. • If the source patient is known and present, keep individual on-site for a blood draw (see below) * • Notify supervisor to report injury • Obtain medical evaluation and treatment within in 1 - 2 hours at: US Healthworks / 903-561-2690 / 5040 Kinsey Drive, Suite 500 Hours: Mon - Fri / 8:00am - 5:00pm <p><i>After Hours:</i> UT Heath Northeast ER 11937 US Highway 271</p> <p><i>Out-of-Tyler:</i> Healthcare Provider, Medical Clinic/ER that accepts WCI</p> <p>Complete the 'Supervisor's First Report of Injury Form' to document the injury and submit to the Human Resources WCI Coordinator at ADM 108 or fax 903-565-5690</p> <p>Complete the 'Employees Report of Injury Form' to document the injury and submit to EH&S at USC 135 or fax 903-565-5829</p> <hr/> <p>*In the State of Texas, you have the right to the identification, documentation, testing, and results of the source individual infectious disease status. Arrangements should be made immediately with an approved healthcare provider or medical clinic to test the source individual. Source individual testing should include HIV antibody, Hepatitis C antibody, and Hepatitis B surface antigen.</p>

APPENDIX B – Preceptor and Site Evaluation Form

Selections

Strongly Agree/ Agree/ Disagree/ Strongly Disagree/ Unable to Comment

PRECEPTOR EVALUATION

Use of Preceptor Roles

1. When learning a new skill, the preceptor first provided adequate instruction to me.
2. When learning a new skill, the preceptor modeled the skill for me at least once before expecting me to perform the skill.
3. Prior to performing a new skill, the preceptor allowed me to practice while he/she provided coaching.
4. Once I mastered a new skill, the preceptor facilitated my learning by only intervening when needed and seeking out additional activities that helped me advance further.

Role Modeling

1. Was a positive role model as a pharmacist
2. Was a valuable member of the healthcare team
3. Is knowledgeable in his/her area of practice
4. Demonstrated compassion in interactions with patients
5. Helped me understand job opportunities in the area in which they practice

Teaching and Supervision

1. Treated me with dignity and respect
2. Displayed interest in teaching
3. Adapted the learning activities to meet my educational need
4. Made me a participant in patient care rather than an observer
5. Provided the appropriate balance of supervision and autonomy
6. Provided opportunities for me to participate in interprofessional practice

Expectations, Feedback, and Evaluation

1. Had appropriate expectations for a student at my stage in training
2. Provided feedback on a regular basis
3. Provided adequate feedback about my performance
4. Evaluated me fairly on my performance

Would recommend this preceptor to other students (selection = YES/NO)

SITE EVALUATION

1. Adequate resources were available for me during the rotation
2. The site had a comprehensive mix of patients for a varied experience
3. The site had an appropriate volume of patients for me to get an adequate experience
4. Pharmacists were an apparent part of the healthcare team

Would you recommend this site to other students (selection = YES/NO)

IMPACT

What was your aspired career path before this rotation? (comment box)

What is your aspired career path after this rotation? (comment box)

COMMENTS

Strengths of rotation? (comment box)

Recommendations for improvement? (comment box)

Overall comments: (comment box)