School of Pharmacy
Hospital Introductory Pharmacy Practice Experience (IPPE)
Semester: P3 Summer/Wintermester
Course # PHAR 6281 (2 credit hours**) /** Track: Experiential Education
Course Dates: Summer 2024 and Wintermester 2025

Course Coordinator Cristina Ortega, PharmD **Office Phone:** (915) 747-8183 **Email:** caortega2@utep.edu **Office hours:** by appointment	
Preceptor and Site Information Found in CORE ELMS or provided by the preceptor (Preceptor and Site Information Form)	

Course Description

Through this supervised experience, the student will be able to apply concepts from didactic course work to introductory situations in hospital pharmacy practice settings such as medication order processing, unit dose dispensing, intravenous admixtures, purchasing and inventory control, acute care based clinical pharmacy services, and regulatory requirements of drug distribution, drug disposal, and controlled substances.

The Pharmacist's Patient Care Process (PPCP)
Students will use the Pharmacist's Patient Care Process throughout the IPPE **to collect, assess, plan, implement, and follow-up** with patients. **Collaboration and communication** will also be applied as students work with members of the pharmacy staff, other healthcare team members, and patients.

Source:
http://www.aacp.org/news/academ

Course Meetings & Location

IPPE Block	Begin Date	End Date
1	May 27, 2024	June 7, 2024
2	June 10, 2024	June 21, 2024
3	June 24, 2024	July 5, 2024
4	July 8, 2024	July 19, 2024
5	July 22, 2024	August 2, 2024
6	August 5, 2024	August 16, 2024
Wintermester	January 6, 2025	January 17, 2025

Site Specific Hours

The preceptor should expect a call from the student(s) 2 weeks before the first day of rotation to discuss where to park, where to meet the first day and any site or rotation specific information, if applicable.

Each experience is 2-weeks in duration with approximately 45 hours per week (maximum of 50 hours per week) for a minimum 90 hours per rotation. Some preceptors may require students to spend more than 45 hours per week at the site to complete the experience successfully. Preceptors may also require students to be present at the site in the evenings, nights, on weekends, and holidays. Course/rotation schedule will be determined and finalized by the preceptor. Student can expect projects outside of the normal rotation hours (e.g. readings, projects, etc.)

Exact hours may vary based on site; however, it is mandatory for students to be on site for a minimum of 90 hours over the course of the 2 week rotation. No more than 50 hours may be earned in a single week. IPPE hours may occur during evenings, weekends, and on holidays. Additionally, IPPEs may be scheduled at other times of the day.

Online Assessment Requirements

This course requires the use of CORE ELMS® and Blackboard. Students are responsible for ensuring they have access to CORE ELMS® and the appropriate Blackboard course before the beginning of the IPPE. If you have issues with CORE ELMS®, please contact the course coordinator to resolve the issue. If you are having technical issues with Blackboard, please contact Adrian Enriquez (aealonso@utep.edu).

Course Learning Objectives

At the conclusion of this course, as it applies to hospital based practice, students shall be expected to:

Entrustable Professional Activities (EPA)	EPA Minimum Level of Expectancy*	COEPA Curriculum Outcomes
EPA 1: Collect information necessary to identify a patient's medication-related problems and health-related needs.	Direct Supervision	Learner, Problem Solver, Ally, Communicator, Provider, Collaborator
EPA 2: Assess collected information to determine a patient's medication-related problems and health-related needs.	Direct Supervision	Learner, Problem Solver, Ally, Provider
EPA 3: Create a care plan in collaboration with the patient, others trusted by the patient, and other health professionals to optimize pharmacologic and nonpharmacologic treatment.	Direct Supervision	Learner, Problem Solver, Communicator, Ally, Provider, Advocate, Collaborator, Leader
EPA 4: Contribute patient specific medication-related expertise as part of an interprofessional care team	Direct Supervision	Communicator, Ally, Advocate, Collaborator, Leader
EPA 5: Answer medication related questions using scientific literature.	Direct Supervision	Problem Solver, Communicator, Provider, Collaborator, leader
EPA 7: Fulfill a medication order	Observe Only	Provider, Advocate, Steward, Collaborator, Leader
EPA 10: Report adverse drug events and/or medication errors in accordance with site specific procedures.	Observe Only	Problem Solver, Communicator, Steward, Collaborator, Promoter
EPA 13: Perform the technical, administrative, and supportive operations of a pharmacy practice site.	Observe Only	Problem Solver, Communicator, Steward, Collaborator, Leader
Professionalism: EPA 15: Display characteristics of professionalism and engage in continuous professional development.	YES	Communicator, Collaborator, Professional

Adapted from the AACP Curriculum Outcomes and Entrustable Professional Activities (COEPA) 2022 https://www.aacp.org/node/2870

Levels of Entrustment (Expectancy)*:

	Observe only	Direct Supervision	Reactive Supervision	Intermittent Supervision	General Direction
Description	Learner is permitted to observe only. Even with direct supervision, learner is not entrusted to perform the activity or task.	Learner is entrusted to perform the activity or task with direct and proactive supervision. Learner must be observed performing task in order to provide immediate feedback.	Learner is entrusted to perform the activity or task with indirect and reactive supervision.	Learner is entrusted to perform the activity or task with supervision at a distance. Learner can independently perform task.	Learner is entrusted to independently decide what activities and tasks need to be performed. Learner entrusted to direct and supervise activities of others.
Preceptor may say the following to the student:	"Let's talk about this first" "Watch me do this"	"Let's do this together" "I'll watch you"	"You go ahead, and I'll double check _**all**_ of your findings" (Full review)	"You go ahead, and I'll check _**some**_ of your findings" (Spot-checking)	"You're in charge, call me if you have any questions" (Follow up as needed)

*Adapted from the AACP approved rubric

Passing level defined in the syllabus as a minimum competency of **"Observe only" on EPAs 7, 10, 13 and minimum of "Direct Supervision" on EPAs 1-5 and "Yes" for EPA 15 (Professionalism).** Must meet minimum competency level on each EPA to pass the experience.

Students achieving Levels of Expectancy of Observe Only (for EPAs 7, 10, 13) and Direct Supervision (for EPAs 1-5) are at satisfactory progress and are passing the objectives. Students achieving competency levels above Direct Supervision (i.e., Reactive Supervision, Intermittent Supervision, General Direction) are exceeding expectations and are also passing the objective.

Activities and Tasks for required EPAs

Example tasks can be used to determine the level of expectancy for each EPA and ensure if the student's performance has met the minimum level required. Activities that may help assess student performance are not limited to the list provided. Additionally, not all of the example activities/tasks need to be completed and will depending on each site.

EPA	Activities/Tasks
EPA 1: Collect information necessary to identify a patient's medication-related problems and health-related needs.	• Collect a history from a patient and caregiver. • Collect a medication history from a patient or caregiver. • Collect a patient's experience with medication. • Collect information related to barriers for patients to take their medication(s). • Collect objective information from the patient (e.g., physical exam, POC testing). • Collect data from a patient's electronic health, digital health, or medical record.
EPA 2: Assess collected information to determine a patient's medication-related problems and health-related needs.	• Assess the indication of the medication treatment plan. • Assess the safety of the medication treatment plan including drug interactions. • Assess the effectiveness of medication treatment plans, including existing, previous, and new medications. • Assess the alignment of the medication plan with the patient's goals, needs, abilities, values, and beliefs. • Assess the relative priority of each health-related need of the patient to create a prioritized problem list. • Assess if a patient requires a referral for their health-related needs. • Assess whether a patient is eligible for CDC- recommended immunizations.

EPA 3: Create a care plan in collaboration with the patient, others trusted by the patient, and other health professionals to optimize pharmacologic and nonpharmacologic treatment.	• Create person-centered treatment goals.* • Create a prioritized list of evidence-based and patient-centered treatment options to discuss with members of the healthcare team/patient/caregiver(s).* • Create a person-centered treatment plan.* • Create a plan to mitigate the risk of drug interactions and polypharmacy. • Create a treatment plant that incorporates potential strategies to minimize cost for the patient, such as formulary review, patient assistance programs, medication discount programs. • Create a plan to monitor the safety and efficacy of the treatment plan. • Create an individualized education plan for the patient and/or caregiver. *May be centered on chronic diseases states
EPA 4: Contribute patient specific medication-related expertise as part of an interprofessional care team	• Explain a pharmacist's role and responsibilities to a healthcare team. • Apply the PPCP as a member of an interprofessional team. • Communicate a patient's medication-related problem(s) to the healthcare team. • Provide recommendations to the health care team to resolve and/or monitor medication-related problems. • Provide evidence-based drug information to the health care team.
EPA 5: Answer medication related questions using scientific literature.	• Ask clarifying questions to identify and address the true question. • Perform a systematic search of tertiary, secondary and primary resources. • Identify and retrieve high-quality scientific literature. • Analyze scientific literature. • Provide a written or verbal response to the true question, including findings and recommendations.
EPA 7: Fulfill a medication order	• Enter an order or prescription into an electronic health or pharmacy record system. • Perform calculations required to compound, dispense, and administer medications. • Perform a prospective drug utilization review. • Adjudicate a third-party claim. • Identify and manage drug therapy problems. • Consider formulary preferred medication when making recommendations. • Complete an authorization process for a non-preferred medication. • Assist a patient to acquire medication(s) through support programs. • Prepare non-sterile and/or sterile medications. • Perform a quality assurance check on prepared medications prior to dispensing. • Dispense and administer a product including injectable medications and immunizations. • Adhere to state and federal laws/regulations and site quality and safety procedures.
EPA 10: Report adverse drug events and/or medication errors in accordance with site specific procedures.	• Identify factors of system(s) (e.g., personnel, infrastructure, interfaces) associated with errors or risk of errors. • Determine points of intervention within system(s) to prevent or minimize medication-related errors. • Report and document adverse drug events and medication errors to stakeholders. • Review site specific procedures to address adverse drug events and/or medication errors. **(NOTE: If no errors or ADEs observed, EPA can be met by completing this task)**
EPA 13: Perform the technical, administrative, and supportive operations of a pharmacy practice site.	• Review pharmacy policies and procedures. • Explain roles and responsibilities of pharmacy team members. • Provide formative feedback on pharmacy team dynamics, workflow, processes, and operations. • Discuss pharmacy workflow to ensure efficiency and safety. • Use technology to support the pharmacy workflow. • Describe pharmacy quality improvement activities. • Assist with inventory to ensure continued pharmacy operations. • Prepare for regulatory visits and inspections.
EPA 15: Display characteristics of professionalism and engage in continuous professional development.	• Reliability and accountability (e.g., dependable, self-directed, punctual, uses time efficiently, prioritizes effectively, behaves ethically, maintains confidentiality, maintains honesty/integrity in academic/professional contexts, desires to exceed expectations) • Lifelong learning and adaptability (e.g., accepts/applies constructive criticism, life-long learner, aware of strengths/weaknesses, adaptable, demonstrates appropriate help-seeking behavior) • Relationships with others (e.g., empathetic, respectful, altruistic, diplomatic, communicates effectively/articulately, establishes rapport, demonstrates emotional intelligence, embraces diversity/inclusion) • Civic and professional engagement (e.g., promotes harmony, advances the profession, serves the community)

	• Professional image (e.g., practices personal hygiene, demonstrates appropriate etiquette, wears appropriate attire, demonstrates confidence, maintains a positive persona [live and virtual])

Conduct and Attendance Expectations of Students in the course

It is mandatory that students demonstrate their commitment to the profession and respect for faculty, preceptors, and colleagues by attending the experience, arriving on time, and being prepared for the day's activities. Course schedule will be determined and finalized by the preceptor. Attendance will be monitored and assessed under professionalism.   Due to the short nature of the experience, any unexcused absences will result in the failure of the IPPE course and the student will be forwarded to the progression committee. For excused absences, the student will need to work with their preceptor to reschedule the missed time and notify the clinical coordinator. If the missed time cannot be rescheduled, it will result in an Incomplete for the course. Please refer to the Student and Office of Experiential Handbooks for more information.

Conduct

1. Students are expected to abide by all site-specific requirements, state and federal laws and School of Pharmacy regulations during the rotation.
2. Students must wear required name badge(s) at all times that distinguishes them as a Pharmacist Intern.
3. Students must carry at all times a pharmacist-intern card and have a copy uploaded into CORE ELMS®.
4. Students must maintain the professional[a] and ethical[b] standards. Failure of professional and ethical standards may result in rotation failure or referral to OEE, Progression Committee, and/or UTEP Office of Student Conflict and Conflict Resolution (OSCCR).

   a. *Refer to Professional Expectations Contract in the OEE Handbook*
   b. Professional Technical Standards in the UTEP SOP Student Handbook

Attendance

1. Any rotation absence by a student of less than one day should be managed by the student and the preceptor. The preceptor is responsible for a specific plan for the make-up of the missed hours.
2. Students should try to provide no less than 24-hour notice to preceptors of schedule disruptions.
3. Any absence of one day or more, the student will be required to complete the Student Absence Form as outlined in the Student Handbook Attendance Policy for any absence. It is the responsibility of the course coordinator, working with the preceptor, to determine if the student can successfully complete the rotation. A plan for the make-up of the missed days will be completed if it is possible to make up the missed days.
4. Extended absences may result in failure of the rotation and/or delay in completion of the rotation and/or graduation.

Procedure for resolving rotation concerns
1. The student should try to resolve the issue/concern directly with the primary preceptor.
2. If the issues/concern is not resolved, the student should contact the Course Coordinator.
3. If the issue/concern is not resolved, the student should contact the Assistant Dean of the Office of Experiential Education (OEE).
4. If the issue/concern is not resolved, the student may contact the Associate Dean for Academic Affairs.
5. If the issue/concern is not resolved, the student may contact the Dean of the School of Pharmacy.

Questions related to the IPPE course in general should be directed to the Course Coordinator, whereas contact/topic-specific questions should be directed to the preceptor. If there is any question of who to contact, please contact the preceptor first. For issues related to the preceptor, contact the Course Coordinator.

Methods of Instruction/Learning

*The learning outcomes in this course **may** be achieved via:*

1. **Outside Preparation** – outside topic review from class lecture, tertiary and primary literature material and readings to support patient clinical work ups
2. **Preceptor and learner-lead (micro) discussions** – review and reinforce topics and discuss progress/improvement of rotation
3. **Case Discussions and presentation/SOAP Notes/Clinical Notes/Drug Information/Documentation** – evaluate and assess for course outcomes assessment of patient cases, make therapeutic recommendations and document patient interactions.
4. **Assignments**
5. **Exams/Quizzes** – allows students to demonstrate knowledge recall
6. **Interprofessional team-based patient-care** - students to provide patient-centered care as a member of a team.
7. **Patient Interview**- provides practice in interview skills and practice integrating clinical information
8. **Apply Hospital Based Practice Skills**
   - Medication order processing
   - Final product verification – patient specific (Unit dose, intravenous admixtures) and floor stock/automated dispensing cabinet stock
   - Addressing Purchasing, inventory, formulary, and drug-shortage management
   - Acute care based clinical pharmacy services
   - Addressing Regulatory requirements
9. **Miscellaneous activities –** apply practice skills in real-world scenarios (Templates of rubrics available as supplemental documents).
10. **Case reports and presentations**
    - Research project
    - Drug monograph
    - Formal consults
    - In-service/presentation
    - Drug Use Evaluation
    - Other activities as assigned by the preceptor

* Refer to preceptor-specific course calendar or requirements. Not all learning methods are required and should be discussed with the preceptor at the beginning of the rotation.

Evaluation and Grading Policy

The Hospital IPPE is graded on a pass/fail scale. There will be one formal summative assessment conducted by the preceptor during the IPPE –a final evaluation. A midpoint evaluation is optional if any problems are identified that may interfere with the student's ability to pass the rotation. All assessments will be administered via CORE ELMS®, unless noted otherwise. Grades will be based on student's pharmacy practice skills, values, knowledge, and attitudes. Skills are assessed by direct observation of Entrustable Professional Activities (EPAs) and required assignments. The preceptor will also provide feedback on student performance on an informal on-going basis.

Course/Rotation Requirements (All items completed in CORE ELMS® unless otherwise noted)	Final Outcome[a]
Complete IPPE/APPE Orientation Checklist	Completed
Complete one (1) Hospital Dispensing methods Assignment (prev. Field Encounters)[f]	Completed
Complete one (1) Interprofessional Team Member Shadowing Assignment (prev. Field Encounters)[f]	Completed
Complete one (1) Inventory Management Principles Assignment (prev. Field Encounters)[f]	Completed
Complete one (1) Drug Shortages Assignment (prev. Field Encounters)[f]	Completed
Complete and upload the Hospital IPPE workbook in CORE ELMS under Assignment (prev. Field Encounters)[e]	Completed
Record and receive preceptor approved minimum hours (90 hours)[d]	Completed
Receive a final EPA assessment that meets minimum level of expectancy on each of the required EPAs (preceptor)[b]	Completed at passing level
Receive a passing final professional assessment (EPA 15)[b,c]	Completed at passing level
Student completes the Course IPPE/APPE preceptor evaluation	Completed
Final Grade	Pass/Fail

a. Failure to complete and turn in all assignments will result in a failure of the IPPE.
b. Completed in CORE ELMS® by the preceptor.
c. A passing level on the professional assessment is a "yes" response to EPA 16 on the final evaluation.
d. Hours must be recorded on a daily or weekly basis (verify with your preceptor the preferred method). Students will be required to record time taken for lunch, which will not count for hours unless worked during that time.
e. Confirmed in CORE ELMS® by the course coordinator.
f. Confirmed in CORE ELMS® by the preceptor.

Requirement Due Dates

All requirements must be submitted through CORE ELMS® by the end of the last day of the rotation unless otherwise noted elsewhere or dictated by the preceptor. **Students are responsible to follow up with the preceptor on any pending items**. If the student has difficulty working with the preceptor, the student should reach out to the course coordinator. **If there are outstanding requirements, either on the student or preceptor's end, not completed one week after the end of the rotation will result in course/rotation failure.**

It is the responsibility of the **student** to monitor his/her progress during the course/rotation and across all required courses/rotations to ensure that all competency levels are met. Students should seek advice and assistance from the preceptor and/or OEE course coordinator as soon as he/she encounters any difficulty in the course/rotation. If student does not pass, they may be eligible for remediation.

Other Assignments

While each site/preceptor may have their own assignments (e,g, presentations, written assignments, patient counseling exercises) students are expected to complete the following minimum activities:

1. Complete Orientation Checklist
2. Complete the Hospital IPPE workbook
3. One (1) Hospital Dispensing methods Assignment (prev. Field Encounters)
4. One (1) Interprofessional team member Shadowing Assignment (prev. Field Encounters)
5. One (1) Inventory Management Principles Assignment (prev. Field Encounters)
6. One (1) Drug Shortages Assignment (prev. Field Encounters)

*For Preceptor specific assignments: the preceptor will provide any assessment criteria in advance.

Required Course Technology/Tools/Needs

Drug Information Resource:
- Students must have a drug information resource (e.g. Lexi-Comp®, Micromedex®, etc) of the student's choice and preceptor's preferred reference(s) with them at all times
- Access to drug resources through the UTEP library

Calculator:
- Students are expected to bring a scientific calculator

Writing Utensils:
- Students must have an indelible writing utensil with them at all times

Electronic Devices:
- Laptop, computer

Recommended Resources:
Primary literature, tertiary literature within hospital based practices as outlines by the preceptor

There may be other site-specific needs. The student should check with the assigned site to verify any other needs.

Missed Requirements for the IPPE

1. It is up to the preceptor to determine how to handle late assignments/missed deadlines within the rotation (e.g. failure on professionalism [EPA 16]).
2. ***All course requirements must be completed by the end of the course/rotation.*** Late assignments will result in an Incomplete for the course. After one (1) week if there is still outstanding course work, the Incomplete will convert to a Fail.

Remediation Policies

Student must participate in all assignments to be eligible for remediation. Other important factors are also considered. ***See Student Handbook for details.***

Technical Assistance

If you are off campus, you may need to set up a Virtual Private Network (VPN) in your computer to access UTEP resources for this experience (i.e. Library). The link below provides information for you to set up a VPN connection depending on your operating system. You can contact the Help Desk for assistance (See Technical Assistance information).
 https://www.utep.edu/technologysupport/

If you are experiencing technical problems with the course, please contact the UTEP Helpdesk during: M - F: 8AM – 5PM. Calling within UTEP: 915.747.4357. Calling outside UTEP: 915.747.5257. For more information, please visit https://www.utep.edu/technologysupport/

You can also visit an on-campus lab such as the ATLAS lab located within the Undergraduate Learning Center (UGLC building) for additional technical assistance. So that UTEP can continue to provide a stable learning environment, 12:00-6:00am Mountain time on Thursdays is reserved for minor preventive maintenance. This maintenance window is scheduled during the lowest usage time for the system. Blackboard may or may not be available during this time, depending on whether maintenance is necessary. Whenever possible, this time will be utilized to perform all minor maintenance. Unscheduled outages occur rarely, but they do happen. In the event of an unscheduled outage, Course Development and Technology Support will confer with Student and Faculty Services to provide appropriate notifications to those affected including faculty, staff and students.

Cell Phone Policy

All cell phones must be turned on to silent while at the education site unless otherwise instructed by the preceptor. If a student forgets to turn the ringer off, he/she may be subject to disciplinary action. Any unauthorized use of electronic devices (e.g. social media, sports, excessive texting) while engaged in rotational activities will be automatically removed from the site for the day and the Director of OEE will be notified. This will result in an unexcused absence and professional misconduct. Refer to unexcused absence language.

Food/Beverage Policy

Students must not eat or drink in the pharmacy area unless allowed to do so by the site preceptor.

Dress Policy

Students are expected to dress professionally *at **all times*** (e.g. tie [male], no excessive jewelry, closed toed shoes, skirts/dresses below the knee, no excessive perfume or cologne, well-groomed). Additionally, some sites may have specific dress requirements the student must follow (e.g. scrubs). It is the student's responsibility to make contact with the preceptor in advance to verify any site-specific requirements. Pharmacy intern name badge must be *worn at **all times*** during IPPE/APPE rotations.

Credentials: Students are expected to *carry* them *at all times* their Texas State Board of Pharmacy (TSBP) Intern Card. Students must have readily available electronically on CORE ELMS® the following: Unexpired BLS CPR Card, HIPAA Training Certificate, Bloodborne Pathogen, etc. Refer to OEE Handbook for a complete list. Failure to exhibit credentials will result in the student being asked to leave the site. Return to site is determined by the preceptor and the Experiential Programs Director.

UTEP and SOP Policy for Academic Integrity

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve excellence based on the quality of work produced by the individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that the members of this academic community understand the regulations pertaining to academic integrity and that all faculty members insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes is not limited to cheating; plagiarism; collusion; the submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; and any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the UTEP Office of Student Life and the homepage of the Office of Student Life, can result in sanctions ranging from disciplinary probation, to failing a grade on the work in question, to a failing grade in the course, to suspension or dismissal, among others. (See "Dismissal for Reasons of Misconduct").

Professionalism and Professional Conduct

Students must present themselves in a professional and courteous manner. This behavior includes, but is not limited to, not engaging in disruptive behavior, being appropriately dressed, and using professional language and behavior. The student must uphold the UTEP policies and procedures that are outlined in the UTEP HOP, including, but not limited to: academic misconduct, substance abuse, and sexual misconduct. Additionally, the student must meet the requirements of the Professional Expectations and contract, as laid out in the OEE handbook.

Professionalism will be assessed during rotations. If professionalism issues occur during Experiential Education, the Preceptor Faculty (PF) will discuss the issue(s) with the student first. If the PF is unable to successfully mediate the situation, the PF will document the issue and the mediation attempt. This information is then directed to the Director of Experiential Education who will work with Associate Dean of Academic Affairs. If the issue can still not be mediated, the issue is presented to the Progression Subcommittee for final review, decision, and plan.

UTEP and SOP Policy for Special Accommodations (ADA)

"If you have or suspect a disability and need classroom accommodations, you should contact the Center for Accommodations and Support Services (CASS) at 747-5148." You can also e-mail the office at cass@utep.edu or go by their office in Union Building East (Room 106). For additional information, visit the CASS website at http://sa.utep.edu/cass/

General Statement About Course Policy

The syllabus is subject to change to meet course needs, especially if there are unexpected disruptions or changes in class size, resources, etc. The most updated syllabus can be found on CORE ELMS®. It is your responsibility to review the syllabus periodically for updates.

Additional Information

Campus Concealed Carry:
Effective August 1, 2016.
http://www.utep.edu/campuscarry/

Civility Statement:
You are expected to follow basic standards of courtesy (and may be dismissed from rotation for blatant or sustained disruptive behavior

Student Support:
UTEP provides a variety of resources for those in need (e.g., if you feel overwhelmed, stressed or dealing with a crisis):
• UTEP's Counseling Center (free counseling to all students): 915-747-5302, which after-hours goes to a crisis line
• Mental Health Crisis Line: 915-779-1800
• National Suicide Prevention Hotline: 1-800-273-8255
• Veterans Crisis Line: 1-800-273-8255
• NAMI (National Alliance Against Mental Illness) of El Paso: 915-534-5478
• http://caringeducators.tumblr.com/survival

Title IX:
The UTEP School of Pharmacy - Office of Experiential Education is committed to promoting an equal opportunity non-discriminatory learning and working environment as outlined by the UTEP official Handbook of Operating Procedures. The online UTEP Policies Library offers a wealth of information including policy descriptions, training, and on-and-off campus resources. School of Pharmacy Preceptors and Faculty are encouraged to review and take advantage of these resources when ever needed."

- UTEP Handbook of Operating Procedures- https://www.utep.edu/hoop/

- Section 6: Equal Opportunity Policy- https://www.utep.edu/hoop/section-6/index.html

UTEP On-and-Off Campus Resources- https://www.utep.edu/titleix/On-and-Off-Campus-Resources.html